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BA THESIS

THE APPLICATION OF COMMUNICATIVE ACTIVITIES IN ENGLISH SPEAKING CLASSES OF GRADE 11TH STUDENTS AT CAO LANH CITY HIGH SCHOOL

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DONG THAP, 2013
DECLARATION

I confirm that the thesis entitled “The application of communicative activities in English speaking classes of grade 11th students at Cao Lanh City High School” has been performed and interpreted exclusively by myself. I clarify that the work is submitted in partial fulfillment of the requirement of the BA degree and has not been submitted elsewhere in any other form for the fulfillment of any degree or qualification.

The author
Chau Tuyet Ngan
I would foremost like to thank my supervisor, Tran Thi Hien M.A. for giving me support, guideline and feedback when I carried out my study.

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ABSTRACT

Communicative activities are essential in teaching and learning English because they have the ability to draw students’ participation, help students improve their speaking skill and train them for real-life situations. However, if they have been applied in real teaching practice at high schools and if the application is in suitable methods? The study was done for the purpose of finding out the reality of teaching and learning English speaking with communicative activities of grade 11th at Cao Lanh City High School. The data of research was collected by mean of questionnaires, also by the researcher’s class observation and interviews. The results shown the communicative activities were not applied in English speaking classes of 11 graders at the school so lessons were designed and applied as the sample ones. Together with the result from trial teaching, the benefits and challenges in the application of communicative activities at the school were realized. Some solutions for the problem also were suggested in the study.
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5.1.1. Summary and major findings

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5.2.1. Limitations of the study

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1.1. Motivation

“Language learning helps to develop communication skills which are really vital if you’re applying for a job or just in daily life, you need to be able to communicate.” (Nuffield Languages Inquiry, 2000). This is also the purpose of those who are learning English as a foreign language. The widespread of English leads to a surprising increase of English learners nowadays, especially learners in Asian countries in general and Vietnam in particular. Vietnamese students study English as a preparation for their future jobs that usually require communication in English. In high schools, learning English becomes more important for students since it is one of three compulsory subjects in high-school finals. This also causes a common problem: The Grammar – Translation method is mainly used. Teachers usually teach grammar rather than skills. Teaching grammar is only to meet students’ demand at that time. After high-school finals, students are not able to use English they have learnt for a long time for the purpose of communication. They cannot speak English even in a daily conversation, so how can they use English in a communicative environment in their jobs? The reality requires that high school English teachers need to pay more attention to students’ listening and speaking skills. It is better for students if teachers apply Communicative Language Teaching in classroom. To achieve the goals of learning English – to be able to communicate with both native and non-native speakers – communicative activities in English classes are very necessary. Particularly, it seems to be easy for teachers to apply some communicative activities in speaking lessons which always deal with an important characteristic – “learners talk a lot” (Brown, 2001). However, in reality, some challenges prevent teachers from organizing the communicative activities in speaking classes; a common one is limited teaching time.
Such problems mentioned above lead to the essential of the thesis: “The application of communicative activities in speaking classes of grade 11\textsuperscript{th} students at Cao Lanh City High School”. The study is done for a particular group of students at a particular high school in attempt to realize the real practice of speaking classes and provide solutions for teachers to help their students learn English better.

1.2. Aims of the study

The research aims to:

- Realize the reality of applying communicative activities in speaking classes of grade 11\textsuperscript{th} students at Cao Lanh City high school – benefits and challenges.
- Find out some solutions for difficulties in teaching and learning process.
- Suggest some implications for practicing communicative activities.

1.3. The research questions

1) What is the real practice of teaching and learning English in speaking classes of grade 11\textsuperscript{th} teachers and students at Cao Lanh City High School?

2) What are the benefits and challenges of applying communicative activities in speaking lessons?

1.4. Scope of the study

The application of communicative activities will be studied. Particularly, the study focuses on the benefits and challenges of the application for grade 11\textsuperscript{th} students at Cao Lanh City High School.

1.5. The significance of the study

The study makes certain benefits for teaching and learning English at Cao Lanh City High School. It is to help the teachers realize the importance of communicative activities in English speaking classes. By means of research instruments, the reality of teaching and learning speaking in general and applying communicative activities in particular are discovered. The benefits and challenges of the application of communicative activities are focused on as well. Moreover, the study suggests some
solutions for the challenges, which are to help the teachers improve their speaking lessons applying communicative activities. Therefore, it is a really helpful document for teachers teaching grade 11th English at the school. They may pay more attention to their teaching speaking skill lessons applying communicative activities. For students, the study may also help them to realize the significance of learning speaking lessons, which they do not before. It is to wake them up to see how their learning English speaking is and how interesting and essential participating speaking activities in classroom is. It gives them a chance to reconsider their learning at school as well. In brief, the study brings advantages for both teachers and students.

1.6. Previous related study

The thesis about the application of communicative activities in English speaking classes of grade 11th students at Cao Lanh City High School has not been done before at Dong Thap University.

1.7. Content of the study

Chapter 1 is introduction, which presents an overview of the study in which the reason for the research, the aims, the research methods, the scope as well as the content of the study is briefly presented.

Chapter 2 is literatures review, which includes the theory of communicative activities in teaching and learning English speaking skill.

Chapter 3 is methodology discussing some issues of research questions, research participants and research procedure as well as data collection instruments.

Chapter 4 presents an overview result and discussion about the results of survey questionnaires about communicative activities in Cao Lanh City High School grade 11th students’ classes.

Chapter 5 is conclusion of the study including summary, limitations of the study and suggestions for further study are mentioned.
2.1. English speaking skill

2.1.1. Definition of speaking skill

Among four skills of learning English, speaking merges as one of the most important ones that are really essential to master for the purpose of language communication. However, what is exactly speaking skill? “Speaking is the delivery of language through the mouth”. Oxford dictionaries define “Speaking is the action of conveying information or expressing one’s feelings in speech”. In addition, Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998). Speaking is a crucial part of second language learning and teaching.

In learning English, speaking skill is defined in different ways. “Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at the first and involves more than just pronouncing words.” (Azem, M. & Dogar, M. H., 2011). Hornby (1995) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Additionally, “Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating”. (Groget A.G, 1997)

Speaking skill has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency considered to be “the ability to keep going when speaking spontaneously” (Harmer, 2001). Bryne, D. (1986) additionally declares that accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic and semantic or discourse features
fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

2.1.2. The importance of English speaking skill

Speaking skill is really essential as it gives students the opportunity to practice real-life conversations in the classroom. The teacher can use it as a tool to check how much students have learned.

Speaking skill is very important in stages of language learning. (Azem, M. & Dogar, M.H., 2011)

**Stage 1: Pre-production.** This is called the silent stage because speaking is still limited; beginners listen and imitate rather than speak due to their difficulties in vocabulary and grammatical structures. Listening comprehension activities should be focused on instead of communicative ones because learners at this period will need much repetition of English.

**Stage 2: Early production.** Learners are able to speak well in tasks thanks to what they have been memorized although errors may occur. Speaking is begun.

**Stage 3: Speech emergence.** Learners can speak a lot with their enhanced vocabulary. At this stage, short conversations between classmates are absolutely possible. They can understand the information from others and respond as well as make more questions to their partners in the manner of no attention to grammatical structures.

**Stage 4: Intermediate fluency.** At the stage, discussions are improved. More complex sentences are used in speaking to express their opinions and share their thoughts. Learners are able to ask questions to clarify what they are not clear. Also, there is an expanding of the talking topic.
Stage 5: Advanced fluency. Learners will be near-native speakers at this stage. With their amount of vocabulary, they can react directly without any proper preparation when speaking. Their facility in discussions has increased.

In learning speaking skill, a lot of learners regard speaking ability as the measure of knowing a language and as the most important skill that they can acquire.

Speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential and when precise understanding is not required.
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reasons.

The communicative language teaching (CLT) requires teachers to help students develop speaking by providing authentic practice that prepares them for real-life communication situations.

2.1.3. A speaking lesson

A speaking lesson is a kind of bridge for learners between the classroom and the world outside. To build this bridge, the teacher needs to use some speaking activities to help students apply the new language that they have learned. Then they can use language in real situations outside the classroom.

2.1.3.1. Characteristics of a successful speaking lesson/activity:

- Learners talk a lot: Learners should be speaking for most of the lesson/activity. This helps to achieve the goal of teaching English for communication.
- Participation is equal: All of the students should be grouped and organized so that they can participate in the lesson/activity not just a minority of talkative students.

- Motivation is high: Learners are eager to speak because they are interested in the topic and they want to contribute to the lesson/activity.

- Language is appropriate: Learners’ discussion should be relevant, easily comprehensible to each other, and at an acceptable level of language accuracy.

- Teacher monitoring and modeling: The teacher should be walking around and monitoring conversations to ensure that the lesson is meeting its objectives and that the level of the activity is appropriate.

2.1.3.2. Stages of a simple speaking activity

A simple speaking activity consists of three main stages: Setting up, Speaking practice and Feedback.

- Setting up

The teacher introduces students the speaking topic. The specific steps are:

- Explaining clearly: Breaking instructions into small steps.

- Demonstrating: It is especially important in speaking activities, when students are often working in pairs or groups that they know exactly what to do.

- Double checking that everyone knows what to do.

- Practicing the language with the whole class.

- Practicing pronunciation.

- Giving them support with speech bubbles

- Speaking practice

This is the main part of the activity. In this stage, students communicate with each other in pairs or groups. The teacher usually follows these steps:

- Giving clear signals when to start and stop
- Circulating and listening: going around while students are speaking and listening
- Not interrupting but carrying a piece of paper and noting down mistakes and problems
- Controlling the activity: Making sure that it’s not too noisy and English is spoken

- Feedback

Students may report to the rest of the class on what they have talked about in their pairs or groups. The teacher gives feedback and deals with any problems. The teacher may go through with the following steps:

- Bringing the class back together
- Asking a few students to report back
- Giving feedback on the language practiced/ correcting mistakes
  - The teacher writes mistakes taken during practice on the board
  - Students try to correct them
  - The teacher explains again if necessary
  - The teacher focuses on pronunciation if necessary

2.1.3.3. Shape of a speaking lesson

Three main stages of a speaking lesson are: pre-speaking, while-speaking and post-speaking. There is no exact time for each stage in a skills lesson in general and a speaking lesson in particular; however, the teacher should notice that most of the time must be for while stage, which gives students enough time for practicing speaking skill.

