

**MINISTRY OF INDUSTRY AND TRADE  
HANOI UNIVERSITY OF INDUSTRY**



**DO THI THUONG**

**ADAPTING SPEAKING ACTIVITIES IN  
COMMUNICATION LESSONS TO IMPROVE GRADE 7  
STUDENTS' SPEAKING SKILLS IN A SECONDARY  
SCHOOL IN HANOI**

**MASTER THESIS IN ENGLISH LINGUISTICS**

Hanoi – 2024

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**MASTER THESIS IN ENGLISH LINGUISTICS**

**SUPERVISOR:**

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Hanoi – 2024

**DECLARATION BY THE AUTHOR**

This thesis is my original work to the best of my knowledge and belief. It contains no material previously published or submitted by anyone else except where I have cited and referenced the source. Additionally, I declare that this thesis does not contain any material that has been used to obtain any other degree or diploma from any university.

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## ABSTRACT

Adapting speaking activities plays an essential role in teaching English, as they help diversify speaking activities, motivate students to participate in speaking activities and create interest and confidence in students when they communicate in English. This study investigated the effectiveness of adapting speaking activities to improve Grade 7 students' speaking skills and their attitudes towards these activities. The study employed an action research approach with the participation of 48 Grade 7 students. Data were collected through a pre-test, a post-test, a Google Forms survey, and interviews. Results showed that adapting speaking activities positively impacted students' speaking skills, evidenced by improvements in pronunciation, comprehension, grammar, vocabulary, and fluency. Additionally, student feedback from the surveys and interviews highlighted their positive attitudes towards these adapted activities, citing their practicality, enjoyment, and increased engagement in learning. They also expressed their expectation that teachers should adapt speaking activities regularly and continuously. Based on the findings, some recommendations were given to improve speaking skills for secondary students.

**Keywords:** *Adapting speaking activities, speaking skills, effectiveness, motivation*

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**LIST OF ABBREVIATIONS**

AR	Action Research
MOET	The Ministry of Education and Training
EFL	English as a Foreign Language
L1	First Language
Ss	Students
T	Teacher
M	Mean
N	Number

## INTRODUCTION

The first part of the thesis introduces the rationale, aims, and research questions of the study. It also presents the scope of the analysis, an overview of the methods employed to conduct the research, the study's significance, and its outline.

### **1. Rationale for the Study**

The importance of English communication skills in our increasingly globalised and multicultural society cannot be overstated. Success in English is powered by global economic interests and the need for individuals to engage effectively in a borderless world. English is a door to world citizenship and creates understanding and connections between people from different cultures.

Recognising these factors, the Ministry of Education and Training (MOET) has conducted many projects to revolutionise English teaching in secondary schools. One of these initiatives that laid the foundations for transformational changes was the program related to teaching and learning foreign languages in the national education system from 2008 to 2020. Since the 2022-2023 school year, the new English textbook, "English 7 – Global Success", has been launched to meet the project's objectives and the increasing requirements of foreign language education in the national education system.

These English textbooks are designed for the new General Education Program and have outstanding features to support learning and teaching English. This set of textbooks prioritises the comprehensive development of listening, speaking, reading and writing skills and helps students form and develop communication skills in English. Moreover, it widens and deepens their knowledge about the cultures and people of various countries worldwide, igniting natural culture. Significantly, the Everyday English part, the brand-

new part of the communication lessons in the new textbooks, has applied for a content language integrated learning program.

Compared with the old versions, there have been several improvements in the new textbooks. However, the teachers and learners face many challenges in working with the new “Everyday English” part of communication lessons, which always contains two repetitive tasks across all 12 units. Task 1 provides linguistic input, including specific communicative structures and linguistic functions such as expressing preferences, telling stories about life experiences, giving instructions, requesting and providing information, and expressing agreements and disagreements... to help students communicate in real situations. Task 2 requires students to work in pairs to engage in conversations using the structures and expressions introduced in Task 1. The two repetitive tasks in the “Everyday English” part across all 12 units can lead to boredom and loss of interest in teachers and students.

Besides, implementing practical speaking activities at X secondary school faces challenges, including large class sizes (about 45-50 students per class), differences in English proficiency levels, and parental support. In addition, the 10th-grade English entrance exam focuses heavily on grammar, causing students to prioritise learning grammar rules and exercises over other skills. Consequently, students excel in English grammar but need support in being confident and fluent in spoken English.

The reasons mentioned above have inspired the researcher to conduct research entitled **“ADAPTING SPEAKING ACTIVITIES IN COMMUNICATION LESSONS TO IMPROVE GRADE 7 STUDENTS’ SPEAKING SKILLS IN A SECONDARY SCHOOL IN HANOI.”**

In brief, the highest goal of learning and teaching a language is intercultural integration and effective communication in every situation.

Although English teaching activities have made commendable progress, further improvement is needed, especially in developing students' speaking skills. This study hopes to contribute valuable insights that may facilitate more engaging and effective English language education, not only for the students at X Secondary School but also for other teachers and planners in developing a long-range strategic education plan to meet the demands of a globalised and culturally diverse society.

## **2. Aims and Objectives of the Study**

The study aims to examine the effectiveness of adapting speaking activities on Grade 7 students' speaking skills and how students react to the implementation of adapted speaking activities within the new English textbook. Accordingly, the primary research objective is to determine how adapting speaking activities affect Grade 7 students' speaking skills and what the students' attitudes towards the adapted speaking activities in Communication lessons – English 7 (Global success) are.

## **3. Research Questions**

To achieve the aims of the study, the following questions are dealt with:

1. To what extent does adapting speaking activities in teaching Communication lessons (English 7) improve Grade 7 students' speaking skills?
2. What are the students' attitudes towards the adapted speaking activities?

## **4. Research Methods**

To address the research questions of this study, action research was employed using tests, questionnaires, and semi-structured interviews as data collection instruments.

**Pre-Test and Post-Test:** The study was conducted over nine weeks, commencing with a pre-test and a post-test administered to 48 students to

measure the improvement of students' speaking skills after employing the adapted speaking activities.

**Survey Questionnaire:** 48 students were sent a Google Forms survey questionnaire to examine their perceptions of adapting speaking activities in Communication lessons. The survey questionnaire aimed to evaluate the practicality of the adapted activities and collect valuable quantitative data to supplement the test results.

**Semi-Structured Interviews:** Semi-structured interviews were conducted with nine selected students to gain deeper insights into students' opinions and experiences. The questions of the interview were designed to encourage detailed responses, offering rich qualitative data.

The mixed methods, combining quantitative assessments of speaking skills with qualitative exploration of student perspectives, were intended to provide a comprehensive and robust evaluation of the impact of adapted speaking activities in the context of Communication lessons - English 7 Global Success at X secondary school. A description of the research design, participants, data collection tools and procedures, and analysis of the collected data is presented in more detail in Chapter 2.

## **5. Scope of the Study**

This research focused on adapting speaking activities within Communication lessons - English 7 Global Success at X secondary school. While there are various methods to improve students' speaking skills, the study aimed to demonstrate the effectiveness of adapting speaking activities and gather students' opinions about the benefits of these activities. Due to time constraints, the study was limited to 48 Grade 7 students at X secondary school to address the impact and students' perceptions of adapting speaking activities



in teaching Communication lessons – English 7 and other aspects of English skills will not be within its scope.

## **6. Significance of the Study**

The findings of this study benefit English teaching in lower secondary education in general and improve Grade 7 students' communicative skills in particular.

This study also provides teachers with various adapted speaking activities and motivates them to incorporate these resources into their teaching practices, making their lessons more effective and engaging. Students will be the primary beneficiaries with more opportunities to express themselves. It is hoped that the adaptation will improve students' motivation and ability to speak English in real-world situations.

Furthermore, this study makes contributions to the knowledge of adapting speaking activities. Its results are a valuable reference source for future research on adapting speaking activities. Additionally, it provides suggestions on how the speaking activities should be adapted.

## **7. Design of the Thesis**

Following the introduction, this thesis is divided into four chapters:

### **Chapter 1 - Literature Review**

This chapter reviews relevant literature and explores previous studies on the same topic.

### **Chapter 2 - Research Methodology**

This chapter deals with the study's research methodology. It addresses the research type and context, the materials, the participants, the data collection instruments, and the research procedures.

