

Research

ADOPTING TEACHING AND LEARNING METHODS IN EFL SPEAKING CLASS AT THE PEOPLE'S POLICE UNIVERSITY HO CHI MINH CITY.

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INTRODUCING AND CONTEXTS

- English is a Compulsory subject in every college or university in Vietnam.
- Communication is rather popular as it is considered to be the International language, so students have **tried their best to manage 4 skills, especially Speaking.**



Rationale

- Feeling confused
- Lacking vocabulary, ideas and motivation in learning English.
- Being shy and reluctant to speak in classrooms.
- Paying attention to vocabulary and grammar.



RESEACHER'S CONTEXT



- “ Whether of the old Confucian style or the Marxist-Leninist variety, the power-distance between teacher and student, the collectivist nature of social groups, the need to save face, and finally the confirmatory messages in the system of pronouns have all served to perpetuate the conformist teacher/student relationship in Vietnam.” (Ellis, 1994, p.67).

TEACHING CONTEXT

- 50 first year student at The People's Police University Ho Chi Minh city.
- They are non-English majored students.
- One class often consists of multi-level students.

Figure 1: Age of students

AGE OF STUDENTS

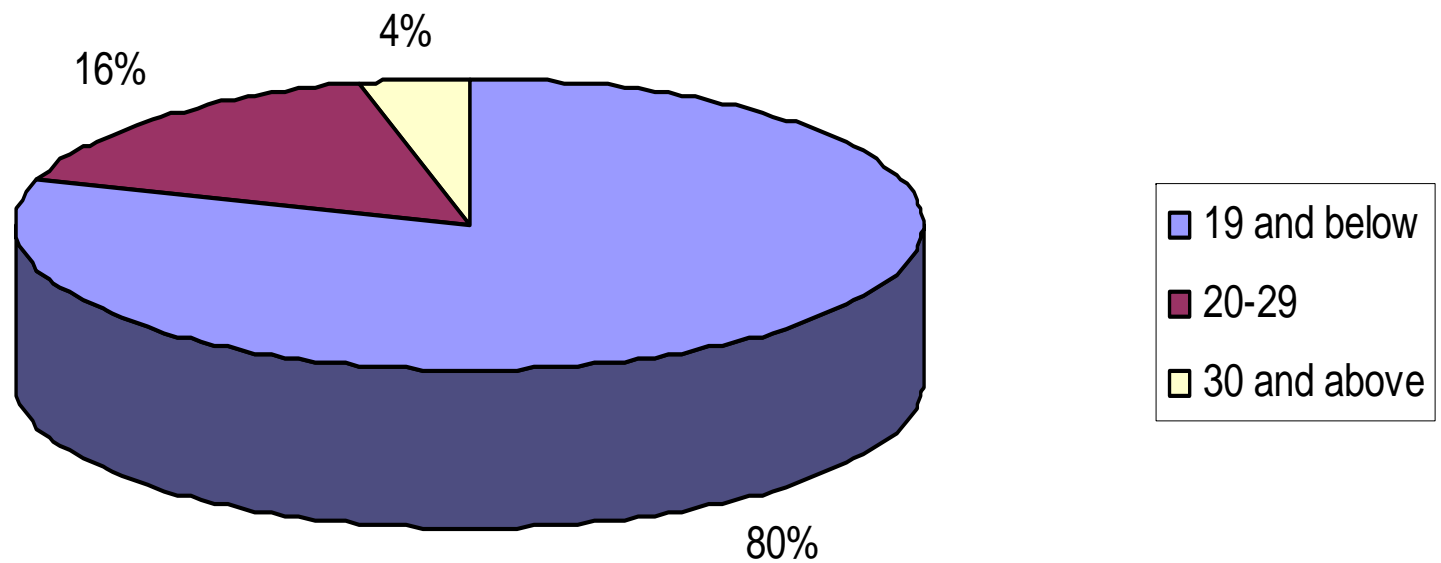


Figure 2: Students' English proficiency level



STUDENTS' LEVEL

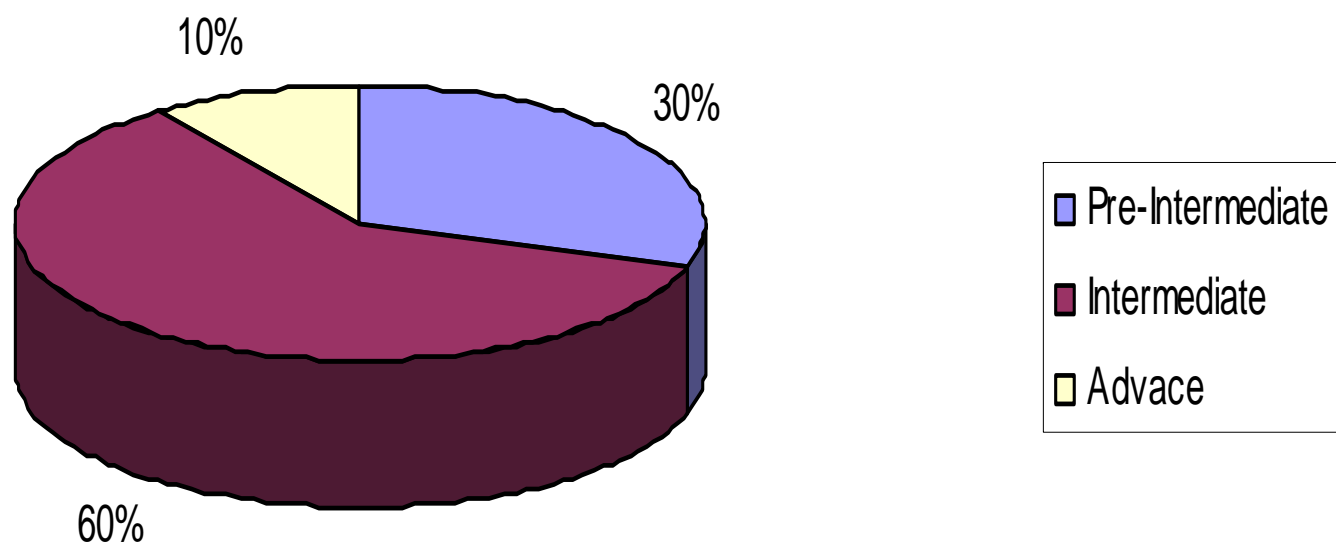
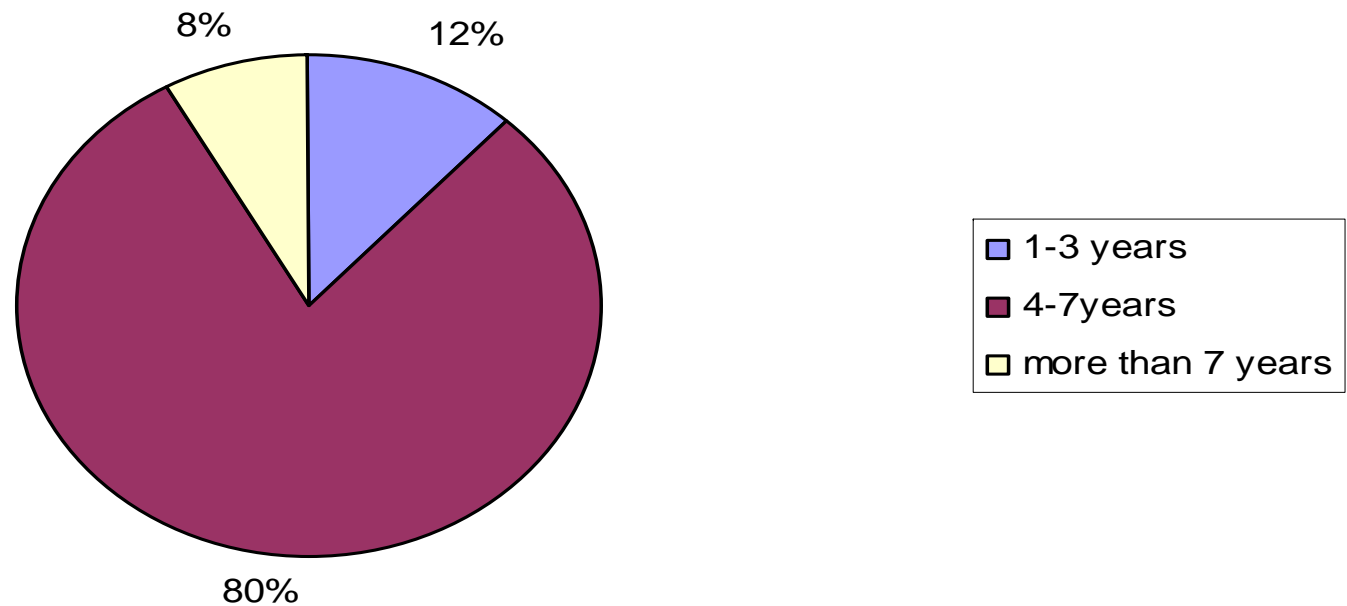


Figure 3: Students' years of study of English



II. LITERATURE REVIEW



- 1. Aim:** Investigating what would be the effective way to motivate students to be more active in a speaking class



2. Research questions

- How would role-play activities increase students' motivation in speaking classes?
- How would students react to role-play?