- Pre-speaking stage (Presentation stage):

The stage prepares students for getting them to think about the topic or situation before they speak about it. Pre-speaking tasks can be: discussion or brainstorming, where students collect all their ideas on the topic; vocabulary preparation, where the teacher
pre-teaches key vocabulary to aid comprehension; prediction, where students guess what they may learn about. A good pre-speaking is also necessary to involve integrating skills, maybe listening and sometimes reading (for example, an information gap text). This stage should be kept short, about 10 minutes equivalent the presentation stage of a Grammar lesson, but giving enough time for students to assimilate to what they are going to speak. Warm-up activities may be included in this stage.

In this stage, the teacher’s role is to get students think about what they are going to speak before they speak. The teacher will have to set up the Pre-task and his/her clear instructions are required.

- **While-speaking stage (Practice stage):**

This stage is the time for students to practice speaking. The teacher does not have to do a lot of things because students will be working on the while tasks individually or in pairs, in groups. When working on the tasks, they may have some difficulties because of a lack of language variety; therefore, during this stage, the teacher may monitor and assist weaker students with their difficulties in completing while tasks instead. Also, the teacher needs to evaluate how well students have completed the tasks and whether they are ready to go to the next stage or not.

Activities called communicative ones are truly essential to be applied in this stage for the purpose of helping students practice speaking skill. They can be a role play, a game or a discussion. Depending on the lesson and the classroom condition, the teacher will choose and set up the suitable activities for students.

- **Post-speaking stage (Personalization stage):**

After students have practiced speaking skill in the while stage, they may do an extension activity in this stage. This helps students take the information or whatever they have produced in the previous stage and do something meaningful with it. The post task is usually “an information transfer” – a production type of exercise where they respond to what they have just learnt. They respond in the way that relating what
they have learnt to their own experience. For instance, if they talk about a world famous football player in the while stage, they may talk or write about their own favorite one in this follow-up stage. Writing is a very appropriate integrating skill for this stage. If students conduct a questionnaire on their friends in the while task, they may write up the results in a short paragraph, for example.

2.1.3.4. Some implications for teaching a speaking lesson:

Ur (1991) declares that “motivation is very strongly related to achievement in language learning”. Students’ motivation on learning obviously affects the success of learning process. In fact, students, however, may tend to be nervous about trying to say things with many errors, so they are afraid of participating speaking activities. Partly they may fear to be foolish in front of the others and worry about getting things wrong; they may want to avoid teacher’s comments or corrections. To enhance students’ motivation to participate speaking activities, there are some clear implications for the teacher.

- Making an effort in creating a relaxing atmosphere in class in order that most students are not afraid of speaking in front of the rest of the class. Also, doing as many speaking activities as possible in pairs and groups so that students can comfortably speak English without the rest of the class listening.

- Exposing students as much as possible to naturally pronounced speech, and also integrating some pronunciation work into the lessons. The more natural speech they hear, the more effective their learning speaking.

- Accustoming students to combining listening and speaking in real time and in natural interaction. This is very important for them to be familiar with listening and speaking in the manner of combination. Then, in other real situations outside classroom, they can listen and speak not very difficultly.

In addition, in communicative output, the teacher may also teach students some speaking strategies which they can use to help them expand their knowledge of the language and also their confidence in using it.
- **Using minimal responses:**

Such stock of minimal responses as idiom phrases that the teacher provides can help students easily use to indicate understanding, agreement, doubt and other responses to what another speaker saying. This is useful for language learners who are not confident in their speaking.

- **Recognizing scripts:**

Some communication situations such as greetings, apologies, compliments, invitations influenced by social and cultural norms often follow a set of spoken exchanges – a pattern or a script. The teacher can help students feel more confident in communicating by making them aware of these scripts. Then they can predict what the conversation follows and be able to respond easily.

- **Using language to talk about language:**

Reticence can occur when students are shy to say anything when they do not understand another speaker or when others have not understood them. To help them overcome this uncommunicativeness, the teacher can provide them strategies and phrases to use for clarification and comprehension check. When students can use these clarification phrases in class, it means that an authentic practice has been done. Students can speak a lot with their confidence.

2.2. **Communicative activities**

2.2.1. **Definition of communicative activities**

Communicative activities refers to the classroom activities that provide a genuine information gap and make it possible for language learners to communicate with target language in Communicative Language Teaching Approaches (Liao, 2000). In other words, communicative activities are activities that give students both a desire to communicate and a purpose which involve them in a varied use of language. They have real purposes: to find information, to break down barriers, to talk about oneself, and to learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.
Communicative activities are fluency-based activities (Tait, S., 2001). While such activities may involve students to practice a particular grammatical form, they are likely to do more than this. The key element is that the activity is based on a realistic situation. This could be anything from an encounter in a department store, to a group of friends discussing holiday plans, etc. Within this kind of context, students should be required to negotiate for meaning. This is likely to require multiple turn taking.

2.2.2. Features of communicative activities

Savignon (2001) claims that “the problem at present is that some of the activities being introduced as communicative activities are not communicative at all but structure drills in disguise”. Thus many teachers may think that the activities they design and use in class are communicative, but actually they are not. Therefore the features that make a real communicative activity should be focused on.

Based on related views about communicative activities, Sun & Cheng (2000) summarizes three common features as follows:

- Communicative activities are task-based. Task-based English teaching concentrates on communicative tasks that learners need to engage in outside the classroom.

- Communicative activities are learner-centered. The emphasis of teaching activity is on students’ initiation and interaction. Students are expected to participate in the activities as real people and take responsibility for their learning.

- Communicative activities emphasize the use of authentic language input and the teacher’s native or near native language competence in order to produce communication in the classroom.

Activities that are truly communicative also have three features in common; they are information gap, choice and feedback (Morrow, 1981).

- An information gap exists when one person in an exchange knows something the other person does not. For instance, if two students both know today is Tuesday and one asks the other “What is today?” and he/she answers “Tuesday”, their exchange is not really communicative.
- Speakers’ choices in communication are very important. Speakers should have a choice of what they will say and how they will say it. If the teacher’s activity is tightly controlled so that students can only say something in one way; they have no choice and the exchange; therefore, seems not to be communicative.

- True communication is purposeful. A speaker can thus evaluate whether or not his/her purpose has been achieved based on the information he/she receives from his/her listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative.

From these features, it may be easier to distinguish between communicative activities and non-communicative activities. In a communicative activity, students must have a desire to communicate, and there must be some communicative purposes to their communication. Their attention, of course, will be focused on the content of what they are saying rather than the form. They will use a wide variety of language, and the teacher will not intervene by telling students they have made mistakes in their English or correcting their pronunciation, etc. The teacher would not expect the materials which students were using would control their language. For non-communicative activities, there will be no desire to communicate, nor will students have a communicative purpose. Students are involved in repetition or substitution drills so that they can be motivated by the need to attain accuracy, not by a desire to achieve a communicative objective. In these activities, the emphasis will be on the form of the language, not the content. As a result, the teacher will intervene to ensure accuracy, and the materials used will often designed to concentrate on a particular item of language. We can represent the distinguishing features between the two types of activities in the following way:

<table>
<thead>
<tr>
<th>Communicative activities</th>
<th>Non-communicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A communicative purpose</td>
<td>No communicative purpose</td>
</tr>
<tr>
<td>A desire to communicate</td>
<td>No desire to communicate</td>
</tr>
<tr>
<td>Content not form</td>
<td>Form not content</td>
</tr>
<tr>
<td>Variety of language</td>
<td>One language item</td>
</tr>
<tr>
<td>No teacher intervention</td>
<td>Teacher intervention</td>
</tr>
<tr>
<td>No materials control</td>
<td>Materials control</td>
</tr>
</tbody>
</table>
2.2.3. The significance of communicative activities in speaking lessons

Every speaking lesson should be based on communicative activities which fulfil two important language learning needs. They encourage students to acquire language knowledge and prepare them for real-life language uses. Achieving the outcome requires the participants to interact, which means not only speak with a person but also listen to what he or she is saying and react to it.

Communicative activities have a strong effect on student’s motivation in the lessons. They help students have more chance to talk to lots of classmates without a fear of making mistakes. In a communicative activity, instead of having students stand in front of class and talk to others, the teacher sets up the activity that they can talk to some other students but not the whole class and the teacher. That makes a better effect on helping students avoid their fear of making mistakes. Then they seem to be more confident to speak and eager to speak a lot.

In Communicative Language Teaching (CLT), it is suggested that language should be taught through the use of target language and practice communication, especially through communicative activities. They focus on not only the grammatical structure of the language but also the language use in real-life situations.

2.2.4. Ingredients for successful communicative activities

Communicative activities truly make a great contribution on the success of a speaking lesson; however, what goes in to make a communicative activity succeed? Tait, S. (2001) states that the success of communicative pair and group work activities is almost always determined by the work the teacher does before students begin the activity. This includes both what is done by the teacher before the class starts and what is done in class to set up the task.

- **Before class:**

    When preparing for communicative activities, it is really helpful for the teacher to ask himself/ herself some following questions:
What can I do to set the scene or create a context?

The teacher, firstly, should picture a realistic situation (involves the location and the relationship between speakers) where the language forms he/she has been teaching might be used.

What is the purpose of the task?

The teacher tries to think why students would be talking within the context he/she has thought of, and what would their objectives be. Every task used needs to have its clear purposes on applying the language students have learnt and helping them practice speaking fluently, not just for creating comfortable atmosphere in the classroom.

How can I generate interest in the activity?

There is no doubt that activities go better when students are interested in them. Depending on the activity, there are various ways the teacher can create students’ interest; for instance, providing personal examples, modelling the activity in an enthusiastic way, and having students reflect on similar experiences they are familiar with.

Will students require preparation time?

Most research these days suggest that students perform better if they have been given preparation time. Therefore this is pretty logical when the teacher think about it. Without preparation time, students are required to do two things at once: use their English language resources effectively and be creative. Preparation time can help them avoid the pressure that comes with having to be creative while using the language instinctively.

What type of groupings will be appropriate?

The teacher pre-considers some questions: Would the activity work best with students in pairs or groups? Should they be seated or stood? Should they be faced to each other?

What type of exchanges should students is expected to produce?

This may be the most necessary element of the planning process. Writing out a sample
dialogue maybe the most effective way to gain a sense of language students will need to produce to complete the activity. Anticipating the expected exchanges for students may help the teacher predict some pitfalls and plan to avoid them effectively.

- **In class**

Tait, S. (2001) states some stages that the teacher may find them helpful for the process of preparing students for an activity:

**Setting the scene and generating interest:** This might be the time to introduce a personal story related to the communicative activity. It is also important to make sure students know where they will be talking, who they will be talking to, and why they will be talking.