### **Chapter 3 - Results**

This chapter presents the results of the tests, survey questionnaires, and interviews.

#### **Chapter 4 - Findings and Discussion**

This chapter provides the study's findings based on the analysis of the research questions and compares them with previous studies.

#### **Conclusion**

The researcher summarises the study and provides the pedagogical implications, limitations, and suggestions for further studies.

## **CHAPTER 1. LITERATURE REVIEW**

This chapter reviews relevant literature, particularly emphasising essential concepts and studies related to the research topic. It includes definitions of speaking skills, the importance of teaching speaking skills, some typical classroom speaking activities, an assessment of speaking skills, adaptive learning and its urgency, and principles and techniques for adaptation. The chapter ends with a review of relevant previous studies.

### **1.1. Speaking Skills and Teaching Speaking Skills**

#### **1.1.1. Speaking Skills**

Speaking is considered one of the most significant skills for effective language communication among the four skills required for learning English. Speaking skills are defined in different ways. Procter (2000) states that speaking is conveying information or expressing one's feelings in spoken language.

In teaching and learning English, Azem and Dogar (2011) describe speaking as a productive skill in the oral mode; moreover, it is more complex than it seems at first and includes more than just pronouncing words. Bailey and Nunan (2005) agree that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information" (p.2). An alternative phrase for "speaking" is "spoken communication" or "oral communication," a kind of immediate interaction involving two or more people to convey and receive the necessary information. In conclusion, speaking is a verbal skill and a procedure of oral interaction. A speaker initiates producing spoken expressions, which the listener receives and undergoes processing to understand the speaker's message.

### **1.1.2. Significance of Speaking Skills in Language Education**

Speaking, listening, reading, and writing are crucial for effective language learning. These skills enable rapid and efficient communication. Among them, many students consider speaking ability to be the accurate measure of language proficiency. It goes beyond reading, writing, or comprehension; it is about fluency and communicating effectively.

Harmer (2007) also points out that speaking is a particularly intricate skill because speakers need to decode the message conveyed by other speakers and consider additional factors such as intonation, stress, and pace. Moreover, speakers must utilise facial expressions, gestures, and overall body language to communicate their message effectively. In his book “How to Teach English”, Harmer (2007) outlines three critical reasons for encouraging students to engage in speaking activities in the classroom. First, these activities serve as valuable practice sessions for students to hone their real-life speaking skills within a secure classroom environment. Second, speaking tasks, where students attempt to utilize any or all of the languages they know, offer a means of feedback for both the teacher and students. Finally, students have chances to activate different language components stored in their minds.

The teaching approach to speaking skills significantly impacts students’ progress. Therefore, teachers must create conducive learning conditions, motivating students’ by demonstrating continuous progress, balancing controlled practice with opportunities for free expression, and guiding students to use their existing knowledge best. Ur (2012) highlights four critical features of successful speaking activities (students’ attendance, participation, motivation, and appropriate language level) and states that learner-centred teaching approaches encourage students to talk most of the time during speaking practice lessons. Students should have equal opportunities to speak,

and tasks should be motivating, with phonological aspects like pronunciation and fluency reaching a certain level.

### **1.1.3. Classroom Speaking Activities**

Kayi (2006) pointed out that language teachers can organise the lessons by themselves:

Language teachers guide students to pronounce English sounds and sound patterns, apply word stress and sentence stress, have intonation patterns and rhythm of the foreign language, choose suitable words and phrases for the context, and comprehensively organize their opinions through the process of teaching speaking. (pp.1-2)

Consequently, Harmer (2001) recommended some classroom speaking activities, such as role-playing, discussions, communication games, problem-solving exercises, and storytelling, as effective means to improve English communication naturally.

Various interactive activities can be incorporated into the teaching and learning process. Each of these stimulating activities offers unique benefits. When employed effectively, they can make speaking lessons enjoyable, boost learner motivation, and transform the English language classroom into an engaging and vibrant environment. In this study, based on practical teaching experiences and student interactions, the researcher proposes using stimulating activities to enhance students' active involvement in speaking tasks.

#### **1.1.3.1. Pictures**

##### ***Definitions of pictures***

One type of visual instructional media used in this research is pictures. In simple terms, Horwitz and Stevick (1986) characterise visual images to support language use and communication. Later, Hornby (2006) defined a picture as a painting or drawing that shows a scene, person, or thing.

Furthermore, Harmer (2001) highlights that pictures can also be used for creative language, whether in a book or on cue cards, flashcards, or wall pictures.

Teachers can use pictures, often interchangeably called drawings, photographs, or images, to create various educational speaking activities, particularly those requiring visual aids. Additionally, pictures represent the most straightforward visual aids for students, and they play an essential role in language-related tasks, such as describing, interpreting, and making comparisons.

### ***Benefits of using pictures in language teaching***

Using pictures is an exciting and attractive way to introduce a new topic, as they are imaginative, stimulating and colourful. Teachers can provide picture-based activities for students to discuss and brainstorm new ideas because “their understanding comes not just from explanation, but also from what they see” (Harmer, 2014, p. 82).

Moreover, pictures are an excellent way to motivate students to interact and actively participate in speaking activities. Visual aids, especially pictures and colourful posters, can enhance a classroom's attractiveness and atmosphere.

Finally, using pictures also reduces the need for wordy explanations. Pictures as visual organisers are effective in terms of helping to elicit, explain, and communicate information by clarifying complex concepts into simple, meaningful displays.

In summary, using pictures is a precious technique for teaching language. Based on the above advantages, teachers can create more engaging and exciting lessons that stimulate active participation in learning to speak English.

#### **1.1.3.2. Videos /DVDs**

##### ***Videos/ DVDs as language-visual aids***

Since the 1970s, teachers have used video recording to develop effective teaching practices (Fuller & Manning, 1973). Video and visual media use in supporting educators and improving students' language skills has steadily grown. In recent years, video has become such an essential feature in language teaching that most textbooks have been published with a video component (Harmer, 2001).

### ***Advantages of videos /DVDs in language teaching***

Harmer (2001) claims that using video in teaching language provides various benefits, such as “seeing language in use”, which helps students understand the message through using visual clues and another extra-linguistic factor, “cross-cultural awareness”. Thanks to watching videos, students become aware of the cultural diversity of countries and respect cultural differences, “the power of creation” that helps students become more creative, and “motivation” in which video makes the teaching and learning process more realistic. According to Gaudin and Chaliès (2015), there are many advantages of using video in teaching because videos offer ‘greater access to classroom events’, give students the possibility of authentic and data-led discussion and narrow the gap between theory and practice. Moreover, technological advances such as digitalisation, storage, and editing have significantly facilitated video viewing. Finally, Wang and Hartley (2003) noted that video viewing is a tool to support the implementation of institutional reforms.

In short, students are enthusiastic about programs integrating foreign language learning with entertainment. Videos create a conducive atmosphere for successful learning by igniting interest and motivation.

### **2.1.3.3. Role-play**

#### ***Definitions of role-play***

There are a variety of definitions of role-play from many researchers. Procter (2000) defines “role-play” is described as pretending to be a particular character and adopting his/her behaviours and reactions.

According to Gower et al. (2005), “A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation” (p.105). Procter (2000) supposes that role-play is considered as an action simulating as someone else, especially in studying.

From the above-mentioned definitions of role-play, it can obviously be seen that role-play is a technique in which the students pretend to be someone else or themselves in an imaginary situation or real life. Therefore, role-play is beneficial for communication practice.

#### ***Significance of role-play in teaching speaking***

We cannot deny that role-play is one of the most effective techniques for teaching speaking. Role-play allows students to practice speaking English and expressing their ideas, opinions, or feelings to others before they do it in actual situations.

According to Vasileiou and Paraskeva (2010), role-play is “a catalytic factor” to engage and inspire students’ interest and effort, improve the attractiveness of speaking activities, increase learning value, and provide a common reason to foster cooperation and “team spirit” to help students achieve their knowledge and speaking skills. Schick (2008) states that role-play is a training tool and an intelligent technique to support educators in dealing with the difficulties in inspiring learners in speaking teaching. Teachers should organise role-play activities for several reasons. Firstly, role-play stimulates



students to approach other language tasks and language diversification. Secondly, role-play encourages students to discover new cultures. For example, students can learn how to pay at the supermarket. Lastly, role-play makes students more proactive because students are involved more in the activities of speaking class.