3. Literature supports

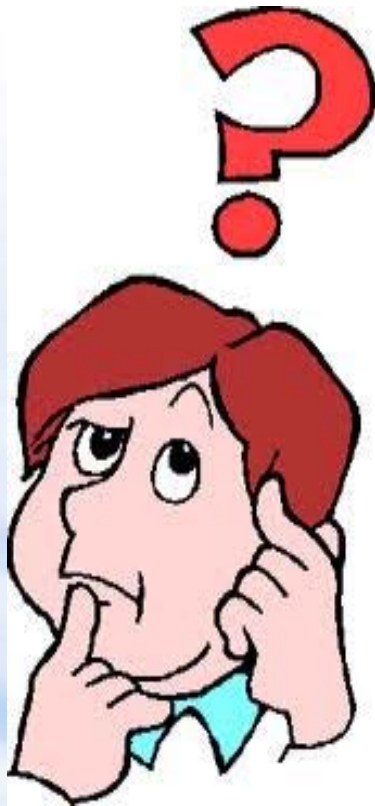


Students' motivation can be improved by:

- **Task Based Learning approach (Ruso, 2007)**
- **Authentic materials (Do, 2011)**
- **Simulations (Ardriyati, 2009)**
- **Technology (Gencilter, 2009)**
- **Role-play (Liu, 2010)**
- **“Role-plays will be the most commonly used method to ensure that the students can use effectively what they have learned in real communication” (Gu Yueguo, 1998, p.239).**



KEY VOCABULARY



1. **Role-play technique** helps students to promote speaking, involve students into interaction of expressing ideas, opinions or feeling to others by using words or sounds of articulation (Islam, 2012). Abduhalk (2008).
2. Practice and explore new cultural rules of behavior, and may also identify behavior that would be appropriate in their own culture but not appropriate in others. (Islam 2012)
3. Students can learn how to control emotion when they are in the characteristics' roles (Islam, 2012).

III. METHODOLOGY

1. Participants & Procedure

- 50 first-year students
- Pre-intermediate, Intermediate and Advance level
- 12 weeks (successive weeks)

2. Intended methodology

- Qualitative action research methodology

■ Advantages:

- To suit research in small scale context
- to explore a local context (Hinchey, 2008).
- to focus on natural settings; emphasize in process; convey feelings and experiences (Woods, 2006).

METHODS OF DATA COLLECTION



- Observation
- Interview
- Questionnaire

METHODS



- **Observation**
 - to know if there are any changes in students' motivation. I mean students' responses, enthusiasm, performance in classrooms
- **Questionnaire**
 - to gather information on the real thoughts that students can not or do not want to express about role-play activities
- **Interview**
 - to collect the information about students' attitudes toward **role-play activity**

No.	Week	Content
1	Week 1	<p>I will introduce my students the implement of role-play activities in speaking lessons</p> <p>- I will divide class into 10 groups to work together throughout the semester.</p> <p>- I will introduce 7 topics of 7 lessons in new headway pre-intermediate.</p> <p>- I will assign group work with role-play activities.</p>
2	Week 2	<p>- I will observe how students participate in role-play activities and how they respond to the implementation of role-play activities in speaking lessons.</p> <p>- I will use field notes to describe and give comments on student's movements with role-play activities</p>
3	Week 3	
4	Week 4	
5	Week 5	
6	Week 6	
7	Week 7	
8	Week 8	
9	Week 9	
10	Week 10	
11	Week 11	
12	Week 12	<p>- Students will be asked to complete the questionnaire in about 10 minutes.</p> <p>- I will spend about 15 minutes to interview every student.</p> <p>- All the interviews will be recorded to avoid missing any elements or detail.</p> <p>- During the interview, if I get some similar answers or responses with more than 4 interviewees, I will be able to stop that interview with that question and</p>

LIMITATIONS AND SOLUTIONS



Limitations:

- intermediate level
- can't cover all the uses of role-play activities in other three skills.
- take much time for students to do all stages of a role play

Solution:

- design interesting topic
- create imaginary situation
- encourage students to use costumes and equipment
- give students topic for each unit right in the first week

IV. Pedagogical tensions and ethical issues



■ Possible problems

- Large-sized classes
- Mixed-levels students
- Passive learning styles

■ Possible solutions

- Grouping students in the way that one group will consists of students of different levels
- Being explicit about the purposes and benefits of role-play beforehand

V. CONCLUSION

- **Hypothesis:** Using the activity of role-play is an effective solution to increase my students' motivation in speaking English
- **It is expected that my students will**
 - be more active in English learning
 - be interested in learning English
 - be more confident to speak English
 - have better oral performance



Thank You