**Modelling preparatory task:** If the teacher has decided to allow planning time, it might be worth demonstrating how this time is to be used. For example, the teacher might begin creating a list of suggestions for a sick friend.

**Student preparation time:** The students write while the teacher monitors.

**Modelling:** T-S, S-T, S-S. This is perhaps the most essential element for successful communicative activities. It can be used:

- To show target language in action and elicit relevant language.
- To clarify/illustrate the requirements or the objectives of the task.
- To add useful/necessary conversational strategies.
- To highlight the type of conversational framework needed.
- To identify possible problem areas.
- To gauge the students' readiness to begin the activity.
- To build students’ confidence.

**Pairworking:** Monitoring, interrupting only if students really get stuck when they are working in pairs or groups. Monitoring in order to aid the flow of conversation when necessary, identify any common errors or areas of breakdown, offer encouragement, and recognize when best to change the pairings.
**Dealing with problems:** While the teacher does not want to interrupt students in the middle of a conversation, error correction can still be done effectively. Write typical problems that we have heard on the board. After conversations have been completed, the teacher draws students’ attention to these problems then encourages them to offer suggestions for solving the problems.

**Pairworking:** New pairings. By repeating the activity with a new partner, students can attempt to incorporate the corrections and suggestions made during the previous stage.

**Concluding:** Having students report on their findings. They can either report to a new student or to the teacher. This final stage tends to bring a sense of closure to the activity.

It depends on the lesson and the communicative activity applied that the teacher may use or not use all of the “ingredients”. It is worthy keeping in mind what the teacher should do to achieve a successful communicative activity are:

- Identifying a “realistic” communicative context or situation.
- Identifying a clear objective or purpose.
- Ensuring there is an “information gap” or “opinion gap”.
- Generating students’ interest.
- Allowing students preparation time if necessary.
- Being aware of the likely conversational framework or format.
- Being aware of any useful/relevant conversational gambits.
- Modelling.
- Determining appropriate types of groupings.
- Monitoring.
- Involving students in the self-correction of errors.
- Providing a sense of conclusion.
2.2.5. Sample communicative activities

Communicative activities are dealt with a large number of methodology books and their classification is distinguished according to each author’s point of view. However, all of them mention the same or similar communicative tasks but in different extent. Here are some types of typical communicative activities.

2.2.5.1. Information gap activities

Information gap activities are described by Thornbury (2005) who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the interactants have to communicate. Littlewood (1994) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

The most common information gap activity is spotting the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

2.2.5.2. Discussions

Discussions are commonly used activities in speaking lessons. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

2.2.5.3. Role plays

A widely spread and one of the best communicative activities is a role play which trains students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Ladousse (1987) points out the special reasons for using the role play in the lessons. It puts students in situations in which they are
required to use and develop language necessary in social relationships and also helps them to build up their social skills. Using role plays is useful especially while teaching shy students who have difficulty to participate in conversation about them. Through this activity they are put into various roles and no longer feel that their own personality is implicated. A role play is an essential communicative activity which develops fluency, promotes interaction in the classroom and increases motivation.

2.2.5.4. Class surveys

A class survey is an activity where all the learners in the group need to ask each other questions to find information, which they then need to analyze and report back to the class. Doing surveys can be a useful way of getting students to interact, produce question forms, collect and analyze real information. In the classroom, class surveys can have various aims and functions: as warmers, as ice-breakers for new classes, as pre-reading activities, to provide freer practice of target language, as tasks etc. The key qualities of surveys are that they are communicative and dynamic.

2.2.6. The teacher’s role in communicative activities

The teacher is a facilitator of students’ learning and he/she has many roles to fulfill. Freeman (1986) describes the teacher as a *manager* of classroom activities. In this role, one of the teacher’s major responsibilities is to set up activities that stimulate communication among students. During the communicative activities he/she acts as a *consultant* answering students’ questions, offering advice and providing necessary language items. One of the most important roles is to make sure that students know what they are supposed to practice and check whether they do it effectively or not. These roles are called a *conductor* and a *monitor*.

It can be concluded that the teacher’s personality in a learning process is very important not only while participating in the activities but also while monitoring students. The teacher’s less dominant role in communicative activities offers students the opportunity to be involved in conversation and improves their speaking skill to be able to cope with the real-life situations.
2.3. Techniques for teaching communicative activities

There are various drawbacks that can ruin a lesson using communicative activities. It is important for teachers to anticipate these problems, and to plan their lessons so that these pitfalls can be avoided. Wilson, C. (2009) states some problems and techniques for avoiding the pitfalls and improving the teaching and learning quality as follows:

- **If students tend to use native language**

The main problem of trying to use communicative activities in monolingual classrooms is that students will often revert to their native language, especially at the point when they become really interested in what they are talking about. Setting “No Native Language” rule from the first day and enforcing it strictly but kindly is the best way to get around the problem. It should be a default rule except when there are some parts of the lesson that the teacher thinks that it is better to be in native language.

- **If students tend to show their friends any information they have**

This can be a problem when doing an activity like jigsaw reading or if students work individually. They may want to show their friend to compare their passages and this defeats the purpose of the activity. This can be overcome by having pairs rather than individuals as the starting unit. Having a pair as the starting unit has several advantages. They can help each other understand the original vocabulary or information, meaning that this part of the lesson also becomes communicative, instead of having students individually checking their dictionaries.

- **If students tend to not talk**

There is a tendency that students may stop speaking after amount of speaking time because they think that is adequate. Other students may stop to open up their dictionary as soon as they do not know a word. There are also students who have a fear of making mistakes when they leave their mother tongue, so they do not continue the conversation. When these problems occur, the teacher can set up the five following rules at the beginning of the activity to avoid students not to talk during the practice time. They are “No Silence”, “No Dictionary”, “Ask Follow-up Questions”, “Giving Long Answers”
and “Mistakes are Okay”. By the second rule, the teacher may first explain that dictionary can be used at some other points but not the actual speaking activity. “Ask Follow-up Questions” and “Give Long Answers” may need to be practiced. For example, the teacher may first stipulates that: with the question like “Do you like football?”, they cannot answer with a simple answer “Yes” or “No” but a further answer is required like “Yes, I usually play football every evening with my friends at school”. The “Mistakes are Okay” rule may help students feel more confident in communicating. They know that it is completely acceptable to make mistake in speaking English.

- If students tend to become cliquey

Some students may tend to become exclusive that they do not want to speak to certain members in class. The best solution may be having partner-changing or seat-changing arrangements as a regular of the class. Thanks to this basis, students will have more chance to talk to many other classmates. They can share a topic with a lot of friends without boring. As a result, the class atmosphere becomes better and better.
This chapter provided the general description of how the study had been conducted. The chapter included the following sections: research questions, setting and participants, data collection instruments, research procedure.

3.1. Research questions

The study made great efforts to seek the answers to the two following questions:

(1) What is the real practice of teaching and learning English in speaking classes of grade 11th teachers and students at Cao Lanh City High School?

(2) What are the benefits and challenges of applying communicative activities in speaking lessons?

3.2. Setting and participants

3.2.1. Research setting

The survey was taken place at Cao Lanh City High School. It was done in cooperation with English teachers and students in some 11th classes at the school. The teachers had experience on teaching English; and students finished English courses in secondary school and one year in high school.

3.2.2. Research participants

3.2.2.1. The students

There were 167 grade 11th students at Cao Lanh City High School participated in the research. Among them, 157 students did the questionnaires and the other 10 students took part in the interviews.

3.2.2.2. The teachers

There were 3 teachers teaching English for grade 11th students in Cao Lanh City High School. They all had more than five-year experience on teaching English.
3.2.3. **Data collection instruments**

In the process of doing the study, three research methods were used: observation, questionnaire and interview.

### 3.2.3.1. Observation

The observational method involves systematically watching people and recording their actions by audios, visuals or writing that provide researchers with rich and authentic data. Observation is the most basic research technique we can employ in our classroom (Miller, 2004). It can be used to crosscheck data from the future questionnaire. For those reasons, class observation was the first method to be carried out in this study. The researcher attended a period of an English class to get a general view of teaching and learning English at Cao Lanh City High School. Specifically, English speaking period was the prior one for the purpose of finding out some information related to communicative activities. Those were: whether or not communicative activities were applied in English speaking lessons, if they were applied correctly and effectively, and how students’ participations in the lessons. The communicative activities mainly used were also explored by means of observation. To prevent the teachers and students from preparing themselves, the exact objectives of the class observation was not announced to them in advance. This kind of observation sheet consisted of 4 big items: (see Appendix 1)

- **Item I** was to make an overview toward the setting of the class.
- **Item II** was to explore the teacher’s teaching through the lesson plan, method and procedure.
- **Item III** was to figure out whether communicative activities are used; if having whether they are used effectively.
- **Item IV** was to explore the students’ participation in the lesson in general, in communicative activities in particular.
3.2.3.2. Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires have advantages over some types of surveys because they are cheap and do not require as much effort from the questioners. They are believed to help researchers save a lot of time since “They are self-administered and can be given to large groups at the same time” (Seliger & Elana, 1989). The information can be obtained easily without the researcher’s presence. Moreover, the respondents including teachers and students may feel free and comfortable to answer the questions. For those reasons, questionnaires were employed in the study.

i. Questionnaires for teachers

There were two questionnaires (see Appendix 2 & 3) consisting of 20 items (10 items per each questionnaire) designed for three English teachers. The aims of the questionnaire were described as follows:

Questionnaire no.1 included 10 items:

Item 1 was to find out the teachers’ attitude toward teaching speaking.

Item 2, 3, 4, 5, 6, 7, 8, and 9 were to find out how their speaking lessons are.

Item 10 was to find out how much time which the teachers spend for designing their speaking lessons.

Questionnaires no.2 included 10 items:

Item 1 and 2 were to discover the teachers’ application of some communicative activities.

Item 3 was to find out the teachers’ evaluation about their students’ participation in the communicative activities.

Item 4 was to investigate the type of class arrangement the teachers mostly use in the class.
Item 5, 6, 7 were to find out the teachers’ observation on their students’ participation on communicative activities.

Item 8 was to find out the teachers’ attitude toward the application of communicative activities.

Item 9 was to investigate the number of communicative activities the teachers usually use in a speaking period.

Item 10 was to find out the teachers’ evaluation about communicative activities.

