

AN INVESTIGATION INTO COMMON METHODS OF TEACHING ENGLISH SPEAKING SKILL TO NINTH-GRADERS AT THANH PHU JUNIOR HIGH SCHOOL

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ABSTRACT

Learning English is becoming increasingly important in the era of industrialization and modernization. Even though speaking is considered the most necessary skill and has been extensively studied, methods for training this skill have not been given special attention, particularly in the Vietnamese context. This study, therefore, aimed to investigate common speaking-teaching methods EFL teachers at Thanh Phu Junior High School in Vinh Cuu District were deploying to teach speaking skills to ninth-graders in their current speaking classes. Twenty English teachers from this school participated in the questionnaire survey while five of them were randomly chosen for the further interview process. The findings uncovered that teacher participants used three typical methods when teaching speaking skills to ninth-graders, namely, the grammar-translation method, audio-lingual method, and communicative language teaching. Noticeably, the audio-lingual method and CLT are still dominant methods for teaching speaking skills. On the basis of their findings, the researchers suggested some recommendations for EFL teachers at Thanh Phu Junior High School to better perform their teaching skills in the future.

Keywords: *Speaking skill, ninth-graders, teaching methods*

1. Introduction

1.1. Background to the study

Nowadays, English is definitely a commonly used language in all areas of life such as study, business or entertainment, etc. It is used as a common language for regional cooperation within the Association of Southeast Asian Nations, especially in Southeast Asia (Nobuyuki, 2011). It maintains a leading position in industrialization, country modernization and global integration even in Vietnam (Dang & Nguyen, 2019).

In fact, none of this is possible without adequate English proficiency. According to Ur (1996), among the four

skills in English, speaking skill is considered the most important ones, but in Vietnam, although English is officially taught in the formal education system and English centers; many foreign language learners, especially the ninth-graders always have difficulty finding suitable foreign language learning methods to adapt to a learning environment that needs to improve the target language. Many speaking skills training techniques have been used to help EFL teachers and ninth-graders achieve their goals.

Notably, the researcher found that EFL teachers and ninth-graders are having difficulty finding effective ways

to teach and learn speaking skills at Thanh Phu Junior High School. Therefore, the researcher investigated into the common English-speaking teaching methods in order to determine whether they can assist EFL teachers and ninth-graders in achieving these stated goals.

This research is motivated by an interest in the effectiveness of applying speaking skills teaching methods in Vietnam, specifically at Thanh Phu Junior High School.

1.2. Research questions

In order to achieve the aforementioned objectives, the study attempted to address the following research questions:

1. What kinds of English speaking teaching methods are being used for 9th graders at Thanh Phu Junior High School in Vinh Cuu District?

2. What difficulties do English teachers at Thanh Phu Junior High School encounter when conducting speaking activities for their students?

1.3. The importance of the research

In spite of this study being only small-scale research, it nevertheless has its own significance. It is expected that the findings in this research will be useful for the EFL teachers at Thanh Phu Junior High School to explore the effectiveness of the current methods and make some improvements on teaching speaking skills for ninth-graders.

2. Literature Review

2.1. The nature of speaking

Chastain (1988) defines speaking as the process of using one's language abilities and prior knowledge to create an oral message that is appropriate for

the intended audience. Another definition from Nunan (1999) on speaking is that a person must fulfill certain requirements in order to be able to speak a language, including having a large enough vocabulary, being proficient in grammar, and having clear speech.

Speaking proficiency is determined by the aforementioned factors and communication ability (Scarcella, 1992). Possessing communicative competence is an essential need for anyone seeking to engage in productive dialogue with people from diverse cultural and ethnic backgrounds. Since the nature of speaking and communicative competence is intimately intertwined, teachers should focus on communicative competence while teaching language learners speaking abilities.

2.2. Previous studies on common English speaking teaching methods

Teaching is not as simple to do as it seems because it is a complicated social and cultural phenomenon (Elizabeth, 2007). Because of this, in addition to constantly considering the goals and objectives of the subject, the needs and interests of the students, and the suitable learning environments, the teacher must adapt their teaching strategies and have a thorough understanding of their nature, guiding principles, benefits, and drawbacks. Each of the various teaching philosophies has also contributed new concepts and attempted to solve certain issues with language instruction and acquisition.

