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TRAN THI BINH

APPLYING INFORMATION TECHNOLOGY IN TEACHING SPEAKING SKILLS FOR STUDENTS AT LE HONG PHONG HIGH SCHOOL via PBL

(Ứng dụng công nghệ thông tin trong đề án học tập để dạy kĩ năng nói học sinh trường THPT Lê Hồng Phong)

M.A THESIS

Field: English Linguistics
Code: 8220202

THAI NGUYEN – 2018

Acknowledgement

In completion of my thesis, I have received generous advice and help from many lecturers whose lectures are very practical and useful. Firstly, I would like to express my sincere thanks to my supervisors Dr. Hoang Thi Ngoc Diem and Dr. Nguyen Thi Minh Loan from School of Foreign Languages, Thai Nguyen University for her close guidance, criticism, and her generous help in the process of completing my thesis.

My special thanks also go to all lecturers and the staff of the Schools of Foreign Languages for their useful materials, guidance and enthusiasm during my course of study.

I really wish to thank all my colleagues and my students at Le Hong Phong High school for their kind cooperation in giving valuable information.

Finally, I owe my deep thanks to my dear family, specially my husband, my little children and my friends who always stand for me with their consideration and encouragement.

Abstract

This research was conducted to the eleventh grade students and EFL teachers of Le Hong Phong high school, Pho Yen Town, Thai Nguyen province in academic year 2017-2018. The aim of this research was to find out how well the use of Project-based learning with the help of m-learning in improving students' speaking skill, the trend in ICT use of the EFL teachers and attitude and motivation in learning foreign language. In conducting this research, the writer designed an experimental study that pursues to boost the students' speaking competences. Before drawing the experiment, ten EFL teachers and both groups were carried out questionnaires to measure both the teachers' trend in use of ICT and attitude and motivation towards learning English. The findings of this research showed that there was an improvement on students' speaking skill through project-based learning with Aurasma app particularly in accuracy and fluency.

The results of this study suggest that the EFL teachers seemed to be aware of the benefits of ICT to their classroom instruction of the English language. They also indicated that their beliefs about ICT benefits had the biggest impact on their ICT use. Moreover, the EFL students' English language competence improved significantly in almost all area of their speaking competence after the implementation of the PBL lesson plan with the help of m-learning. The control group only showed improvements in grammar and vocabulary because their curriculum focused mainly on those areas. The experimental group showed positive changes in their attitudes and motivation towards learning English after the PBL lesson plan, while control group's attitudes and motivation remained unchanged.

The importance of having competence in English is well-recognized. However, high school students' speaking level entails not only the speaking competence but competency in reading, writing and listening as well. Therefore, future studies should explore effectiveness of PBL in developing students' reading, writing and listening skills with the help of m-learning.

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List of abbreviations

AR	Augmented Reality
EFL	English as a Foreign Language
CLT	Communication Language Teaching
ICT	Information and Communication Technology
IT	Information Technology
m-learning	Mobile- learning
MoET	Ministry of Education and Training
PBL	Project- Based Learning

Chapter 1: INTRODUCTION

1.1. Rationale for the study

English is one of the most common languages in the world, and the most popular second language of study in Vietnam (Crystal, 2012). A chain of economic reforms in 1986 and 1993 have been creating a flow in the number of people learning English (Tri, 2001). Following Vietnam becoming a member of the Association of Southeast Asian Nations (ASEAN) in 1995 and the World Trade Organization (WTO) in 2006, many foreigners and investors launched business in Vietnam. Vietnam has seen rapidly economic development and an explosion in commercial cooperation, technology advancement and culture exchanges with other part of the world. This has given a rise to a pressing demand for English proficiency (Le, 2005).

The recent development in the country, together with increased globalisation, has created more career opportunities for the Vietnamese people. Needless to say the needs of Vietnamese people to use English in their work and daily lives have been dramatically increasing. Therefore, teaching and learning English have a vital role in raising the English competence. However, Vietnamese students especially in the schools in rural areas have difficulties in learning and practising speaking skill because of limited access to authentic materials, out of date teaching methods and over- sized classes with multi-level. Consequently, the so- called “deaf and dumb English” users are ironically referred to many learner generations with in complete English competence. (Hoang, 2015).

Another reason for the inconsistencies between the numbers of the expected and actual fluent English speakers in the country might be due to the teacher- centred model of teaching and the ways that Vietnamese students study and are evaluated. In this model, the focus is on the teacher only, while the students sit quietly and listen as the teacher instructs the whole class. The teacher’s responsibility is observed as being the contents delivery, where as the students’ role is swallowing the content (Pratt et al.1999). Furthermore, Vietnamese students believe that learning is memorizing books or information provided by teachers in class (Kennedy, 2002). The teacher is usually the

sole source of verbal English input for the students. Thus, the students normally do not participate in classroom activities, are unwilling to give answers or ask questions and are reliant on the teacher (Braddock et al., 1995). The teacher- centred model results in a passive learning style on the almost part of the students, and a situation where the students are uncomfortably speaking English outside the classroom.

In addition, the education system and examinations focus almost entirely on grammar and vocabulary (Peterson, 2014). Since Vietnamese students study English to pass the examinations and to move to further study (Denham,1992), they tend to overlook the verbal communication parts such as pronunciation, speaking and listening. The grammar and vocabulary-heavy curriculum and examinations means that the students rarely have chances to practice communicating with each other in English in the classroom.

According to Kayi (2006), foreign language teachers should pay much attention to teaching speaking because "the ability to communicate in a foreign language clearly and efficiently contributes to success of the learners in school and success later in every phase of life". Instead of leading students to purely learn by memorization, English teachers should provide a rich environment for the students, where meaningful communication can take place.

The term to denote one's competency in speaking a language is named speaking competence. Speaking competence is one's skills, knowledge, and motivation to speak to anyone in any context. To develop these speaking competences, it is essential to teach and encourage verbal communication.

To improve speaking competences of students in English, and to increase their experience of speaking the language, this paper uses a well-established methodology, known as Communicative Language Teaching (CLT). CLT is "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in classroom" (Richard, 2006). The purpose of the communicative approach is to communicative with