**ii. Questionnaires for students**

Three questionnaires (see Appendix 4A, 5A & 6A) consisting of 30 items were designed for students. Students’ questionnaires were translated into Vietnamese (see Appendix 4B, 5B & 6B) to prevent them from misunderstanding the questions. The first two questionnaires were handed out to 157 students (54 males, 103 females) of class 11A1, 11A7, 11A8 and 11A9 (equivalent 314 questionnaires). However, only 257 questionnaires were collected. The third questionnaire was handed out to 79 students of class 11A8 and 11A9; all 79 questionnaires were collected. The questionnaires investigated students’ attitude to learning speaking in general and communicative activities in particular. The aims of the questionnaires were described as follows:

**Questionnaire no.1 included 10 items:**

- Item 1 was to find out students’ attitude toward learning speaking lessons.
- Item 2, 3 were to find out students’ attitude toward speaking lessons in general and speaking topics they have learned.
- Item 4, 5, 6, 7, 8 were to discover how their speaking lessons are.
- Item 9 was to find out how much time that students spend for preparing a speaking lesson.
- Item 10 was to find out what students like best about the speaking lessons.
Questionnaire no.2 included 10 items:

Item 1, 2 were to find out teachers’ application of some communicative activities through students’ evaluation.

Item 3 was to discover students’ attitude toward communicative activities in their speaking lessons.

Item 4, 5, 6, 7, 8 were to investigate students’ participation in communicative activities.

Item 9 was to find out teachers’ correction in speaking lessons through students’ opinions.

Item 10 was to discover the communicative activities that students like best.

Questionnaire no.3 included 10 items:

Item 1 and 2 were to find out students’ attitude toward the lesson taught by the researcher and its topic.

Question 3, 4 and 7 was to figure out students’ opinion about the communicative activities used in the lesson.

Question 5 was to confirm the class arrangement the researcher used in the lesson.

Question 6 was to find out students’ concentration on the topic spoken.

Question 8 was to find out students’ opinion about the time given to speak.

Question 9 and 10 were to investigate students’ interest in the activities used by the researcher and the ones in textbook.

3.2.3.3. Interviews

Interviewing considered as a method for conducting qualitative research is a technique used to understand the experiences of others. In this study, interviewing was used to obtain ideas and information from students about speaking lessons they learned. In the interviewing, most of the questions were yes/no questions with explanations. The
interviewing questions had the same contents with the questionnaires. They were used to collect more information from students who have not done the questionnaires.

To help students understand clearly the questions and express their ideas easily, Vietnamese was used in all the interviews.

3.2.4. Research procedure

The research was carried out following these steps:

- The researcher first found out the information about grade 11\textsuperscript{th} English teachers and students at the school.
- The researcher attended a speaking class to get an overview of teaching and learning English speaking at the school.
- The researcher made contact with students of four classes 11A1, 11A7, 11A8 and 11A9 and told them about the purpose of questionnaires. Then 314 copies of the first and second questionnaires were delivered to students of the four classes. The researcher took back the questionnaires the day after.
- The researcher got in touch with three teachers teaching English 11 and told them about the purpose of the questionnaires. Then 6 copies of the first and second questionnaires were delivered to them and collected the following day.
- The researcher contacted with students of class 11A2, 11A3, 11A4, 11A5 and 11A6 and interviewed 2 students each class.
- The researcher sumed up the results from class observation, questionnaires and interviews.
- The researcher designed the lesson plan for trial teaching (Unit 16 – Speaking). Two speaking periods were taught by the researcher.
- 79 copies of the third questionnaires were delivered to students of two classes 11A8 and 11A9 and were collected in the same day.
- The researcher sumed up the result from the third questionnaires.
4.1. Results

4.1.1. Results from class observation

A forty–five hour observation was conducted on the speaking lesson of unit 13 (Hobbies). The general reality of teaching and learning English in general and speaking lessons in particular was discovered.

- **The setting of the class:**

  The number of students was 39; the classroom was pretty small with 16 desks, which was difficult for the teacher to organize some activities requiring students’ movement.

- **The teacher’s teaching:**

  The teacher’s lesson plan had clear stages (warm-up, pre-speaking, while-speaking and post-speaking). Her method was collaborative work that all the activities were used with students’ cooperation. In the period, English was used most of the time, about 85 percent. The teacher used English to teach vocabulary, give instructions in the activities and ask questions. Whenever the teacher saw that students were not clear what she said, she explained in Vietnamese. She monitored and involved the students in the lesson so well. Because of the limit of time, there was no the integration between the topic with the prior or subsequent ones. The lesson was also not finished in time.

- **The use of communicative activities:**

  Some activities were used but most of them were in the textbook. There was no teacher’s re-designing. For instance, the activity in task 2 was used as the role play activity. However, in fact, it was not a communicative activity, and not a role play, too. Students only looked at the sample dialogue and speak out Lan and Huong’s sayings. Similarly, in task 3, students were delivered handouts and their work was to speak
based on the handouts. As a result, they only needed to look at the handouts and speak out the sentences; they read but not speak at all. That was the reason why the activities used were not very successful, and they were not real communicative activities.

- **The students’ participation:**

  Students were pretty responsive; they responded to the teacher’s questions and were willing to participate in the activities. However, they spoke not loud enough, which made the classroom atmosphere not very ebullient (only in the warm-up activity). The classroom was noisy instead when others usually talked something outside the lesson in Vietnamese.

### 4.1.2. Results of questionnaires

#### 4.1.2.1. Questionnaires for students

The questionnaires were delivered to 157 students of grade 11th (equivalent 314 questionnaires) but the number of questionnaires collected was only 257. A number of students did not cooperate with the researcher and were not willing to return the questionnaires to the researcher.

The figures below showed more clearly students’ answers.

- **Questionnaire no.1**

![Figure 4.1.2.1a Students’ attitude toward speaking lessons](image)

Figure 4.1.2.1a showed the students’ attitude toward speaking lessons. It could be clear that most of the students (110 students – more than 80 percent) at Cao Lanh City High
School liked to learn English speaking lessons. Only over 10 percent of students did not like. This meant that they had a certain interest in learning speaking skill.

![Figure 4.1.2.1b Students' opinion about speaking lessons they have learnt](image)

Figure 4.1.2.1b showed the students’ opinion about speaking lessons they had learnt. From the chart we could find out that speaking lessons by English teachers at the school drew a lot of students’ interest. However, there were also about 30 percent of students (41 students) who did not feel the speaking lessons they had learnt interesting.

![Figure 4.1.2.1c Students' attitude toward speaking topics in textbook](image)

Figure 4.1.2.1c was about the students’ attitude toward speaking topics in textbook. The figure showed that speaking topics in textbook were not all interesting. More than 30 percent of students (42 students) expressed that they did not think all the topics were fascinating. They may find that some topics were not familiar so difficult to speak.
Figure 4.1.2.1d showed the students’ opinion about topics used by their teacher. It evidenced that English teachers at the school also tried to connect the topics inside textbook with the ones outside. 83 students (more than 60 percent) found out and expressed their agreement. It was clear that more than 30 percent (41 students) did not do so.

Figure 4.1.2.1e showed the students’ opinion about English spoken in their speaking lessons. From the chart we could find out that the rate of using English and Vietnamese in grade 11th English speaking lessons at the school was quite equivalent. More than half of students questionnaired (65 students – over 50 percent) did not agree that the teachers gave them much time to speak in English.
Figure 4.1.2.1f was about the students’ opinions about talking time in speaking periods. It showed that among the three English teachers at the school, one or two of them used too much time to explain the lessons, the tasks, etc instead of giving time for students to practice. 54 percent (63 students) agreed that their teachers talked most of the time in stead of them in speaking lessons.

Figure 4.1.2.1g showed the students’ evaluation of using of Vietnamese in speaking lessons. It evidenced clearly the frequency of using Vietnamese by the teachers and students in English speaking lessons. Almost all students agreed that they and their teachers sometimes used Vietnamese in English periods. There were also 5 students (4 percent) agreed that they always spoke in Vietnamese.
Figure 4.1.2.1h was about the students’ preparation for English speaking lessons at home. It was clear that they did not spend much time for this job, even did not prepare for the lessons. 29 students (23 percent) chose the choice D (other answer) and they all said that they did not prepare anything for the lessons. Although the number of students had lesson preparation, the time they spent for it not much (only 15 minutes following by 64 students – 50 percent).

Question no.10 in the questionnaires is an opened one. *What do you like best about the speaking lessons?*

The answers to this question were mostly the same. Most of the students said that they liked to learn speaking lessons because they could have an opportunity to talk with their friends. They could speak in English. That was their main reason.
Figure 4.1.2.1i was about the frequency of using some activities by English teachers in their classes. We could see that games and discussions were used more often than the two others – role plays and class surveys. More than 50 percent of students agreed that games and discussions were often used. The number of students also agreed that those activities were rarely used in the lessons, especially role plays and class surveys.

Question no.2 is an opened one. *What other activities does your teacher usually use in speaking lessons?*

To this question, most of the students had no opinions. Those who answered the question all say “Not having”. It meant that the teachers rarely used other activities in speaking lessons.
Figure 4.1.2.1j showed the students’ attitude toward the lessons having activities mentioned. It evidenced the students’ feeling about the lessons having some activities mentioned in the first question. More than 90 percent - 124 students agreed that they felt more interested in the lessons thanks to those activities.

Figure 4.1.2.1k was about the students’ opinion about types of class arrangement. It showed the teachers’ arrangement in speaking lessons; that was whether they had students work with others or themselves. The result was that the teachers mostly had
their students work in pairs or groups rather than individually (based on 117 students’ agreement – nearly 90 percent).

Figure 4.1.2.1l Students’ concentration on the topic spoken

Figure 4.1.2.1l showed the students’ concentration on the topic spoken. Only about 10 percent (14 students) said that they did not focus on the topics and did not speak in English. Most of the others did it. Beside that, their frequency of talking about something outside the topics was considerable. More than 70 percent (98 students) agreed that they also sometimes discussed something irrelevant in Vietnamese.

Figure 4.1.2.1m Students’ opinion about the practicing time

Figure 4.1.2.1m was about students’ opinion about the time their teacher gave for them to practice. A large number of students (104 students – 80 percent) thought that they
had enough time to speak. While 20 percent (26 students) thought that their teachers should give them more time to practice.

![Figure 4.1.2.1n Students’ participation in speaking activities](image)

Figure 4.1.2.1n showed the students’ participation in speaking activities. It evidenced how well the students reacted to some activities. Some activities required them to move far away from their seat; and only nearly 40 percent – 46 students liked that. They liked to move to talk with other friends. The majority did not. More than 60 percent – 84 students did not like to move. It meant that they just liked to stay at their seat and talk to old partners.