2.3. Principles of teaching speaking skills

The principles of speaking teaching identified by Brown (1994) should be considered by EFL teachers when designing speaking exercises. Teaching materials must prioritize speaking in the students' native tongue and be relevant to everyday life. Teachers can also provide students with pertinent feedback and corrections while still being aware of the flow of their speech. Along with improving interactive fluency and accuracy, communication should be the main priority. Furthermore, it is critical to support communication strategies, including paraphrasing, asking for clarification, pointing, and initiating. Finally, by getting to know each student's personality, teachers can encourage the more reserved students to take more risks.

2.3.1. Grammar-Translation method

Grammar-translation method has been used for a long time by many language teachers. This method is known as the "offspring of German scholarship" since it was first used in the instruction of classical languages, such as Latin and Greek (Chastain, 1988). The GTM's objective is to arm the ninth-graders with knowledge of the vocabulary and syntax of the target language so that they can read works of literature from that culture. Richards and Rodgers (2001) list the following as some of the GTM's salient characteristics: Reading and writing seem to get the greatest attention, whereas speaking and listening seem to be disregarded.

2.3.2. Audio-lingual method

The 1950s and 1960s saw the rise in popularity of the audio-lingual method, which places an emphasis on using the language for communication, particularly in the United States (Larsen-Freeman, 2000). To do this, speaking skills are taught through a variety of complex drills and a great deal of repetition. The ALM was actually inspired by behaviourism, which has persisted and still has a significant influence on language learning and teaching today. During the first part of the 20th century, behaviourism, a psychological school of thought, became increasingly popular. Based mostly on behaviourism theory, Richards & Rodgers (1986) assert that language acquisition in the ALM is primarily a process of mechanical habit development. The focus is on responding correctly rather than making mistakes in order to develop excellent habits. Making mistakes is actually less likely when practice with patterns and conversation retention are applied. Repetition influences and strengthens pupils' learning habits, as claimed by Richards & Rodgers (1986).

Furthermore, according to Larsen-Freeman (2000), dialogues in the ALM are used to introduce new vocabulary and structural patterns. During the first step, the teacher provides the pupils with a good model. After that, the teacher assigns a lot of practice utilizing drills like single-substitution, multi-substitution, transformation, and question-answer drills. More precisely, at the start of the class, the teacher presents a fresh conversation to the

students, models and repeats it while the students pay close attention, and then the students repeat a line multiple time. The roles of EFL teachers and ninth-graders are then reversed. Even more challenging is the possibility of splitting the class in half; each half takes turns acting out different parts until there is no hesitancy at all.

It has been believed that teaching speaking only involves structuring oral production of words repeatedly, as opposed to emphasizing the development of fluency, grammar, and phonological accuracy (Bygate, 2001).

However, a major problem with the ALM is that students find it difficult to translate the habits they have acquired in the classroom to non-classroom communication circumstances (Larsen-Freeman, 2000). Furthermore, the results of classroom practice were fairly unsatisfactory, demonstrating that learning a second language should not be accomplished primarily through repetition, over learning, or avoiding mistakes (Brown, 2000).

Moreover, Nightgown and Spaza (1999) note that because students are not motivated to think critically about repetition that serves no purpose, they frequently fail to understand what they are repeating. As Ellis (1990) points out, learning patterns actually hinder one's ability to speak clearly and fluently in everyday situations. Furthermore, Ellis (1990) notes that strong theoretical arguments against the ALM contributed to its rapid decline in popularity in the United States.

2.3.3. *Communicative Language Teaching*

CLT emerged in the late 1960s to address the growing demand for proficient English communication abilities. According to Richards (2006), CLT addresses the goals of language teaching, the techniques teachers employ to teach a language to students, the activities that best enhance language acquisition, and the roles that teachers and students play in the classroom. Using this pedagogical technique, students can learn how to respect social and cultural conventions and communicate successfully in every setting. To be able to communicate, one must be able to speak and understand when and how to say what to whom (Hymes, 1971). Since its inception, CLT has primarily influenced language teaching practices around the globe and brought up a number of pertinent and helpful concerns that are still relevant today.

Unlike ALM, CLT focuses on the semantic components of language learning. Pupils are encouraged to take part in a range of suitable activities with different assignments to enhance their communication skills. Instead of just mechanically repeating language patterns, teachers should base their choice of appropriate activities on how well they engage children in genuine and meaningful language usage (Richards & Rogers, 1986).