In conclusion, using role-play in teaching speaking is a suitable method to encourage the students' interest, motivation, and fluency in communicating English by creating interaction in the class and requiring students to imagine themselves in a situation like that in the real world. Moreover, role-play makes the teaching process more exciting and compelling.

#### **1.1.3.4. Simulations**

##### ***Definitions of simulations***

Using simulations in language teaching is becoming increasingly popular and is considered an effective communicative method. Salies (2002) stated that simulation is a method of “declassrooming the classroom” by simulating real-life classroom experiences.

In this way, students are involved with real-life communication, which provides them with many meaningful opportunities for language practice. The Society for Advancement of Games and Simulations in Education and Training (SAGSET) defines simulations as “teaching and learning methods in which students are directly involved in making decisions and learning from the outcomes” (p.101). Javid (2013) offers a broader definition: “Simulation is the act of initiating the behaviour of some situation or some process by means of something suitably analogous.” (p.225).

##### ***Benefits of simulations in language teaching***

Simulations are a highly effective language teaching and learning method because of the following benefits.

Firstly, simulations motivate students to explore and discover the natural world curiously. They help students feel that they are not in the process of learning but rather participants to find themselves. Secondly, simulations offer students realistic situations with more opportunities to understand the outside world of the classroom. By portraying various characters in some purposeful communication, simulations encourage interactions and promote students' enjoyment and engagement in learning speaking skills. It has a positive effect on children's self-esteem and development. It also helps children recognise their behaviours. Lastly, when students engage in simulations, they can learn how to handle different situations in a particular culture. Learning a foreign language also teaches how to be well-behaved in the correct cultural landscape. Students need to learn how to spell the language correctly and understand the importance of choosing appropriate expressions in the context of the existing culture.

In summary, simulations are a valuable teaching technique to encourage students' active engagement, motivation, language proficiency, and readiness for real-life situations. In this study, simulations are deemed to create a rich communicative environment where students actively explore the real world and interact as group members.

#### **1.1.3.5. Discussion**

##### ***Definitions of discussion***

Discussion is considered a meaningful teaching method in improving English-speaking skills. There are different points of view about what discussion is. Steyn and Killen (2001) state that it is a valuable technique for EFL teachers. Through discussions, students are inspired to critically engage with problems or situations using critical thinking and analytical skills, not simply memorising the knowledge. According to Cashin (2011), discussion

plays a vital role in learning in all disciplines because it supports students in processing information rather than simply receiving it. The goal of a discussion is to encourage students to practice thinking and actively participate in the course material. In this context, teachers become facilitators. Babiyan and Abakumova (2021) define discussion as an effective technique for improving communication competence. As a pedagogical technique, discussion can be considered a debate to find a solution for a controversial issue or seek the truth through “brainstorming”.

The discussion method is complicated and problematic; however, it is also one of the most effective methods for developing communication skills. When students discuss, they know how to use the language they are learning and convey their thoughts, listen to the interlocutor’s points of view, and defend their respective positions and arguments. Over time, students develop critical thinking and cooperative learning skills, thereby improving their speaking proficiency.

### ***Role of discussion in improving students’ speaking proficiency***

Brown (2001) states that group discussions play a significant role in EFL teaching. They encourage students to participate in interactive language and create a compelling and supportive learning environment. This method increases students’ responsibility, autonomy, and individualised instruction. Moreover, discussions provide a comfortable environment for students to freely share their ideas within a small, friendly peer group.

The benefits of the discussion method are its ability to elevate critical thinking, nurture initiative, cultivate autonomous language users, foster a caring environment, and encourage high levels of responsibility among students. We cannot deny the substantial impact of discussion on improving students’ speaking skills.

#### 1.1.4. Assessment of Speaking Skills

Weir and Weir (1993) demonstrate that the criteria for evaluating speaking skills would vary based on the specific nature of these skills and the desired proficiency levels of the individuals being assessed. The critical consideration would be determining what information the examiner aims to gather regarding a student's performance in relevant oral communication tasks. It is widely recognised that using two markers can significantly minimise the potential for evaluation inconsistency. Therefore, the selected criteria should accurately align with the characteristics of spoken language interaction that the test task aims to elicit.

Hughes (2003) provides a comprehensive framework for evaluating speaking skills, considering elements, which includes the following points:

**Accent:** It refers to how language is verbally expressed, encompassing elements such as individual sounds, including vowels, and the pattern of intonation. Speakers are expected to use accents effectively and accurately.

**Grammar:** Grammar plays a significant role in spoken and written language, and adhering to grammar rules is essential for students to develop strong speaking skills. Mastering correct sentence structure is crucial for effective communication during conversations. On the other hand, vocabulary is a vital linguistic aspect that directly affects one's ability to express ideas coherently, whether it be through oral or written means. More vocabulary is needed to ensure effective communication and allow the expression of thoughts and concepts.

**Fluency:** Fluency refers to the capacity to speak with ease and accuracy. Many language students strive to achieve fluency in their speaking skills. Indications of fluency encompass maintaining a reasonably rapid pace while speaking,

although speech may occasionally be interrupted or disjointed, resulting in incomplete sentences.

**Comprehension:** For effective oral communication, the speaker and the listener must have a solid mutual understanding. It means that to comprehend and engage in conversations, individuals need to be able to respond to the speech they hear and initiate their own. Based on these observations and analyses, the author carefully monitored, compared, and assessed the student's progress.

Hughes (2003) also identifies five essential components for scoring speaking: accuracy, appropriacy, range, flexibility, and size.

**Accuracy:** Pronunciation should be intelligible and demonstrate clarity, even if there are some influences from the speaker's first language (L1). While it is acceptable for specific grammatical errors to occur as long as they do not hinder communication, overall grammatical and lexical accuracy should be of a high standard.

**Appropriacy:** The language should generally align with the intended function and context. The speaker's intention must be evident and easily understood without any ambiguity.

**Range:** Candidates should have access to a diverse array of languages. Any particular elements posing challenges can be readily replaced or avoided.

**Flexibility:** There should be continuous proof of the ability to participate in turn-taking during conversations and to adapt to new topics or changes in direction.

**Size:** The individual should be able to make extended and intricate contributions when necessary. They should be capable of expanding and elaborating on ideas with minimal assistance from the interlocutor.

To assess the student's speaking skills, a scoring rubric consisting of the speaking aspects or criteria, the scale of the score, and also the descriptions of each criterion was employed. The present study used an analytic scoring based on speaking rubrics suggested by Dick, Gall, and Borg (as cited in Gallis Nawang, 2014), which consists of four criteria: fluency, pronunciation, accuracy, and vocabulary. Each aspect has its own criteria, with a score range from 1 to 10. The reason for choosing the speaking rubric of Dick, Gall, and Borg (as cited in Gallis Nawang, 2014) is to help the researcher evaluate the characteristics of a learner's speaking capacity and to simplify the scoring process. The specific description of this speaking rubric is provided in Appendix 3.

## **1.2. Adapting Speaking Activities**

### **1.2.1. Adaptive Learning and its Urgency**

According to Liu et al. (2017), adaptive learning is the changes in teaching methods involved to improve the quality of teaching and provide motivation for the students by diversifying teaching and learning activities based on relevant contexts and engaging students in meaningful tasks. This approach aims to adapt the learning activities by changing the students' motivation based on learner interactions and input (Somyürek, 2015). Teachers need to adapt learning resources to the needs of students and specific circumstances. The capacity to adjust learning objectives and content actively and creatively considering learning materials, students' knowledge, characteristics, and capabilities is called adaptive teaching (Vanbecelaere et al., 2020).

Wloka and Winiwarer (2021) state that active participation of students and mastering a foreign language are more effective when it involves active participation, exploration of adapted materials, and a lively learning

atmosphere that will facilitate mastering a foreign language. In contrast, strictly following a textbook's instructions at every step tends to cause boring and less effective lessons. In that case, teachers need to adapt methods and materials to enhance the quality of learning, ensuring that lesson content is delivered optimally and achievements can be adjusted to students' needs (Morze et al., 2021). Beck and Forstmeier (2007) also show that adaptive learning based on proper planning can enhance language skills and suitably address specific learning tasks and needs, enabling students to achieve their goals.

Although the definitions of adaptive learning are different in some ways, they share the same basic assumption that adaptation prioritises addressing students' needs, creating more opportunities for them to learn a foreign language, and building their capacities adequately.