![Figure 4.1.2.1o Students’ opinion about their teachers’ correction](image)

Figure 4.1.2.1o was about the students’ opinion about their teachers’ correction. More than 80 percent - 105 students experienced that their teachers corrected their mistakes
immediately if he/she saw the mistakes even when they were in the practicing time. Only about 20 percent – 25 students answered differently.

Question no.10 is an opened one. *What activities do you like best?*

Most of the students had no opinions for this question. Those who had the answer shared such common activities as games, discussions in pairs and groups. They expressed that they liked these activities because they could speak in English with their friends.

### 4.1.2.2. Questionnaires for teachers

Two questionnaires were handed out to the three English teachers at the school. All questionnaires were collected. The results were shown below:

#### Questionnaire no.1

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You like teaching speaking.</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1.2.2a Teachers’ attitude toward teaching speaking lessons

Table 4.1.2.2a showed the teachers’ attitude toward teaching speaking skill. The result was clear that among three grade 11th English teachers, one did not like. The two others agreed that they liked teaching this skill of English.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Your speaking lessons usually draw a lot of students’ participations.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3. Topics outside textbook are</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.1.2.2b Teachers’ evaluation on their teaching lessons

<table>
<thead>
<tr>
<th>Question</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Sometimes you have to speak in Vietnamese to make something clear to your students.</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5. In your speaking lessons, most of the time is for students’ talking.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6. Your speaking lessons are usually finished in time.</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7. Your speaking lessons always reach the goals of the lessons.</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Your students usually speak in Vietnamese because they do not know how to express their ideas in English.</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1.2.2c Teachers’ opinion about their students’ using Vietnamese

<table>
<thead>
<tr>
<th>Question</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. How often do your students speak in Vietnamese in your speaking lessons?</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1.2.2b was about the teachers’ evaluation on their teaching lessons and table 4.1.2.2c was about their opinion about their students’ using Vietnamese in lessons.

The 8 questions above were to discover how the teachers’ speaking lessons were by their own evaluation. The first point was clear that they thought their lessons did not draw a lot of students’ participation. Some topics were not familiar with students,
which made them boring so topics outside textbook sometimes used. To make the lessons clear to students, they sometimes had to use Vietnamese. As a result, the time for students to practice was usually not enough. One of the three teachers agreed that. Moreover, this also led to the lessons were usually not finished in time and did not reach their goals. Another common state was students’ using Vienamese in English classes. The majority of teachers agreed that their students used Vietnamese very often. When practicing to speak, they used Vietnamese first to express their ideas then ask the teachers how to say them in English.

Table 4.1.2.2d Teachers’ time for lesson designing

<table>
<thead>
<tr>
<th>Question</th>
<th>15 minutes</th>
<th>30 minutes</th>
<th>45 minutes</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. How much time did you spend for designing a speaking lesson at home?</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1.2.2d showed the teachers’ time for lesson designing. We could see clearly that all three teachers had spent much time for preparing their lessons. One said that he spent 30 minutes and the two others used 45 minutes.

❖ *Questionnaire no.2*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Role-plays</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Class surveys</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1.2.2e Teachers’ frequency of using some speaking activities
Table 4.1.2.2e showed the teachers’ frequency of using such activities as games, discussions, role-plays and class surveys based on their own evaluation. There was a unity between the teachers and their students’ opinion. It was clear that games and discussions were used more often compared to the two others.

Question no.2. What other activities do you usually use?

Among the three teachers only one answered this question. He said that he also used the repetition and substitution activities in his speaking lessons.

Question no.3. How is your students’ participation in the communicative activities?

One teacher had no opinions. Of the two teachers giving their opinions, one had positive evaluation and one had negative one. One said that her students were very exciting and active in the activities. In contrast, one expressed her disappointment when said that her students did not get involved in the communicative activities much.

Question no.4. Which type of class arrangement do you usually use, pair work or group work? Why?

The three teachers shared the same answer to this question. They all said that of group work and pair work the latter was used more often. The reasons given were: pair work was suitable for the number of shy students, it helped students feel easy to speak to each other, and the teachers could control the activities easily. One teacher suggested that she also usually had students work individually. She explained that this could help students work on their own speed, and it was also suitable for shy students.
<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Your students make much noise in communicative activities.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Your students usually talk about given topics or something outside the topic in Vietnamese.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Some students do not want to move a lot in communicative activities.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Applying a communicative activity takes a lot of time, which makes your lesson could not be finished in time.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1.2.2f ‘Teachers’ evaluation about their students’ participation in speaking activities’

Table 4.1.2.2f showed the teachers’ evaluation about their students’ participation in speaking activities. They all agreed that the class atmosphere was quite noisy in the speaking time and the students sometimes talked about another topic outside the lesson in Vietnamese. One teacher agreed that. The other two said that their students did not often talk about topics outside; they saw that their students focused on the lessons. The teacher who said that her students were active in the activities also agreed that her students were willing to move in the activities. On the other hand, the two others said that their students did not want to move at all. Although their lessons usually did not finished in time, they did not think applying communicative activities was the main reason. Only one teacher agreed that. The two others disagreed.
Table 4.1.2f The number of activities used in a period

Table 4.1.2f was about the number of activities used in a speaking period. It was clear from the table that the three teachers usually used three activities in their speaking lessons. It was also the number equivalent to the activities in textbook.

Question no.10. What communicative activities do you think most effective? Why?

The majority of teachers said that role plays and class surveys were the most effective communicative activities for speaking lessons. They explained that these activities were interesting and could stimulate a real life encounter to students in classroom. They encouraged students to take part in the lessons and helped them develop speaking skills.

4.1.3. Results from interviews

The interviews were done in the cooperation of ten grade 11th students. The data collected were as follows:

❖ Interview questions

1. Do you like speaking lessons? Why? Why not?

Of ten students interviewed the nine answered “Yes”. They all said that they liked speaking lessons because they could practice speaking English with their friends. Only one student said “No”, and his reason was that his English was not very good, so he did not feel confident to speak in English.

2. Do you like speaking topics in textbook? Why? Why not?

For this question, they shared the same thought. They all said that they just liked the topic being familiar with them such as Hobbies, A party and Recreation. They did not
like such topics as Space conquest and Nature in danger. The more familiar the topics, the more they liked them. The reason was that they might have enough vocabulary and feel interested in the topics.

3. **Does your teacher usually use Vietnamese in speaking lessons?**

Their answer to this question was “No”. They said that their teachers used English more often than Vietnamese (more than 70 percent). In the case the teachers knew the students were not clear something that they explained in Vietnamese.

4. **Do you usually use Vietnamese in speaking lessons?**

For this question, all the answers were “Yes”. Due to lack of vocabulary, they usually first discussed the topics in Vietnamese then asked the teachers how to say the ideas in English. They even talked about the topics or something outside the topics in Vietnamese when they finished practicing as the teachers’ request.

5. **Which kind of class arrangement does your teacher usually use, pair work or group work? Which one do you like?**

The answers were pair work. They said that the teachers had them work in pairs more often than in groups, and they also liked working in pairs. In fact, they said, the teachers only asked them to work with a friend next to them, not the others. When the researcher asked whether they liked to talk to others or not, they all say “Yes”, and the reason was that they could exchange more ideas as well as did not feel boring.

6. **Does your teacher usually use the activities like games, discussions, role plays and class surveys? Do you like your teacher use those activities more often in speaking lessons? Why? Why not?**

The answers were “Rarely use” except games. Compared to the two others, discussions were used more often. The students also expressed that they liked their teachers used those activities in speaking lessons, which helped the lessons more interesting and they felt more excited in the lessons. Among the ten students, one said that he did not like those activities. He thought that they took a lot of time and his friends and he spoke in Vietnamese rather than English in the activities.
7. Do you like to move in some activities above? Why? Why not?

The ten students all said “Yes”. They expressed that they liked to move and talk with
other friends, not just the one next to them. Talking to many others might help them
exchange more ideas, and also made them feel more fascinating about the lessons.

8. Do you make much noise in speaking activities?

All the answers were “Yes”. They explained more that whenever they finished practice
to speak the topics, they would talk about something inside and even outside the
lessons, and usually they talked in Vietnamese. Those made the class very noisy.

9. Does your teacher correct your mistakes immediately when you are
practicing to speak? Or he/she will correct later, for the whole class?

All the answers were the second option. They said that the teachers let them speak
naturally. If they made any mistakes, their teachers would correct later, for the whole
class as the common mistakes.

10. Do you spend time for preparing speaking lessons at home? How much time
did you spend?

All the answers to this question were “No”. The ten students all said that they did not
spend time for preparing speaking lessons. They explained that they did not need to
prepare anything. In the lessons, the teachers would help them with vocabulary and
structures then they could speak something about the topic. They used time for the
other subjects instead.

- The results from class observation, questionnaires and interviews all showed
  that communicative activities were not applied in English speaking classes of
grade 11th at Cao Lanh City High School successfully. Some activities like role
plays were used but they were not applied as real communicative activities. For
that reason, the researcher decided to teach two trial periods for the purpose of
applying communicative activities then found out the students’ opinions about
these lessons. The trial teachings were carried out in the class 11A9 then 11A8;
the unit 16 speaking was taught.
4.1.4. Result from trial teaching

4.1.4.1. The researcher’ evaluation

The lesson taught was Unit 16 – The Wonders of The World. In the first trial teaching, based on the lesson goals and the tasks, the researcher designed two communicative activities. They were Information gap and Role play. However, the first trial teaching (for class 11A9 – see Appendix 7) was not successful. The time was not enough for both the activities. Of Information gap and Role play the latter was not finished. The problem called for another trial teaching with a different lesson plan. In the second trial teaching (for class 11A8 – see Appendix 8), Role play activity was carried out only. The lesson was quite successful. The students were active and responsive. That was the first time they had taken part in an activity that they needed to move, they said. Therefore they seemed to be very exciting and worked actively.

The result of trial teaching shown that only one communicative activity could be applied in an English speaking lesson of grade 11th students at the school because of the limit of time. The lesson although had only one real communicative activity, it drewed a lot of students’ interest; they got involved much in the lesson and spoke more in English.