According to Canh (1999), it is critical to take into account if CLT created in one part of the world is applicable to Vietnamese educational conditions while talking about its usage

in that country. Similarly, Ellis (1996, pp. 213-218) highlights that in order for the CLT to be appropriate for Asian contexts, it must be "both culturally sensitive and culturally acceptable" through the use of a useful tool known as "mediating." In this way, Ellis (1996) stated that the final learning results of students are due to the teacher's ability to select appropriate teaching methods to harmonize the culture between teacher and learners.

It is clear from the analysis in this section that every teaching strategy has advantages and disadvantages of its own. Surprisingly, in order to make wise decisions on appropriate teaching methods and principles, EFL teachers must carefully analyse the teaching circumstances. In order to identify the types of English-speaking teaching methods being employed at Thanh Phu Junior High School, the researcher used the aforementioned qualities as indications of the following methods like questionnaires, and interviews.

3. Research method

3.1. Research Participants

In terms of quantitative data, 20 EFL teachers participated in the questionnaire section, which served as the primary source of information for this study. 5 out of 20 of these were randomly chosen for a semi-structured interview to gather qualitative data on teaching methods.

3.2. Research Instruments

Questionnaire: The questionnaire (see Appendix 1 for details) comprised 21 items. The contents of the questions were about the English-speaking teaching methods being used for ninth-

graders at Thanh Phu Junior High School in Vinh Cuu District.

Interview: The interviews (see Appendix 2 for details) included 20 items related to difficulties teacher participants encounter when teaching English speaking to ninth-graders at Thanh Phu Junior High School.

4. Results and discussion

4.1. Analyses of the questionnaire

Table 1: *The speaking activities in speaking lessons*

Teacher's activities in speaking class	Percentage of teachers agreed (from the interview)
1. Teacher asks students to remember and then imitate phrases.	72.1%
2. Teacher asks students to learn sentences and structures by repetition.	71.9 %
3. Teacher pays little attention to the explanation of grammar.	15%
4. Teacher teaches new words in dialogues.	80%
5. Teacher encourages students to speak only English.	73.4%
6. Teacher teaches proper pronunciation.	91.2%
7. Teacher corrects students' errors at once.	7.4%

Teacher's activities in speaking class	Percentage of teachers agreed (from the interview)	Teacher's activities in speaking class	Percentage of teachers agreed (from the interview)
8. Teacher reinforces students' accurate responses.	79%	activities and return to them later with an accuracy-based activity	
9. Teacher pays attention to the use of English.	81.3%	20. Teacher uses English during communicative activities, in explaining the activities or in assigning homework.	67.1%
10. Teacher interacts with students in English more often than students interact with each other.	79.5%	21a. Teacher asks students to present given topics by PowerPoint	19.6%
11. Teacher does everything with a communicative intent.	49.5%	21. Others:	
12. Teacher uses games.	79%	21b. Teachers uses translation	14.3%
13. Teacher uses songs.	76.7%	<p>The majority of teachers admitted that most of the activities mentioned in the questionnaire took place during actual speaking lessons, except for cases where teachers immediately corrected students' errors (accounting for only 7.4% of the participants responding to the questions), and that teachers paid little attention to grammar explanations (15% of responses). Meanwhile, 48.6% of the teacher participants created situations in which students could interact with each other in English more often than they</p>	
14. Teacher uses quizzes role-play.	45.8%		
15. Teacher uses problem-solving tasks.	41.2%		
16. Teacher uses authentic materials.	70.3%		
17. Teacher asks students to work in groups.	90.1%		
18. Teacher establishes situations for students interact with each other in English more often than she/he interacts with students.	48.6%		
19. Teacher notes students errors during fluency	66.7%		

interacted with their own students. In addition, 41.2% of teachers admitted to using problem-solving exercises to increase the opportunities of communication for students. By using this activity, ninth-graders might be given a problem-solving exercise or game helps identify those strengths and builds problem-solving skills and strategies while having fun with their learning; moreover, participants must have an open mind and accept all ideas and solutions.

Extremely high agreement rates are shown in the following areas: teaching correct pronunciation (91.2% of responses), requiring students to work in groups (90.1% of responses), introducing new words through dialogue (80% of responses), reinforcing students' accurate responses (79% of responses), and using games (79% of responses). This implies that most teachers use audio-lingual method and CLT ones in teaching English speaking skill.