### **1.2.2. Purposes of Adapting Speaking Activities**

Despite the extensive efforts textbook writers invest in meeting users' needs, they cannot predetermine all the aspects because all teachers, students, and classroom situations are different and unpredictable. Moreover, there will never be a perfect fit between the textbooks, the teacher and the students (Maley, 2011). It is essential to maximise the relevance of speaking tasks to students' needs and create excitement in the classroom. Adaptation aims to improve the learning experience's effectiveness by adapting it with specific purposes.

McDonough et al. (2013) list reasons for adapting speaking activities related to speaking task adaptation, including insufficient speaking coverage, inadequate practice of information points, unsystematic communicative focus, mismatched subject matter, culturally inappropriate illustrations, an imbalance in the number of tasks, and the need for accompanying tests. These reasons

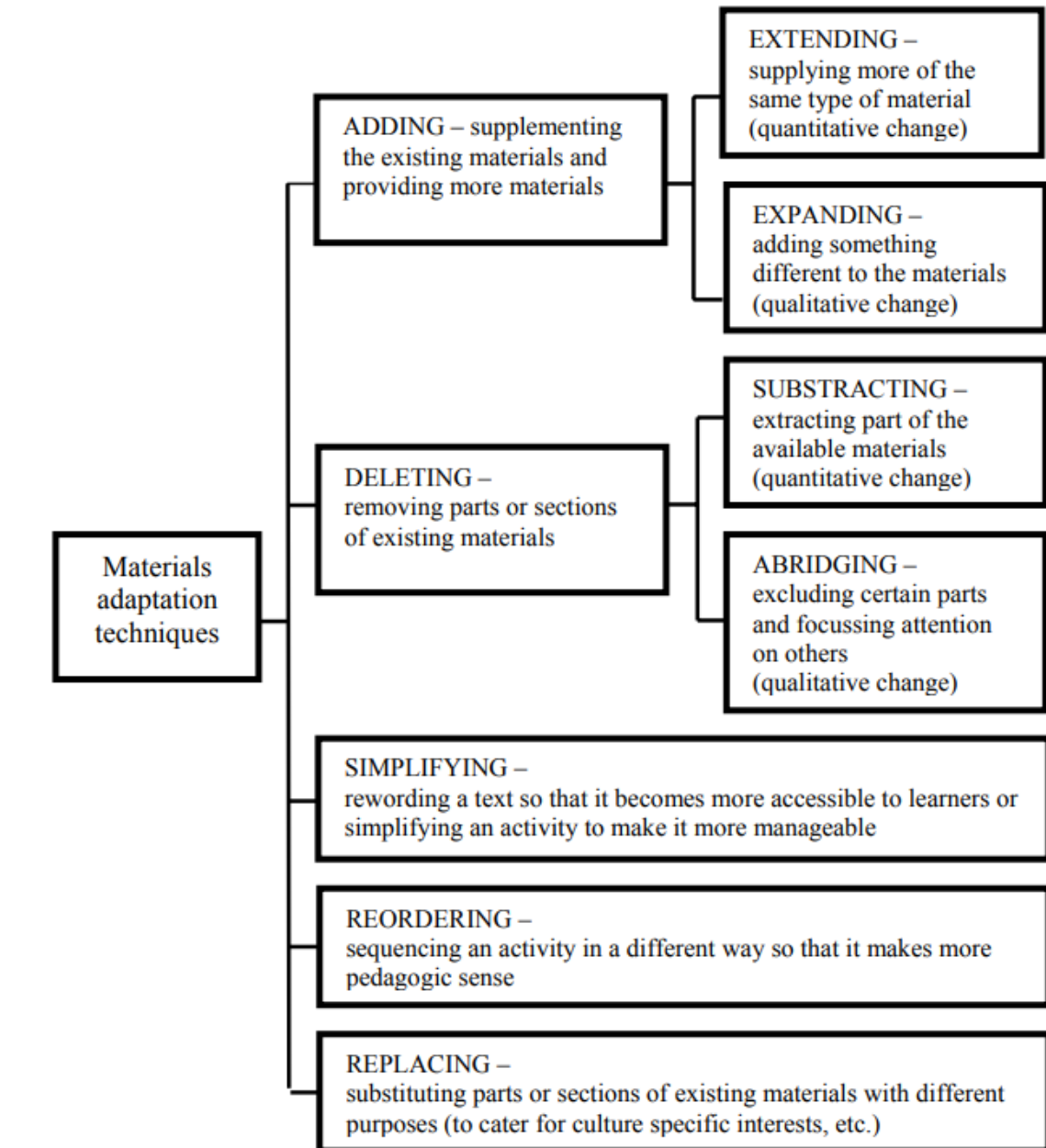
highlight the limited opportunities for genuine communication in many speaking assignments, emphasising the ongoing need for task adaptation.

According to Tomlinson (2013), it is essential for teachers to understand how to evaluate existing tasks in textbooks and adapt activities which do not correspond to the current understanding of language learning and acquisition. Moreover, thanks to technological advances, teachers can deal with the challenges by turning to digital content. Teachers can explore new teaching methods to engage students in the lessons and make learning a foreign language worthwhile. Making the most of teaching and learning opportunities and considering best practices are necessary in skills development. Finally, adaptive learning will help to make learning chances more helpful and satisfying.

### **1.2.3. Techniques for Adapting Speaking Activities**

Recognising the disparities between published speaking activities and classroom needs and objectives requires educators to tackle the practical aspects of modifying the material to align with their class objectives. According to Islam and Mares (2003), materials may be adapted using different techniques, as explained and illustrated in Figure 1.1.





*Figure 1.1. Techniques for Adapting Materials*

*(Adopted from Islam & Mares, 2003)*

In conclusion, to customise speaking activities in English 7 Communication lessons, the researcher needs to blend various forms of

adaptation of speaking activities mentioned earlier to align with students' levels, needs, interests, and expectations in the teachers' context. This study proposes adapting textbook speaking activities to boost students' motivation in Communication lessons and enhance their speaking skills.

### **1.3. Previous studies**

In many countries, English speaking skills have caught much more attention than before. To improve students' English-speaking skills, most teachers and researchers seem to agree that an adaptive approach is needed to support students in learning to self-regulate their learning process in speaking skills. Adapting speaking activities in teaching is essential in improving students' speaking skills. Both foreign and Vietnamese researchers have conducted studies with different findings from various perspectives.

The study by De Vrind (2020) discussed how modern foreign language teachers regularly give feedback on speaking skills. He then presented a teaching approach based on self-evaluation by the student to facilitate the teacher's adaptive feedback in everyday teaching, illustrated with two practical case studies. It was explored whether self-evaluation by students can help teachers gain insight into individual students' needs regarding speaking skills and adapt their intended feedback to meet these needs.

The research by Nhem (2020) focuses on investigating Cambodian teachers' perspectives and practising textbook adaptation to realise intercultural awareness. The teachers in this study believed it was critical to develop textbooks at the classroom level to maximise textbook implementation's effectiveness in enriching students' interests and addressing linguistic difficulties (e.g., new words or grammar) to accommodate students' abilities. From my point of view, the study of Nhem (2020) proposed a promising future for adapting language learning speaking activities as its findings revealed a

positive attitude towards adapting learning speaking activities. It has proven that adaptation of learning speaking activities is necessary for teachers. It sets the fundamentals for future studies based on the anticipation that learning speaking activities should be adapted to be appropriate for students (Nhem, 2020).

Several researchers have focused on the adaptation of speaking activities in Vietnam. Nguyen (2016) and Pham (2016) have published some of the most recent studies.

Nguyen's (2016) thesis delved into exploring how modified tasks can enhance the engagement of low-level students in speaking activities while contributing to improved language accuracy and fluency. Based on the data and advantages in methodology, the author adapted the speaking tasks and implemented speaking activities as pilot teaching was employed to realise the objectives of the action research. Her research findings suggest that most adapted tasks significantly enhance student participation and language skills without excluding the existing textbook exercises.

Pham (2016) investigated the effects of adapted speaking activities in the English 11 Textbook on students' motivation. The outcomes reveal that, despite certain limitations, all the modified speaking activities effectively boosted students' motivation during speaking lessons. The action plan proved successful when comparing the post-data with the initial data.