4.1.4.2. The students’ opinions

To get students’ points of view about the lesson, questionnaire no.3 (see appendix 6A & 6B) was designed and handed out to 79 students of the two classes. Their opinions about the lesson and the activities used in the lesson were collected as follows:
Figure 4.1.4.2a Students’ attitude toward the lesson

Figure 4.1.4.2a showed the students’ attitude toward the lesson taught by the researcher. Among 79 students in the two classes 11A8 and 11A9, there was only one student (equivalent 2 percent in total) said that the lesson was not interesting. The other students all expressed their agreement to the conclusion.

Figure 4.1.4.2b Students’ attitude toward the topic spoken

Figure 4.1.4.2b showed the students’ attitude toward the topic spoken. It evidenced the students’ interest in the topic spoken. The topic was about The Wonders of the World, which was in the textbook. Only 5 percent – 4 students did not feel excited with the topic. They expressed the different opinion to the other 95 percent – 75 students.
The two figures were about the students’ opinion about the communicative activities used by the researcher. There was only one student (equivalent 2 percent) who said that they did not think the lesson was more exciting thanks to the activities and did not like the activities. The other 78 students (equivalent 98 percent) agreed that the lesson was much more exciting and they liked the activities a lot.
Figure 4.1.4.2e showed the teacher’s using of types of class arrangement in the lesson. The teacher had students work with the others most of the time; the chart was a clear proof for this. No one disagreed to the conclusion.

Figure 4.1.4.2f was about the students’ concentration on the lesson. 91 percent – 72 students agreed that they focused on the topic and practiced to speak in English. The other 9 percent (7 students) said that they did not focus on the lesson.
Figure 4.1.4.2g showed the students’ participation in speaking activities. The number of students liked to move in the activities. 8 percent of students (equivalent 6 students) said that they did not like to move.

Figure 4.1.4.2h was about the students’ opinion about the time used for their speaking. 30 percent – 23 students thought that they should have more time to practice speaking. The majority thought oppositely. They expressed their agreement to the conclusion.
Question no.9. Compare to the tasks in the book, which do you prefer, tasks in book or tasks the teacher designed? Why?

Of the 79 students the two ones prefered tasks in textbook. The majority explained that the tasks in textbook were so boring; therefore, they loved new designed activities.

Question no.10. Do you like if the teacher designs more activities like that more often for you to practice rather than uses the activities in the book? Why?

For this question, 74 students said “Yes”; they liked the teacher designed activities more often. 4 students said that they did not like, and only one said that he had no opinions. The students who said “Yes” explained that the activities helped the lesson more interesting and they felt more excited about the lesson. The activities in textbook usually were boring; they did not have many chances to talk to their friends. In contrast, those who said “No” explained that they wanted the teacher to teach the lesson based on the target knowledge; other activities were not necessary. However, they said that maybe because they were not clear that: even though the teacher used the activities different from the ones in textbook, the target knowledge was focused on.

➢ The results from the means of research above help to answer the two research questions.

4.1.4.3. Answering research questions

i. Question (1) What is the real practice of teaching and learning English in speaking classes of grade 11th teachers and students at Cao Lanh City High School?

By analyzing the results of class observation, questionnaires and interviews together with comparing with theory in methodology, it could be figured out the reality of teaching and learning English speaking of grade 11th teachers and students at Cao Lanh City High School.

* In teaching

There were some positive things about the teachers’ teaching. Most of the teachers had an interest in teaching this skill of English. They tried to make the lessonson
exciting, to draw students’ participations. The results from class observation showed that they had spent time for preparing the lessons, applied technology into teaching and used various activities as much as possible to help the lessons more interesting. In the periods, they also tried to use English most of the time, which might be helpful for students to practice and develop their listening and speaking skills. The teachers saw exactly what their students’ abilities were so that they knew what the suitable teaching method was. Depending on the classes that they flexibly used such kinds of class arrangement as pair work, group work, and what time was suitable for working individually. Another successful point was the teachers’ balance of using English and Vietnamese. They tried to use English but it did not mean that they did not use Vietnamese. The teachers knew that their students sometimes were not clear the instructions so they used Vietnamese for explaining timely.

From the research results, we could also realize some weaknesses of English teaching for grade 11th students at the school. The first important one was the weakness in using speaking activities. The teachers used many activities to involve students’ participation but most of the activities were in textbook. The teachers usually did not have any changes for the activities. They mostly based on textbook. Their no changes made the activities be not real. In fact, they were not real communicative activities. Also, the kinds of class arrangement were used repeatedly. Pair work was a typical one. The teachers even did not have students change their partners, which made them feel boring.

* In learning

For students’ speaking learning, the research results also suggested some strengths and weaknesses. The most important element affecting the success of the lessons was students’ interest. Grade 11th students at Cao Lanh City High School mostly liked speaking lessons. In the periods, they also tried to speak in English.

Besides, many weaknesses were realized. The first one was about the topics. The students mostly liked to speak about the topics familiar to their lives. While there were many topics related to some fields being strange to them. This was also the reason
why there was still the number of students said that they did not like learning speaking lessons. Secondly, the problem appeared in the practicing time. Not all the students focused on the lessons. Their using of English in this time was limited. Having a chance to talk to the others, they usually made use of this time to talk about something outside the topics in Vietnamese. They not only made noise but also wasted time, which affected the lessons a lot. Another weakness resulted from questionnaires, interviews and trial teaching periods was the students’ limitation of moving in communicative activities. As observation, the number of students was not willing to move in the activities. No preparation for the lessons was also a factor affecting the students’ learning.

That was all the real practice of teaching and learning English of grade 11th teachers and students at Cao Lanh City High School discovered from this study.

ii. Question (2) What are the benefits and challenges of applying communicative activities in speaking lessons?

By analyzing the results of class observation, questionnaires and interviews as well as trial teaching, some benefits and challenges of applying communicative in English speaking lessons of grade 11th students at Cao Lanh City High School were realized.

* The benefits

The first benefit was the students’ desire in communicating. It was the most important one because this made them get involved much in the activities. Most of the students said that they liked speaking just since they wanted to talk to their friends in English. To satisfy their aspiration, they actively took part in the activities. This was one of the factors leading to a successful communicative activity.

Another benefit was the students’ positive points of view toward the communicative activities, which was also very important. Most of the students expressed their agreement that the lessons became more interesting thanks to the activities. These activities might “wake them up” from the bore of some lessons. As a
result, they partook to the activities. Having the students’ contribution meant the communicative activities somewhat got success.

* The challenges

Together with the benefits above, applying communicative activities in grade 11th students’ English speaking classes at the school also faced some certain difficulties.

The first challenge was the limited time of a teaching period. 45 minutes seemed to be inadequate for a lesson plan with 2 or more communicative activities. Time was only enough for one communicative activity. This meant that the other activities had to be done as tasks in textbook, which usually were not real communicative activities. This problem caused another challenge to applying communicative activities. The challenge was that the students’ practice was insufficient. Only in the communicative activities the students had a chance to talk as they were in the real situation but the time was too short and there was only one activity. They could not speak much. The teachers occasionally had no time for correcting students’ mistakes.

Another difficulty was the students’ movement and the noise they made. Not all the students liked to move in the communicative activities. Although they liked the activities they seemed to be “lazy” to go and find other partners. Some just stood up and waited the others to make the conversation with them. Additionally, the students who were willing to take part in the activities seemed to be confused and made much noise in their movement.

The setting of the class was also a difficult for the teachers in applying communicative activities. As observation, the classroom was quite small, and the desks were placed closely. This arrangement caused the difficulty for the teachers in carrying out the activities and the students had the obstacle in their movement. In some activities like class survey that required the students to move away from their seat, the closely-placed desks prevented them from moving. Therefore they sometimes just stood up and talked to someone around them. This created a not very successful effect to the application of communicative activities.
4.4. Discussion

This section focused on discussing the results in the previous one, specifically the reasons for difficulties in the application of communicative activities and suggesting some solutions for the problem.

The two research questions were made to be clear by the results of such research methods as class observation, questionnaires and interviews as well as trial teaching. The reality of teaching and learning speaking lessons in general and applying of communicative activities in speaking lessons for 11 graders at Cao Lanh City High School in particular had both benefits and difficulties.

Those benefits resulted from the teachers and students’ positive attitude toward speaking lessons and communicative activities. The teachers tried to make the lessons and activities exciting to draw students’ interest and participation. Most of the students liked to learn speaking lessons so they were willing to join the activities. Moreover, the teachers followed close behind their students, which helped them to know clearly their studying aptitude then had suitable teaching methods. In speaking lessons, the teachers usually had appropriate kinds of class arrangement that met their students’ interest.

Reasons for difficulties in the application of communicative activities in speaking classes at the school were realized and their solutions were suggested as well.

4.4.1. Reasons of difficulties

- Difficulty about the limited time: According to the theory of teaching a speaking lesson as well as the other skills of English, the teachers needed to keep all the stages, which made a successful lesson plan. Most of the time was for while-speaking stage when the students practiced the skill, besides the teachers also spent much time for such other stages as warm-up, pre-speaking and post-speaking. If the teachers applied 2 or more activities, the lesson could not finish in time.

- Students’ practice was insufficient: there were some reasons for this problem. Firstly, the students were not interested in some topics which were unfamiliar with them. Together with their losing of interest, they might be lack of vocabulary to talk
about these topics. Their solution was using Vietnamese to ask the teachers how to express their ideas in English first or just asking vocabulary. As a result, they did not speak in English much. Secondly, time was not enough for them to practice. In the activities, they might not be clear the instructions in English so the teachers usually had to explain in Vietnamese. The teachers also spent time for other stages so the students’ talking time was limited.

- The students’ movement in the activities also faced difficulties. Their unfamiliarity with these kinds of activity is one of the reasons. From the start, they were usually arranged to work with the one beside them so when having an activity requiring moving and finding other partners, they were completely in passive. They were not familiar with moving and working with other friends so some showed their confusion. Then they called the others for help but in Vietnamese, which made much noise. The setting of the class also caused problem for students’ movement. Because the class was quite small and the desks were placed closely, students were difficult to move.

4.4.2. Suggested solutions

To improve the effectiveness of applying communicative activities in English speaking classes of 11th graders at the school, the researcher suggested some solutions for the problem mentioned.

- The teachers could spend more time for the students’ talking by reducing time used in other stages like pre-teaching vocabulary. Because 45-minute periods were fixed, the teachers could not teach the lessons in 2 or more periods for example. However, the teachers might save time by teaching vocabulary more quickly then gave students handouts instead of spending time for them to copy down. Moreover, giving instructions should be clear and easy to follow. The teachers should consider the language used in instructions so that it was short and clear; students could be clear immediately. If the language used was too long and complicated, students might not comprehend and the teachers had to spend time to explain in Vietnamese.
- To improve students’ talking, speaking topics should be considered. For what topics the students were not familiar and might lack of vocabulary to talk, the teacher could use topics outside as they had done and provided students with vocabulary related to the topics to help students speak more in English. Besides, the teachers might change tasks in textbook into activities requiring more interactions.