Additionally, a few teachers included some additional exercises that took place in their genuine speaking courses. For instance, teachers employed translation while asking students to present assigned subjects using PowerPoint (14.3 percent of the students). In contrast, all teachers instruct their pupils to memorize and imitate phrases as they learn them, to practice sentences and other grammar points, to study in groups, to speak only the target language, to teach perfect pronunciation, and to learn through games and songs.

Theoretically, the activities (from activity 1 to activity 10 in Table 1) are typical characteristics of the Audio-lingual method. Likewise, the rest (from activity 11 to activity 20) belong to Communicative Language Teaching. With regards to theories mentioned in the literature so far and the results from questionnaire. The researcher has been convinced that the ALM and CLT were applied in speaking classes at Thanh Phu Junior High School in Vinh Cuu District. Nonetheless, there was occurrence of the Grammar-Translation method via the evidence of translation. Interestingly, the teachers did not mention to their applying the Grammar- Translation method in real speaking classes.

4.2. Analyses of interviews

Table 2: *The difficulties that efl teachers have encountered in teaching english speaking skill at Thanh Phu Junior High School*

The difficulties EFL teachers have encountered	Number of teachers agree
1. Passive students	2/5
2. The differences in students' English propbackground	5/5
3. Low student proficiency	5/5
4. Lack of students' motivation to attain fluency	3/5
5. Students use Vietnamese during pair work or group work	5/5
6. Students' own habit in practicing	5/5

The difficulties EFL teachers have encountered	Number of teachers agree
grammar	
7. Big classes	5/5
8. Teacher's insufficiency at spoken English	1/5
9. Have little time to give practice in class	4/5
10. Fixed curriculum	2/5
11. Lack of facilities (movable tables, overhead projectors, LCD, TV, cassette players, etc.)	5/5
12. Lack of authentic teaching materials	4/5
13. Lack of means to evaluate students' speaking ability	5/5
14. Others:	0

From Table 2, it can be seen that all of the teachers agreed that differences in students' English backgrounds, low student proficiency, students' use of Vietnamese language during pair work or group work, students' own habits in practicing grammar, overcrowded classes, a lack of facilities (movable tables, overhead projectors, LCDs, TVs, cassette players, etc.), and lack of clear-cut requirements for testing students' speaking ability were really troublesome issues they were facing in their teaching speaking skills.

Also, the majority of teachers (four out of five teachers) admitted they had limited time practicing speaking in class and lacked authentic teaching materials. Besides, three of the five teachers thought that their students had passive learning styles; the students

were not motivated to attain fluency, and the curriculum was too fixed. Only one teacher thought that her spoken English seemed to be insufficient. No other difficulty was added. Probably, these problems originated not only from teachers, students but also from the educational system.

4.3. Discussion on questionnaire and interview

It is clear from the analyses above that the grammar-translation technique, the audio-lingual method and communicative language teaching are the three primary approaches utilized to teach English speaking in Thanh Phu Junior High School in Vinh Cuu District. According to EFL teachers, they have recently used the audio-lingual technique and communicative language teaching in their speaking sessions. Actually, the two approaches emphasize speaking and listening in the same way. As opposed to the audio-lingual technique, which focuses on hearing, speaking, reading, and writing in the target language, communicative language teaching helps ninth-graders communicate with their partners in the target language in a variety of authentic contexts. Therefore, based on the various educational circumstances, EFL teachers should fully utilize the benefits of each technique.

Based on the interview section mentioned above, fewer teachers skip the grammar explanation (4 out of 5 teachers), pay attention to teaching new words in the conversation (4 out of 5 teachers), focus on the use of English. EFL teachers (4 out of 5 teachers), did everything for the purpose of

communication (4 out of 5 teachers), used role-playing quizzes (4 out of 5 teachers), noted ninth-graders errors in fluent activities, and returned it to them then with an accuracy-based activity (4 out of 5 teachers), teach new words in conversations (3 out of 5 teachers), reinforced the students' correct responses (3 out of 5 teachers). 3 out of 5 teachers use target language in communication activities, in activities of explanation or in giving homework. However, only a small number of teachers correct students' errors simultaneously (1 out of 5 teachers), use problem-solving tasks (1 out of 5 teachers) and pose situations for ninth-graders to interact with each other more often. Furthermore, only two out of five teachers use authentic material. Furthermore, it should be noted that the interviewed EFL teachers did not add any other activities to their actual speaking lessons. When regarding to what was observed in real classrooms, the researcher found that apart from correcting errors at once (no teacher used), using problem-solving tasks (one teacher used), establishing situations for ninth-graders interact with each other in English more often than teachers interacted with ninth-graders (one teacher used).