These studies show that various aspects of adapting speaking activities in language teaching and learning have been explored. However, the formal in-depth investigation of the new English 7 – Global Success textbook adaptation has still not been made. Therefore, this study is conducted to bridge such a gap in research in improving students' English-speaking skills, fostering creative

thinking through simulations, and promoting collaboration among students to make lessons more engaging.

#### **1.4. Summary**

This chapter has provided the key points related to the study, the role of speaking skills in language teaching and learning, and the definitions of speaking and speaking ability. This chapter has also given some criteria for speaking ability and some ways to assess speaking ability, which becomes the basement for measuring students' improvement in speaking ability. In addition, the reasons for speaking task adaptation and techniques for adapting tasks are also mentioned. The following chapter will present the methods employed to carry out the study.

## **CHAPTER 2. RESEARCH METHODOLOGY**

This chapter presents the study's methodology. It first restates the research questions and describes the research design, setting, and materials used for the study. Then, it provides information about participants, data collection instruments, procedures, and data analysis methods.

### **2.1. Research Questions**

As mentioned in Chapter I, this study aims to investigate the effects of adapting speaking activities on improving students' speaking skills and explore the students' attitudes towards the adapted speaking activities in Communication lessons – English 7. Accordingly, the research questions are as follows:

1. To what extent does adapting speaking activities in teaching Communication lessons (English 7) improve Grade 7 students' speaking skills?
2. What are the students' attitudes towards the adapted speaking activities?

### **2.2. Research Methods**

To achieve the aims, an action research (AR) design was used to carry out this study.

Action research is an approach to professional development and learning improvement wherein educators systematically reflect on their practice and effect change based on their findings. According to Coles and Quirke (2001), AR entails systematically collecting and analysing data to drive improvements or solve problems. Banegas and Consoli (2021) describe action research as a methodology that is both interventionist and subjective, and it is most effectively utilised when seamlessly integrated with language teaching practices. As a research approach, action research revolves around altering social practices. This transformation is a fundamental component of the research journey, as individuals engaging in action research aspire to adjust

their professional practices, aiming to assess the resulting beneficial changes within the educational context being explored. In applied linguistics and language education, action research is perceived as a form of teacher or practitioner research, fostering professional growth and collaboration between higher education institutions and other community-based organisations, as Borg and Sánchez (2015) highlighted.

These definitions by renowned experts underscore the suitability of action research for this study, as it offers a method for questioning and enhancing teaching practices. Through AR, the researcher aspires to improve the speaking skills of Grade 7 students by adapting speaking activities in the Communication lessons of “English 7” (Global Success).

The choice of action research for this study is motivated by several considerations. Firstly, AR is inherently contextualised within the teacher’s daily work environment, allowing for an exploration of the realities of teaching. It offers flexibility, enabling adjustments as the research progresses, without rigid procedural constraints. Furthermore, action research empowers the researcher to take an active role in designing lessons tailored to the research goals and measuring the effectiveness of these activities. It positions the researcher as an agent of change rather than a passive recipient of knowledge.

This study investigates how adapted speaking tasks within Communication lessons impact students’ speaking skills and their attitudes toward these adapted activities. Adapted speaking tasks are a response to identified issues in the teaching process. The action research was executed within the researcher’s classes over nine weeks with the participation of 48 Grade 7 students from inception to conclusion. Data collection encompassed both the pre-action stage and the action stage, occurring between Week 1 and Week 9.

Regarding the action research cycle, Nunan (2001) contends that the seven steps in the cycle are as follows:

Step 1: Initiation- A problem triggers the idea of action research

Step 2: Preliminary investigation- Baseline data are collected to help understand the nature of the situation

Step 3: Hypotheses- A hypothesis is formulated after reviewing the initial data.

Step 4: Intervention- Several strategies are devised and applied

Step 5: Evaluation- An assessment is conducted to evaluate the intervention.

Some steps may be repeated

Step 6: Dissemination- A report of the research is published. Ideas that emerged from the research are shared

Step 7: Follow-up - Alternative solutions for the problem are continually investigated

Due to the time limit in this study, Nunan's Action Research Cycle was adapted to include only five steps: Problem identification, Preliminary investigation, Hypothesis, Plan Intervention, and Evaluation. Each step was thoughtfully designed to address the research aim of investigating the impact of adapting speaking tasks on students' speaking abilities and their attitudes towards these activities. Detailed procedures will be presented in Section 2.7 of this chapter.

### **2.3. Research Site**

The study was conducted at a lower secondary school in Hanoi (X Secondary School), home to over 2000 students distributed across 45 classes from Grade 6 through Grade 9. The school boasts modern facilities, including well-appointed classrooms, an extensive library, and two language laboratories. The teaching staff, comprised of more than 100 educators, exhibits diverse experience and enthusiasm, with approximately two-thirds being young and

energetic. Within the scope of this study, there are 11 classes in Grade 7, housing over 500 students who predominantly come from local areas within Cau Giay district. Of the 11 English teachers at the school, 10 are female, and one is male, aged 25 to 55. While one teacher holds a master's degree, three are pursuing master's courses, and the remainder possess bachelor's degrees. Their teaching experience ranges from one to 30 years, providing a blend of fresh perspectives and seasoned expertise.

Teaching English as a compulsory subject presents challenges, particularly in fostering speaking skills. These challenges encompass large class sizes (typically 45-50 students per class), marked variations in student English proficiency, varying levels of parental support, and a common issue where students excel in grammar but need more confidence and fluency in spoken English. Moreover, educators and students face an ongoing challenge in implementing the “Everyday English” component, which often involves repetitive tasks across all 12 units. These tasks typically begin with language input, helping students develop their language competencies, including specific communicative structures and functions. Subsequently, students engage in pair-based conversations using the structures and expressions introduced earlier. Unfortunately, this repetitive nature of tasks can sometimes lead to monotony and disengagement among teachers and students.

These challenges underscore the necessity of action research to address these issues effectively.

## **2.4. Materials**

### **2.4.1. The Textbook “English 7” – Global Success**

This study's primary teaching speaking activities are sourced from the textbook “English 7” (Global Success). This textbook has been intentionally designed to adopt a communicative and learner-centered approach, strongly



emphasising oral language skills and real-life communication. It is part of the new English textbooks created to meet communicative language learning requirements. The English textbook for Grade 7 was developed as part of the National Foreign Language 2020 Project by the Ministry of Education and Training (MOET). These textbooks aim to enhance students' language proficiency, particularly by focusing on intercultural communicative competence. Since 2022, "English 7" - Global Success, authored by Hoang et al. (2022), has been the official Grade 7 English textbook.

Like other new English textbooks, English textbook Grade 7 is structured around four key components: themes, topics, communicative competencies, and linguistic knowledge/language items. Each unit within the textbook comprises seven main sections, including Getting Started, A Closer Look 1 (Vocabulary and pronunciation), A Closer Look 2 (Grammar), Communication, Skills 1 (Reading and speaking), Skills 2 (Listening and writing), Looking back and project.

The textbook "English 7" - Global Success is thoughtfully designed to suit secondary students' levels. It follows a theme-based and skill-based approach, aligning with two prominent teaching methodologies: learner-centred and communicative approaches. Task-based teaching is at the core of its methodology. These intentions are explicitly outlined in the objectives of "English 7," which are as follows:

- To provide students with a fundamental and systematic understanding of English, enabling them to use it to communicate at the primary level.
- To facilitate the development of students' communicative skills in the target language, which encompass listening, speaking, reading, and writing.
- To equip upper secondary school students with appropriate, systematic, and foundational knowledge of English.

- To create a communicative classroom environment, actively encouraging students to speak English through in-class activities.
- To broaden students' general understanding of and positive attitudes toward the language and the cultures, countries, and people of English-speaking nations, enriching their knowledge and pride in their own culture and language.

The textbook follows a theme-based structure contextualising language and skills around specific topics or themes. This thematic approach provides students with a context in which they can effectively utilise language structures in various communicative scenarios. In this new teaching context, teachers play a supportive role, acting as facilitators, organisers, and guides to enhance the communicative process among students. This approach motivates students to actively participate in pair and group work actively, fostering their confidence and willingness to fulfil linguistic and communicative tasks with guidance from their teachers. In short, “English 7” is designed to leverage modern teaching methods effectively, fostering innovation in teachers' approaches and enhancing students' motivation to learn the target language.