- Communicative activities should be used, which helped students to be familiar from the start, even time was only enough for one activity. Gradually, they were accustomed to the activities and willing to join. The setting of the class prevented students from taking part in some activities; therefore, suitable kinds of class arrangement should be used to overcome this difficulty.
5.1. Summary, major findings and implications on teaching

5.1.1. Summary and major findings

This part summarized the study on the application of communicative activities in English speaking classes of grade 11\textsuperscript{th} students at Cao Lanh City High School and its major findings.

The study investigated realities of teaching and learning English in speaking classes of grade 11\textsuperscript{th} teachers and students at the school. Also, it found out some certain benefits and challenges of applying communicative activities in these classes’ speaking lessons. By summing up and analyzing class observation, questionnaires, interviews and trial teachings, the results showed that teaching and learning speaking skill of English at the school had definite strengths and weaknesses originated from both teachers and students. They were the teachers and students’ interest in teaching and learning, the teachers’ lesson plans and class control, the students’ lesson preparations and participations. In the effort of carrying out various methods of research, the study explored the benefits and difficulties in the application of communicative for grade 11\textsuperscript{th} students’ English speaking classes at the school. They were initiated from both subjective and objective factors. The subjective ones related to the teachers and students’ interest in the speaking skill in general and in speaking topics in particular, the teachers’ activities and their control over the class and the students’ participations in the activities. The time and setting of the class were considered objective factors. With these findings, the researcher hoped that they could help the teachers and students at the school improve their quality of teaching and learning English, especially speaking skill.
5.1.2. Implications on teaching

The success of a speaking lesson in general and a communicative activity in particular depended much on the teachers. In spite of the teacher’s careful preparation, the lesson might not achieve success. For this reason, this part offered some useful implications on applying communicative activities for grade 11th classes at the school based on the research findings and the researcher’s experience on trial teaching.

First of all, the teachers needed to design new communicative activities different from tasks in textbook. The reason was that tasks in textbook usually were not real communicative activities. For example, the task requested the students to work in pairs and talk about some information but they all were in textbook. Both students could see them so they did not need to ask and answer or talk each other about the information. A communicative activity provided the students an environment to exchange something they did not know with their friends. Therefore, to help students practice with real communicative situations the teachers had to change some activities appropriately into ones having certain features of a real communicative activity. However, the re-designing had to follow the goals of the lessons. If not, the lessons were also not successful.

Secondly, controlling over the class should be done well. The students might be strange with some activities and their habit to speak in Vietnamese was popular, which made a lot of noise. For this reason, the teachers needed to be well-controlled. If not, the students might be not clear the instructions, might not get involve in the activities. If having, they might make much noise. Those affected the lesson a lot.

Additionally, choosing a type of class arrangement was very important. Depending on the number of students in each class, the setting of the class and the goal of the activity, the teachers should consider a suitable type of class arrangement. Some activities might be appropriate with pair work while some might be done well with group work. Some needed students’ movement for better effects but some did not. The teachers had to think of and choose the best apposite.
To carry out a successful communicative activity was quite difficult for the teacher because of many affected factors. The way to make this work be easy to do was mentioned in the theory of communicative activities.

5.2. Limitations of the study and suggestions for further studies

5.2.1. Limitations of the study

In spite of the researcher’s great effort to finish the study, limitations were not avoidable. The first one was the limit of observing teachers’ teaching; there was only one class observation done. Secondly, questionnaires were carried out not very well. The number of questionnaires handed out to the students was collected insufficiently. This made the restriction in summing up the results. Finally, the trial teaching was limited. Teaching only two classes did not investigate enough benefits and challenges of the communicative activity application because of the differences among classes. Those were all the limitations of the study.

5.2.2. Suggestions for further studies

With the mentioned limitations, the researcher hoped that they would help other researchers with some useful experiences in their further related studies. Researchers should observe more English speaking classes taught by high school teachers. Besides, researchers should also ask the high school teachers to teach trial lessons. This would help avoid the condition that the students felt exciting and got involve in the lessons because of the new teacher. It was expected that those suggestions would help researchers with better strategies for their further studies.
REFERENCES


Tuong, N. A. *Methodology Course (2), Teaching Language Components and Skills*. Unpublished textbook, Dong Thap University.
Tuong, N. A. *Methodology Course (3), Language Teaching Practice*. Unpublished textbook, Dong Thap University.


**Website:**


APPENDICES

APPENDIX 1: CLASS OBSERVATION SHEET

<table>
<thead>
<tr>
<th>Setting: (Seating arrangement, obvious equipment…)</th>
<th>Date:</th>
<th>Teacher’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Observer:</td>
</tr>
<tr>
<td><strong>1. The teacher’s teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Lesson plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Language used</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. The use of communicative activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Having or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Types of class arrangement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Being real communicative activities or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Being successful or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. The students’ participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Students are responsive or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Language used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- How well they participate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The classroom’s atmosphere</td>
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<td></td>
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</tbody>
</table>

**Other notes:**
### APPENDIX 2: QUESTIONNAIRE NO.1 FOR TEACHERS

*(Mark X for your answer)*

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You like teaching speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Your speaking lessons usually draw a lot of students’ participations.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Topics outside textbook are sometimes used.</td>
<td></td>
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<td></td>
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<tr>
<td>4. Sometimes you have to speak in Vietnamese to make something clear to your students.</td>
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<tr>
<td>5. In your speaking lessons, most of the time is for students’ talking.</td>
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<tr>
<td>6. Your speaking lessons are usually finished in time.</td>
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<tr>
<td>7. Your speaking lessons always reach the goals of the lessons.</td>
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</tr>
<tr>
<td>8. Your students usually speak in Vietnamese because they do not know how to express their ideas in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Circle your answer)*

9. How often do your students speak in Vietnamese in your speaking classes?
   - a. rarely
   - b. sometimes
   - c. usually
   - d. always

10. How much time did you spend for designing a speaking lesson?
    - a. 15 minutes
    - b. 30 minutes
    - c. 45 minutes
    - d. other ……………
APPENDIX 3: QUESTIONNAIRE NO.2 FOR TEACHERS

(Mark X for your answer)

1. How often do you use the following activities in speaking lessons?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role-plays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Are there any other activities do you use? What are they?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

3. How is your students’ participation in the communicative activities?

…………………………………………………………………………………………
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4. Which type of class arrangement do you usually use, pair work or group work? Why?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

(Mark X for your answer)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Your students make much noise in communicative activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Your students usually talk about given topics or something outside the topic in Vietnamese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Some students do not want to move a lot in communicative activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Applying a communicative activity takes a lot of time, which makes your lesson could not be finished in time.

(Circle your answer)

9. How many activities do you usually use in a speaking lesson?
   a. 1  
   b. 2  
   c. 3  
   d. other ................................

10. What communicative activities do you think most effective? Why?
    ........................................................................................................................................
    ........................................................................................................................................
    ........................................................................................................................................
    ........................................................................................................................................

APPENDIX 4A: QUESTIONNAIRE NO.1 FOR STUDENTS

(Mark X for your answer)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You like learning speaking lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The speaking lessons you have learned are interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. You feel fascinated with the speaking topics in the textbook.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Your teacher sometimes gives you the topics outside the textbook.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In the speaking classes, English is spoken most of the time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. In the speaking classes, your teacher talks most of the time instead of you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Circle your answer)

7. How often does your teacher use Vietnamese in the speaking lessons?
   a. rarely                      b. sometimes
   c. usually                    d. always

8. How often do you use Vietnamese in the speaking lessons?
   a. rarely                      b. sometimes
   c. usually                    d. always

9. How much time did you spend for preparing a speaking lesson at home?
   a. 15 minutes                  b. 30 minutes
   c. 45 minutes                 d. other ………

10. What do you like best about the speaking lessons?

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

APPENDIX 4B: PHÍEУ KHẢO SÁT SỐ 1

(Đánh dấu X vào ô trong tương ứng câu trả lời của bạn)

<table>
<thead>
<tr>
<th></th>
<th>Hoàn toàn đồng ý</th>
<th>Đồng ý</th>
<th>Không đồng ý</th>
<th>Hoàn toàn không đồng ý</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bạn thích học bài kỹ năng nói.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Những bài học kỹ năng nói bạn đã học rất thú vị.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bạn cảm thấy thế thú với những chú đề nói trong sách giáo khoa tiếng Anh.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Giáo viên cũng thường đưa ra những chú đề nói khác ngoài sách giáo khoa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Trong giờ học nói, giáo viên dành hầu hết thời gian cho bản nói tiếng Anh.

6. Trong giờ học nói, giáo viên sử dụng hầu hết thời gian để giảng giải.

(Khoanh tròn câu trả lời của bạn)

7. Trong giờ học nói, giáo viên có thường sử dụng tiếng Việt không?
   a. Không, hiễm khi sử dụng tiếng Việt
   b. Thình thảng
   c. Thường xuyên
   d. Luôn luôn, chỉ sử dụng tiếng Việt

8. Trong giờ học nói, bạn có thường sử dụng tiếng Việt không?
   a. Không, hiễm khi sử dụng tiếng Việt
   b. Thình thảng
   c. Thường xuyên
   d. Luôn luôn, chỉ sử dụng tiếng Việt

9. Ở nhà, bạn thường dành ra thời gian bao lâu để chuẩn bị cho một bài kỹ năng nói?
   a. 15 phút
   b. 30 phút
   c. 45 phút
   d. Câu trả lời khác: .................

10. Bạn thích gì nhất khi học những bài kỹ năng nói?

   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
APPENDIX 5A: QUESTIONNAIRE NO.2 FOR STUDENTS

(Mark X for your answer)

1. How often does your teacher use the following activities in speaking lessons?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role-plays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class surveys</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2. What other activities does your teacher usually use in speaking lessons?

…………………………………………………………………………………...

…………………………………………………………………...

3. You feel more interested in the speaking lessons thanks to the activities.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

4. In speaking lessons, you usually work in pairs or groups rather than individually.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

5. When working in pairs or groups, you focus on the given topics in English.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6. Sometimes you talk about other topics in Vietnamese.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

7. The time your teacher gives you is enough for your practice.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. You usually do not want to move in some activities.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Your teacher does not correct your mistakes immediately when you are practicing.