4.4. Discussion on the difficulties in teaching speaking and solutions

According to the views of EFL teachers, there were a lot of difficulties in teaching speaking in the real teaching situation at Thanh Phu Junior High School in Vinh Cuu District which came from teachers and students.

Firstly, EFL teachers at Thanh Phu Junior High School might not have

many opportunities to improve their knowledge of English and qualifications. There was no special training course for EFL teachers to understand clearly all different kinds of teaching methods. To solve this problem, there should be a close cooperation between the administrators and EFL teachers. EFL teachers must be given as many chances as possible to better their knowledge of English and qualifications through short-term courses and seminars. Moreover, the EFL teachers need to make effort to self-study so as to comprehensibly improve themselves.

Secondly, there were still some ninth-graders who seemed to have low English proficiency, passive learning style as well as low motivation for attaining fluency, creating one of the barriers to EFL teachers in teaching speaking. Low English proficiency made ninth-graders feel shy and in-confident in expressing their ideas. In order to gradually eliminate this habit, EFL teachers should try to use English as much as possible in speaking classes and notice to adjust the complexity of English, depending on ninth-graders' levels of English. For ninth-graders' passive learning style, EFL teachers should regard creating a variety of activities to have the them join in as a good solution. Using praise when the ninth-graders volunteer is speaking and giving the them assignments can also be chosen. Furthermore, the levels of ninth-graders were not the same, which was really a difficult problem for teaching speaking. Pair work and group work could be suitable choices for this

case. During the time working in pairs and in groups, good ninth-graders can help weaker ones.

5. Conclusion

The objectives of the present study were to explore the methods of teaching English speaking being used to ninth-graders at Thanh Phu Junior High School in Vinh Cuu District. The data were collected from 20 EFL teachers via a questionnaire. Additional data was collected from five EFL teachers via interview. The overall results from data collection have successfully answered the research question established from the outset of the study.

Among a lot of teaching methods, EFL teachers at Thanh Phu Junior High School preferred using Communicative Language Teaching, Audio-lingual method and Grammar- Translation method in their teaching English speaking skills for ninth-graders. They combined various techniques of the three methods in their speaking classes.

After the preceding section's discussion and the study's main conclusions, the issues became evident. The suggestions in this section are meant to help EFL teachers at Thanh Phu Junior High School in Vinh Cuu District become more confident in teaching English speaking skill.

It is mandatory for EFL teachers to maintain up-to-date English language proficiency and certification. More importantly, when choosing the best teaching strategies and developing new ones, EFL teachers should think about the classroom environments and the skill levels of their students. Indeed, EFL teachers who aspire to deliver

excellent instruction must ensure that their lessons are diverse. Moreover, EFL teachers need to read helpful books, observe successful EFL teachers' classes to set up examples, or go to conferences and workshops on teaching before they can implement new techniques. EFL teachers are then required to test the strategies and evaluate them before putting them into use.

Furthermore, it is the EFL teachers' responsibility to encourage ninth-graders to speak up by giving them prompt praise and encouragement. In addition, EFL teachers are encouraged to make comments and correct errors in both form and content once their students have finished their speaking assignments. Creating a space where ninth-graders can practice speaking English both within and outside of the classroom is essential.

In order to increase ninth-graders' interaction, EFL teachers must reduce the amount of time they spend on speaking.

Furthermore, it has been suggested that group and duo projects could inspire ninth-graders to work harder; they may be asked to face one another based on how they are seated, for instance, from the first row to the second row, from the third row to the fourth row, and so forth. Excellent ninth-graders may help weaker ones in the pair and group work activities, which also promotes ninth-graders' teamwork. Furthermore, it is imperative to restrict the ninth-graders' use of Vietnamese in group projects. EFL teachers should move around the

classroom, monitoring ninth-graders participation and offering help when required.

Additionally, EFL teachers should become more proficient in using drill activities, impromptu dialogue, role-playing games, knowledge gap exercises, and other communicative activities. EFL teachers may suggest

that ninth-graders use technology at home to help them with pronunciation. As a result, ninth-graders have access to recordings of their own speeches, accents of native speakers, and practice copying them. Finally, EFL teachers also need to provide interesting content and even let them choose the themes they want to study.