#### **2.4.2. Communication Lessons**

Starting from the 2022-2023 school year, the Communication lesson in “English 7” (Global Success) has incorporated the Everyday English section. This addition aims to help students apply their knowledge in real-life communication while providing insights into the cultures of Vietnam and other nations.

The Everyday English segment requires pair works and individual works of students to enhance their communication skills. This section typically consists of two tasks: Task One provides language input and develops language competencies, focusing on specific language functions such as expressing

preferences, discussing experiences, giving instructions, sharing opinions, requesting and providing information, expressing agreement or disagreement, and making comparisons. Task Two prompts students to engage in conversations or deliver speeches based on the skills acquired in Task One. They are given encouragement to present in front of the entire class within a specified time frame, either with or without teacher guidance. The specific description of Everyday English part – Communication lessons in the textbook is provided in Appendix 8.

While some lessons in this segment are well-suited to students due to familiar topics (e.g., Unit 1: Hobbies, Unit 2: Healthy Living, Unit 3: Community Service) and straightforward language structures, others may appear repetitive, potentially leading to challenges such as teacher and student boredom. These challenges are particularly notable in rural areas, where facilities for teaching and learning may need to be improved, and students and teachers may need help with low proficiency and passivity. Addressing these challenges requires collective efforts from both teachers and students.

The Everyday English section within the Communication lessons textbook English 7 aims to enhance students' practical communication skills while providing cultural insights. However, variations in lesson content and engagement levels need to be considered to maintain student interest and active participation.

### **2.4.3. Intervention Materials**

Based on the teacher's teaching experiences on how the students often do their speaking activities and from her pre-observations, together with the knowledge of some teaching approaches acquired through reading, some adaptation techniques were employed to involve the students in the speaking

activities in Everyday English part – Communication lessons and make the tasks more accessible to them.

Due to the time limitation and the length of the thesis, the researcher cannot adapt all the speaking tasks in all units of English 7 – Global Success. Therefore, the researcher only focused on the speaking tasks in the English part – Communication lessons of Unit 1,2,3. These tasks will be adapted using classroom speaking activities such as “Discussions, roleplays, simulations, activities using pictures or videos/DVDs”, which are suitable for her students. Examples of the adapted tasks can be seen in Appendix 7.

#### **2.4.4. Pre-tests and Post-tests**

Two oral tests (pre-test and post-test) were developed to evaluate the changes in students’ speaking abilities. Both tests were designed to suit the subject program, sharing the same form, length, and difficulty level. These tests aimed to determine how much improvement students gained in speaking to show how effectively the teacher had taught using the adapted speaking activities.

The pre-test and post-test on speaking performances were parallel in that they shared the same format, but the contents were different. For the pre-test, it had to be suitable for students who had finished Grade 6 and had started Grade 7. The topics and contents of the tests were relevant to students’ speaking lessons and closely related to their lives to make them feel comfortable during the test. Similarly, for the post-test, the researcher ensured that it had the same level as the pre-test. Additionally, the topics of the post-test need to be the ones that students had studied.

Each oral test included three parts. In the first part - Personal Information, the candidate introduced his/her personal information, hometown, and family within two minutes. The examiners could ask some questions to get

more detailed. This part aimed to create a warm atmosphere for the students to help them feel comfortable during the examination. Part 2 lasted about three minutes. In this part, students were asked to respond to visual prompts, which included describing and interpreting a picture or a photograph and discussing likes and dislikes. This aimed to check the student's ability to speak fluently with correct stress and manage discourse. In the last part, Simulated Situation, students' tasks were to engage in conversations and respond to topics related to likes and dislikes, providing tips for health problems, and giving compliments.

### **2.5. Research Participants**

With consent from the school, parents, and students, this study involved 48 Grade 7 students (26 males and 22 females) from the same class at a lower secondary school in Hanoi. The researcher selected Grade 7 students over Grade 6 students because this study was conducted at the beginning of the school year. Grade 6 students were still getting accustomed to each other and might have encountered difficulties in interacting or collaborating in groups. In contrast, Grade 7 students had a year studying together at grade 6 so they knew and understood each other well. This conducive environment for communication facilitated their participation in collaborative activities. Consequently, they found it easier to work in pairs or groups.

Most of the participants have learnt English since primary school but mainly focused on studying grammar and doing exercises. Consequently, their speaking skills are limited with some students knowing almost nothing about speaking English. For this study, all students attend three English classes a week. The researcher herself taught all lessons to ensure the designed lesson plans were strictly followed. The students were beneficial and fully encouraged to participate in the study. Their participation was voluntary with their parents' consent.

## **2.6. Data Collection Instruments**

This study employed a mixed-method approach. Data were collected from pre-tests, post-tests, a standardised Likert-scale-based questionnaire, and interviews.

### **2.6.1. Pre-tests and Post-tests**

Cohen et al. (2007) describe tests as a powerful data collection method. Testing was chosen to collect data for this study because test results can be empirically documented. Furthermore, testing is a reliable way to assess students' improvement as the test score can show relative validity and reliability.

In this research, the author used pre-tests and post-tests because they can provide information about the students' general ability level and their achievements in previous programs. Also, the post-test scores were compared with those of the pre-test to spot the students' improvement after implementing the action plan.

The study was conducted over nine weeks, commencing with a pre-test administered to 48 students in Week 1 to evaluate their speaking skills before the adapted speaking activities were implemented. After completing three units, a post-test was administered in Week 9 to the same classes to measure students' speaking ability after exposure to the adapted activities. The speaking tests took place in the English classroom with a time allowance of around five minutes each. The students were also asked to take the tests in pairs to assess the student's speaking abilities.

To ensure the objectivity and reliability of the study's test results, both tests were scored by two other examiners from X Secondary schools. They were not involved in designing the intervention session. They were teachers with more than five years of teaching experience, and one was a native speaker.

A speaking rubric was used to mark the English-speaking pre-tests and the post-tests. It was based on Gall et al. (2003), assessing fluency, accuracy, vocabulary, and pronunciation. Each aspect was scored from one to 10, and each score had different indicators: the higher the score, the more complex the indicators were, and vice versa (see Appendix 2).

### **2.6.2. Survey Questionnaire**

Bird and Dominey-Howes (2007) consider questionnaires a valuable research instrument in social sciences. They gather information about participants' attitudes, assessments, and adaptation and provide supporting evidence for specific research areas. In a case involving 48 students in Class 7A9 in the 2023-2024 school year, a questionnaire survey assessed students' attitudes toward Communication lessons and the impact of adapted speaking activities on their speaking skills. This tool simplifies data summarization and reporting as all respondents answer the same questions. Additionally, it enables students to express their opinions and needs without fear of embarrassment or punishment.

This study adapted the survey questionnaire from Dang (2022), who surveyed adapting activities in the new English Textbook to enhance grade 11 students' speaking skills. The researcher chose it since this study's purpose was the same as what Dang (2022) mentioned, and it was easy to follow. The survey questionnaire consisted of 28 items, which were designed using a 5-point Likert scale with values ranging from 1 to 5: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). Singh and Smith (2006) stated that a Likert scale includes four or more items representing similar issues combined into a single composite score/variable. Likert scale data can be interpreted as interval data, i.e. the mean is the best measure of central tendency. The number

of students responding to each item and the mean score for all the items were provided to elucidate each item's significance.

The questionnaire covered the general evaluation of students towards adapted speaking activities, their perceptions of speaking skill development, interaction and motivation aspects, and overall perception of the adapted speaking activities. The questionnaire addresses the following areas.

**Speaking Skill Development (Questions 1-6):** Assess students' perceptions of their speaking skill development, including fluency, accuracy, vocabulary, grammar, pronunciation, and self-evaluation.

**Adapted Speaking Activities (Questions 7-10):** Measures students' overall evaluation of the language and content in the adapted speaking activities.

**Motivation (Questions 11-15):** Investigate students' motivation after participating in adapted speaking activities.

**Classroom Interaction (Questions 16-20):** Examines students' perspectives on classroom interaction during the study.

**Overall Perception (Questions 21-24):** Gather feedback on students' general perception of the adapted speaking activities.

**Favorite Adapted Activities (Question 25):** Identifies students preferred adapted activities.

**Challenges and Solutions (Questions 26-28):** Collect open-ended responses regarding difficulties faced and strategies used in learning English using the adapted speaking activities.