10. What activities do you like best?

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

APPENDIX 5B: PHIẾU KHẢO SÁT SỐ 2

1. Trong giờ học nói, giáo viên có thường tổ chức những hoạt động sau đây không?
   (Đánh dấu X vào ô tương ứng câu trả lời của bạn)

<table>
<thead>
<tr>
<th>Hoạt động</th>
<th>Rất ít</th>
<th>Thình thuong</th>
<th>Thường xuyên</th>
<th>Luôn luôn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trò chơi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thảo luận</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Đóng vai</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoạt động khảo sát</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Những hoạt động nào khác mà giáo viên thường tổ chức là gì?

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

   (Đánh dấu X vào ô tương ứng câu trả lời của bạn)

3. Khi có những hoạt động trên trong giờ học nói, bạn cảm thấy bài học thú vị hơn.
4. Trong giờ học nói, bạn thường được làm việc theo cấp, theo nhóm, ít khi làm việc cá nhân.

5. Khi làm việc theo cấp, theo nhóm, bạn tập trung vào chủ đề nói và nói bằng tiếng Anh.

6. Thỉnh thoảng bạn cũng nói về những chủ đề nào đó ngoài nội dung bài học bằng tiếng Việt.

7. Bạn có đủ thời gian để thực hành nói.

8. Trong một số hoạt động bạn thường không muốn di chuyển khỏi chỗ ngồi.


10. Bạn thích nhất hoạt động nào mà giáo viên đã tổ chức trong giờ học kỹ năng nói?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

APPENDIX 6A: QUESTIONNAIRE NO.3 FOR STUDENTS

(Mark X for your answer)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The lesson is interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The topic is fascinating.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The activities the teacher used make</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the lesson more exciting.

3. You like these activities.

5. You work with your friends rather than individually.

6. You focus on the topic and speak in English.

7. You like to move in the activities.

8. You have enough time for speaking.

9. Compare to the tasks in the book, which do you prefer, tasks in book or tasks the teacher designed? Why?

<table>
<thead>
<tr>
<th>Hoàn toàn đồng ý</th>
<th>Đồng ý</th>
<th>Không đồng ý</th>
<th>Hoàn toàn không đồng ý</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bài học thú vị.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Chú để nói thú vị.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Những hoạt động mà giáo viên tổ chức giúp bài học thú vị hơn.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Bạn thích những hoạt động mà giáo viên đã tổ chức.

5. Bạn đã thực hiện công việc cùng với các bạn, nhưng làm việc một mình.


7. Bạn thích di chuyển trong những hoạt động mà giáo viên đã tổ chức.

8. Bạn có đủ thời gian để thực hành nói.

9. Giữa những hoạt động nói trong sách giáo khoa và những hoạt động mà giáo viên đã thiết kế, bạn thích hoạt động nào hơn? Tại sao?

10. Nếu giáo viên tổ chức nhiều hơn những hoạt động như thế cho bạn luyện nói, không sử dụng những hoạt động như trong sách giáo khoa, bạn có thích không? Tại sao?

APPENDIX 7: LESSON PLAN 1

Date: April 9th, 2013
Cao Lanh City High School
Grade: 11A9
Time: 45 minutes
Objectives: By the end of the lesson, students will be able to:

- distinguish facts and opinions
- use facts and opinions to talk about features of man-made places

Teaching aids: textbook, blackboard, handouts…

Teaching procedure:

<table>
<thead>
<tr>
<th>Time</th>
<th>Stages and Content</th>
<th>Teacher’s activities</th>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4’</td>
<td><strong>I. Warm-up:</strong> Checking-up (information about the Great Pyramid in reading)</td>
<td>- Asking sts questions about the information</td>
<td>- Answering the questions</td>
</tr>
<tr>
<td></td>
<td>1. <em>Time:</em> 2560 BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. <em>Height:</em> 147m</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <em>Largeness:</em> 230m²</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <em>Builder:</em> Khufu</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. <em>Place:</em> the west bank of the River Nile</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>II. Pre-speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td><em>Pre-teaching vocabulary:</em></td>
<td>- Following the steps of presenting vocabulary</td>
<td>- Paying attention</td>
</tr>
<tr>
<td></td>
<td>- rank (v): xếp hạng</td>
<td></td>
<td>- Copying down</td>
</tr>
<tr>
<td></td>
<td>- structure (n): cấu trúc, kết cấu</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- construction (n): xây dựng</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- journey (n): cuộc hành trình</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- transport (v): vận chuyển</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- giant (n): người phi thường</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Ex and definition of fact and opinion</em></td>
<td>- Giving examples</td>
<td>- Paying attention</td>
</tr>
<tr>
<td></td>
<td>Ex: The Great Pyramid is wonderful. <em>(opinion)</em></td>
<td></td>
<td>- Copying down</td>
</tr>
<tr>
<td></td>
<td>The Great Pyramid is one of the wonders of the world. <em>(fact)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ A fact: <em>something can be proven to be true by evidence.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ An opinion: <em>the view somebody takes about an issue, based on</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 10' | personal judgment.  
* Run through the meaning of 7 sentences in the book  
** III. While-speaking **  
** Task 1. Information gap ** (handout 1 st 1 card)  
→ Your work now is to find out facts and opinions about the Great Pyramid from your friends as well as provide your friends the information you have.  
- A sample conversation:  
  A: Excuse me. I am searching for the information about the Great Pyramid. Can you help me?  
  B: Well, it’s nice to tell you about it. The Great Pyramid was 147 metres high.  
  A: Thanks!  
- Other ways to express opinions (Useful language)  
  + I think/I am sure ...  
  + It is said that ...  
  + The pyramid is said/believed/thought to have been ...  
  + Probably they ...  
  + They must/can/may/might have ...  
| 15' | - Running through 7 sentences  
- Giving instructions  
- Giving the sample conversation  
- Asking sts to ask and answer facts and opinions based on information they have to complete the table (handout)  
- Giving feedback  
- Introduce other ways to express opinions  
- Devided sts into groups of three, giving instructions  
- Running through 5 questions  
- Following T’ instructions  
- Paying attention  
- Going around, ask questions and take notes
A: Hello. Where are you from?
B, C: We’re from Vietnam.
A: Oh, how’s your trip to the Great Pyramid?
B, C: Wonderful.
A: Well, do you know any information about it? Who built the Great Pyramid?
B: Well, I think that a giant built the Great Pyramid.
C: It is believed to have been built by Khufu.

...........

IV. Post-speaking
- Sts role play to be journalists and tourists to talk about a place they like to visit.

V. Homework
- Learn the vocabulary
- Learn useful language
- Prepare for the next lesson

*Example of handout (1)

The Great Pyramid was 147 metres high.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
*Handout (2):

<table>
<thead>
<tr>
<th>Questions</th>
<th>Tourist 1</th>
<th>Tourist 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who built the Great Pyramid?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How long did it take to build it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Where did the builders find the stones?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How did they transport them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How could they build the Pyramid so high?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**APPENDIX 8: LESSON PLAN 2**

Date: April 11th, 2013

Cao Lanh City High School

Grade: 11A8

Time: 45 minutes

Objectives: By the end of the lesson, students will be able to:

- distinguish facts and opinions
- use facts and opinions to talk about features of man-made places

Teaching aids: textbook, blackboard, handouts….

Teaching procedure:

<table>
<thead>
<tr>
<th>Time</th>
<th>Stages and Content</th>
<th>Teacher’s activities</th>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4’</td>
<td><strong>I. Warm-up:</strong> Checking-up (information about the Great Pyramid in reading)</td>
<td>- Asking sts questions about the information</td>
<td>- Answering the questions</td>
</tr>
</tbody>
</table>
|      | 1. *Time*: 2560 BC  
2. *Height*: 147m  
3. *Largeness*: 230m²  
4. *Builder*: Khufu  
5. *Place*: the wset bank of the River Nile |                                              |                                |
### II. Pre-speaking

* **Pre-teaching vocabulary:**
  - rank (v): xếp hạng
  - structure (n): cấu trúc, kết cấu
  - construction (n): xây dựng
  - journey (n): cuộc hành trình
  - transport (v): vận chuyển
  - giant (n): người phi thường

* **Ex and definition of fact and opinion**
  Ex: The Great Pyramid is wonderful.
  (opinion)
  
  The Great Pyramid is one of the wonders of the world. (fact)

  + A **fact**: something can be proven to be true by evidence.
  + An **opinion**: the view somebody takes about an issue, based on personal judgment.

* **Run through the meaning of 7 sentences in the book**

### III. While-speaking

**Task 1. Pair work.** Sts work in pairs and discuss which statements are facts, which are opinions.

- Other ways to express opinions
  (Useful language)
  
  + I think/ I am sure ...
  + It is said that ...
  + The pyramid is said/ believed/ thought to have been ...
  + Probably they ...

**Steps of presenting vocabulary**

- Following the steps of presenting vocabulary
- Paying attention
- Copying down

- Giving examples
- Paying attention

- Giving the definitions
- Copying down

**Following the steps of presenting vocabulary**

- Giving examples
- Paying attention

- Giving the definitions
- Copying down

**Running through 7 sentences**

- Running through 7 sentences
- Paying attention

**Asking sts to work in pairs**

- Asking sts to work in pairs
- Working in pairs

**Giving feedback**

- Giving feedback

**Introduce other ways to express opinions**

- Introduce other ways to express opinions
- Paying attention
| 15’ | + They must/can/may/might have ...  
Task 2. Role play (groups of three – number sts to make groups of three – 1 is journalist, others are visitors)  
- A sample conversation  
A: Hello. Where are you from?  
B, C: We’re from Vietnam.  
A: Oh, how’s your trip to the Great Pyramid?  
B, C: Wonderful.  
A: Well, do you know any information about it? Who built the Great Pyramid?  
B: Well, I think that a giant built the Great Pyramid.  
C: It is believed to have been built by Khufu.  
…………  
| - Devided sts into groups of three, giving instructions  
- Running through 5 questions  
- Providing the sample conversation  
- Having sts to work with their partners | - Following T’ instructions  
- Paying attention  
- Roling play |
| 5’ | IV. Post-speaking  
- Sts role play to be journalists and tourists to talk about a place they like to visit.  
| - Having sts to work in groups | - Work in groups |
| 1’ | V. Homework  
- Learn the vocabulary  
- Learn useful language  
- Prepare for the next lesson | - Asking sts to do at home  
- Doing at home |