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APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear colleagues,

Thank you for being willing to help me by joining this survey. The results are very important to my research about the investigation into methods of teaching English speaking for 9th graders at Thanh Phu Secondary School in Vinh Cuu District.

Please try to answer all questions as honestly as you can by using a tick (✓) to Yes/ No column. There is no “right” or “wrong” answers. All of them are used for research purposes only.

Thank you very much for your cooperation.

Which activities do you use in your English-speaking classes at Thanh Phu Secondary School?

ITEMS	YES	NO
1. You ask students to remember and then imitate phrases.		
2. You ask students to learn sentences and structures by repetition.		
3. You pay little attention to the explanation of grammar.		
4. You teach new words in dialogues.		
5. You encourage students to speak only the target language.		
6. You teach proper pronunciation.		
7. You correct students' errors at once.		
8. You reinforce students' accurate responses.		
9. You pay attention to the use of English.		
10. You interact with your students more often than students interact with each other.		
11. You do everything with a communicative intent.		
12. You use games.		
13. You use songs.		
14. You use quizzes role-play.		
15. You use problem-solving tasks.		
16. You use authentic materials.		
17. You ask students to work in groups.		

18. You establish situations for students to interact with each other more often than you interact with students.		
19. You note students' errors during fluency activities and return to them later with an accuracy-based activity.		
20. You use the target language during communicative activities, in explaining the activities or in assigning homework.		
21. Others:		
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APPENDIX 2: INTERVIEW FOR TEACHERS

Dear colleagues,

Thank you for being willing to help me by joining this interview. The results are very important to my research about the evaluation of methods of teaching English speaking for 9th graders at Thanh Phu Secondary School in Vinh Cuu District.

Please try to answer all questions as honestly as you can by using a tick (✓) to Yes/ No column. There is no “right” or “wrong” answers. All of them are used for research purposes only.

Thank you very much for your cooperation.

What are the difficulties you have encountered in teaching English speaking at Thanh Phu Secondary School?

ITEMS	YES	NO
1. Passive students		
2. The differences in students' English background		
3. Low student proficiency		
4. Lack of students' motivation to attain fluency		
5. Students use Vietnamese during pair work or group work		
6. Students' own habit in practicing grammar		
7. Big classes		
8. Teacher's insufficiency at spoken English		
9. Have little time to give practice in class		

10. Fixed curriculum		
11. Lack of facilities (movable tables, overhead projectors, LCD, TV, cassette players, etc.)		
12. Lack of authentic teaching materials		
13. Lack of means to evaluate students' speaking ability		
14. Others:		

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TÓM TẮT

Việc học tiếng Anh ngày càng trở nên quan trọng trong thời đại công nghiệp hóa và hiện đại hóa. Mặc dù kỹ năng nói được coi là kỹ năng cần thiết nhất và đã được nghiên cứu rộng rãi, các phương pháp để rèn luyện kỹ năng này vẫn chưa được chú trọng đầy đủ, đặc biệt trong bối cảnh Việt Nam. Vì vậy, nghiên cứu này nhằm mục đích tìm hiểu các phương pháp dạy nói phổ biến mà giáo viên EFL trường THCS Thanh Phú, huyện Vĩnh Cửu đang áp dụng vào dạy kỹ năng nói cho học sinh lớp 9 của mình trong các lớp dạy nói gần đây. Hai mươi giáo viên tiếng Anh của trường này đã tham gia khảo sát bằng bảng câu hỏi; năm giáo viên được chọn ngẫu nhiên cho quá trình phỏng vấn. Kết quả nghiên cứu cho thấy giáo viên tham gia đã sử dụng ba phương pháp điển hình khi dạy kỹ năng nói cho học sinh lớp 9: Phương pháp ngữ pháp-dịch, phương pháp nghe-nói và phương pháp dạy học theo hướng giao tiếp. Đáng chú ý, phương pháp nghe nói và CLT vẫn là phương pháp chủ đạo trong dạy kỹ năng nói. Trên cơ sở phát hiện của mình, nhóm nghiên cứu đề xuất một số khuyến nghị dành cho giáo viên EFL tại Trường THCS Thanh Phú để thực hiện tốt hơn kỹ năng giảng dạy của mình trong tương lai.

Từ khóa: Kỹ năng nói, học sinh lớp 9, phương pháp dạy học