The questionnaire was written in English and translated into Vietnamese for better comprehension. The survey was then conducted by sending the Google Forms link to 48 students from class 7A9 to assess their perspectives on speaking activities in the English 7- Global Success textbook. This helped



the researcher save time or collect answers straightforwardly and quickly, reducing pressure on students.

The students' questionnaires provided a deep insight into how adapting speaking activities in Communication lessons - English 7 (Global success) - facilitated students' interaction, motivation, and skill development. Using a Likert-scale questionnaire and open-ended questions, the researcher determined the effectiveness of adapting speaking activities.

### **2.6.3. Interviews**

Interviewing is a popular data collection instrument because of its numerous advantages. In qualitative research, interviews are commonly seen as a powerful method for collecting data. They enable students to delve deeper into the narratives of their experiences, serving as a follow-up to questionnaires to explore their responses in greater detail (Cohen et al., 2007). Moreover, using interviews, researchers can gather more complete information since they can quickly clarify the interview questions and ask for respondents' explanations for unclear details. Probing ensures clarity by the end of the interview. This study employed interviewing to investigate students' opinions regarding the textbook adaptation processes. The interview questions were designed in English and Vietnamese through a semi-structured format.

In this study, nine students were interviewed to obtain more in-depth information about their opinions in the questionnaire. A one-on-one semi-structured interview approach was employed to gather supplementary insights regarding the participants' assessment of the effectiveness of adapting speaking activities. The researcher chose this method to ensure that participants' thoughts and perspectives could be obtained without the potential influence of group dynamics, which can occur in group interviews.

Nine participants were selected to participate in the interviews according

to their results in the speaking post-test compared with the speaking pre-tests (Three students whose scores improved in the post-test, three students whose scores decreased and three students whose scores were unchanged). The researcher asked each interviewee to answer four questions from a list of interview questions (see Appendix 5). By selecting participants randomly from different groups of learning abilities, it was hoped that there would be a wide range of data collection from various subjects of this research. The interviewees, who were coded as S6, S32, S17, S5, S4, S7, S9, S37 and S16.

The interview questions were based on the results of the questionnaires. The method was chosen to get the participants a truthful and individualised response. The researcher added supplement questions to gain insight into students' perspectives on adapting speaking activities to improve speaking skills. Each interview lasted five to seven minutes. All interviews were conducted in Vietnamese, so the participants could fully articulate their views without being constrained by the use of a second language. The researcher recorded the interviews with the consent of both the interviewees and their parents. They were then fully transcribed, translated and analysed by the researcher.

## **2.7. Research Procedures**

AR was conducted in the researcher's class for nine weeks. The steps of the action research model adapted from Nunan (1994) were done one after another as follows.

### **Step 1: Problem identification (Week 1)**

In the teaching process at X Secondary School in Hanoi, several problems in using English 7 to teach English have been identified by teachers. The issues had been discussed in the weekly meetings by teachers. Moreover, the researcher spent much time observing her students, talking to students, and

consulting with colleague teachers. The researcher discovered that most Grade 7 students at X Secondary School needed to be more interested in Communication lessons. During the Communication lessons, they often sat silently and completed the textbook tasks as required. This motivated the researcher to carry out this action research.

### **Step 2: Preliminary investigation (Week 1)**

This investigation would allow us to measure students' speaking ability before adapting speaking activities. The data were collected by administering a pre-test to 48 students in Week 1 when they had just started the new school year before implementing the adaptation of speaking activities.

### **Step 3: Hypothesis (Week 1)**

After analysing the pre-test data, a hypothesis was formulated: adapting speaking tasks could enhance students' speaking skills in Communication lessons.

### **Step 4: Intervention Plan (Week 2-9)**

First, a comprehensive action plan was developed, aligning with the research hypothesis. Adaptations to the tasks in three Communication lessons (Units 1, 2, and 3 of "English 7" Global Success) were made to suit students' needs. The plan included administering a questionnaire, interviews, and a post-test after three units.

The action plan was executed in three communication lessons of Unit 1,2,3, each lasting 45 minutes, over eight weeks (Week 2-9). During eight weeks of the interventions, the Everyday English parts were handled in a different way, using different classroom activities such as activities using videos/DVDs and simulations in Unit 1, discussions and activities using pictures in Unit 2, activities using videos/DVDs and simulations in Unit 3. This

phase aimed to evaluate the impacts of adapted speaking tasks on students' abilities and involved the active participation of Grade 7 students.

After eight weeks of implementation, students were requested to complete the Questionnaire. Nine students were also interviewed to gain deeper insights into their perspectives, as captured by the questionnaires and the post-test that measured students' improvement.

### **Step 5: Evaluation (Week 10-12)**

Data collected at Week 9, reflecting students' speaking progress from the adapted speaking tasks, were analysed. This analysis explored how these tasks influenced speaking skills and yielded valuable insights for enhancing Grade 7 students' speaking proficiency.

## **2.8. Data Analysis**

Upon data collection, the research proceeded with the systematic analysis of quantitative and qualitative data obtained from three distinct instruments: the pre-test, post-test, questionnaire, and interviews. The data analysis process encompassed several stages, including data preparation, analysis execution, result reporting, and subsequent discussions.

### **2.8.1. Pre-tests and Post-tests**

The numeric scores derived from students' pre-tests and post-tests were meticulously collected and entered into Microsoft Excel for comparison.

### **2.8.2. Survey Questionnaire**

After students' responses were gathered through Google Forms, the data underwent an automated organisation process. The responses underwent a thorough coding and analysis process involving several steps. Firstly, the data was imported from Google Forms to an Excel worksheet. Then, the variables were coded based on a 5-point Likert scale ("1" representing the

worst and “5” the best). Finally, the data was analysed using Microsoft Excel software to determine the mean figures for different items.

The interpretation of the questionnaire results is presented in Table 2.1.

*Table 2.1. The Score Criteria of the Questionnaire Result*

<b>Criteria</b>	<b>Score</b>	<b>Meaning</b>
Very high	4.51 – 5.00	A very high rate means most respondents strongly agree with the statement.
High	3.76 – 4.50	The high rate means most respondents agree with the statement
Fair	3.36 – 3.75	The rate fair means most respondents are not sure about the statement.
Low	2.51 – 3.35	The low rate means most respondents disagree with the statement
Poor	0.00 – 2.50	The rate poor means most respondents strongly disagree with the statement.

### **2.8.3. Interviews**

Following the completion of the data collection phase, Lichtman’s (2014) established methodology was employed for the qualitative analysis of interview data. This approach involved three fundamental steps: coding, categorising, and concept development. Detailed and specific data were scrutinised through an inductive process to derive themes and categories. Similar findings were clustered into sub-themes, offering a deeper understanding of the interview data.

Furthermore, it is essential to note that during the analysis process, careful consideration was given to ethical aspects, ensuring the anonymity and confidentiality of participants, especially in interviews and surveys.

This structured approach to data analysis enabled the researcher to

draw comprehensive and meaningful conclusions from the collected data, aligning with the study's objectives and research questions.

## **2.9. Summary**

This chapter provides a comprehensive overview of the study's methodology, encompassing various aspects of the research process. These include a detailed exploration of the chosen research method, the study's specific setting, and the instruments employed for data collection, encompassing tests, questionnaires, interviews, and data handling procedures. Additionally, this chapter delves into the intricacies of the data analysis method adopted for the study. It lays the groundwork for the subsequent data analysis and interpretation phases in the following chapter.

## CHAPTER 3. RESULTS

This chapter presents the pre-test and post-test results, survey questionnaires, and interviews.

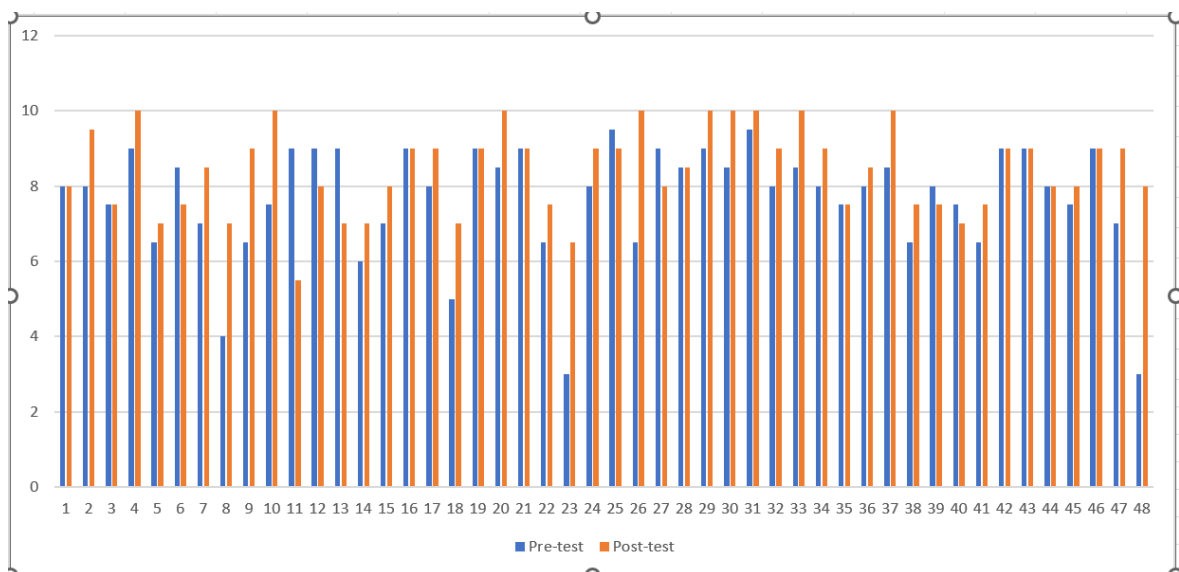
### 3.1. Pre-tests and Post-tests

As discussed in Section 2.4.4, all students were required to complete pre-tests and post-tests. Table 3.1 below illustrates the descriptive statistics for the pre-test and post-test scores.

*Table 3.1. Descriptive Statistics of Pre-test and Post-test Scores*

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Pre-test</b>	48	7.68	1.528	0.221
<b>Post-test</b>	48	8.43	1.125	0.162

As shown in Table 3.1, the students' mean scores increased between the pre-tests ( $M = 7.68$ ) and the post-tests ( $M = 8.43$ ). The differences in the scores of the pre-tests and post-tests are illustrated in Figure 3.1 below. Out of 48 students, 29 students' scores improved in the post-test, eight students' scores decreased, and eleven students' scores stayed unchanged.



*Figure 3.1. The Comparison of the Pre-test and Post-test Scores*

To examine the hypothesis that adapting speaking activities positively affects students' speaking ability, the statistical procedure of the two-sample paired t-test in Excel was used to determine whether or not the differences observed were meaningful. The null hypothesis (H0) was that the post-test scores of the students' speaking skills after the adaptation were not significantly different from their pre-test scores. The alternative hypothesis (H1) was that the post-test scores of students' speaking skills after the adaptation were higher than the pre-test scores. The hypothesis testing was conducted by t-test: Paired Two Sample for Means. Table 3.2 below shows the output of the paired t-test. H1:

*Table 3.2. Output of the Paired t-Test Two Sample for Means*

	<i>Pre-test</i>	<i>Post-test</i>
Mean	7.677083	8.427083
Variance	2.334996	1.265847
Observations	48	48
Pearson Correlation	0.443913	
Hypothesized Mean Difference	0	
df	47	
t Stat	-3.60768	
P(T<=t) one-tail	0.000373	
t Critical one-tail	1.677927	
<b>P(T&lt;=t) two-tail</b>	<b>0.000746</b>	
t Critical two-tail	2.011741	

As can be seen, the paired t-test results reveal a statistically significant difference between the pre-test ( $M = 7.68$ ) and post-test ( $M = 8.43$ ) scores,  $t(48) = -3.61$ ,  $p = 0.00075$  (two-tailed). With the p-value being smaller than 0.05, we reject the null hypothesis and accept the hypothesis that the Post-test scores are significantly higher than the Pre-test scores. Thus, it can be concluded that the



adapted speaking activities are very effectively implemented in English-speaking lessons.

### 3.2. Students' Survey Questionnaire

The questionnaire was administered to 48 students from Class 7A9 via Google Forms. A total of 48 invitations were sent out to participants via Zalo. After one week, 47 responses were returned.

#### 3.2.1. Students' Perceptions of Their Speaking Skill Development

The first six questions of the questionnaire asked students about their perceptions of their speaking skill development.

Table 3.3 shows that most students admitted that the adapted speaking activities helped them improve their speaking skills (fluency, accuracy, vocabulary, grammar, pronunciation, and comprehension).

*Table 3.3. Students' Perceptions of Speaking Skill Development*

Items	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean
1. The adapted speaking activities helped you improve your fluency.	2.1%	0%	14.9%	61.7%	21.3%	4.00
2. The adapted speaking activities helped you improve your accuracy.	2.1%	0%	12,8	66%	19.1%	4.00
3. The adapted speaking	2.1%	0%	19.1%	42.6%	36.2%	4.11

activities helped you improve your speaking vocabulary.						
4. The adapted speaking activities helped you improve your speaking grammar.	2.1%	0%	8.5%	55.4%	34%	4.19
5. The adapted speaking activities helped you improve your pronunciation.	2.1%	4.3%	17%	53.2%	23.4%	3.92
6. The adapted speaking activities helped you improve your comprehension.	2.1%	0%	17%	51.1%	29.8%	4.07

As seen in Table 3.3, most of the students in the study agreed that the adapted speaking activities helped them improve their grammar because they were provided close to real-life structures (M=4.19). It was followed by students' opinions about whether the adapted speaking activities helped them enhance their vocabulary (M=4.11). Another factor that students are interested in is the adapted speaking activities because they helped them improve their

comprehension while speaking (M=4.07). Similarly, most respondents agreed that their fluency and accuracy had improved after the speaking activities were adapted (M=4.00). However, pronunciation is the aspect of speaking skills, with the highest percentage of students disagreeing that they have improved after the adaptation (M=3.92).

In conclusion, the responses collected from the students were positive, with only a tiny proportion of students disagreeing that the adapted speaking activities helped them to improve their pronunciation.

### **3.2.2. Students' Evaluation of the Language and Content in the Adaptation of Speaking Activities**

The following four questions (Questions 7-10) asked students to evaluate the language and content in the adapted speaking activities.

The results in Table 3.4 were also positive regarding the students' overall evaluation of speaking adaptation. A high percentage of students agreed or strongly agreed with the statements provided. Data on the evaluation by students can be found below:

*Table 3.4. Students' Overall Evaluation of the Adapted Speaking Activities*

Items	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean
7. The language in the adapted speaking activities is practical and easy to use.	2.1%	0%	12.8%	51.1%	34%	4.15

8. The exercises in the adapted speaking activities are achievable for you.	2.1%	4.3%	14.9%	48.9%	29.8%	4.00
9. The examples in the adapted speaking activities provided enough information about using the language.	2.1%	0%	10.6%	61.7%	25.5%	4.09
10. The language for instruction in the adapted speaking activities is simple and understandable to you.	2.1%	2.1%	8.5%	51.1%	36.2%	4.17

The score was obtained by the number of respondents who chose the point of agreement in the questionnaire. All item mean scores in the

questionnaire are in the “high” category between 4.00 and 4.17. The high rate means most respondents agree or strongly agree with the statement. It can be seen, therefore, that students have highly evaluated the adaptation of the learning of speaking skills. Specifically, the highest score (M=4.17) was achieved for using simple and understandable language in the adapted speaking activities for instruction. Regarding the practicality of language in the adapted speaking activities, more than 85% of the students agreed and strongly agreed that the language in the materials was practical and easy to use (M=4.15). In addition, students also revealed that the examples in the adapted speaking activities provided enough information about how to use the language (M=4.09). Almost identical figures could be seen in the second statement, which concerns whether the exercises in adapted materials were achievable to the 35 students (M= 4.00).

It could be implied that the students evaluated the adapted speaking activities as decent or good, indicating that the teacher had succeeded in adapting them.

### **3.2.3. Students’ Perceptions of How the Adapting Speaking Activities Affected Their Motivation**

Questions 11-15 of the questionnaire investigated students’ motivation after participating in adapted speaking activities. Table 3.5 shows that most students admitted that the adapting speaking activities greatly motivated them.

*Table 3.5. Students’ Perceptions of the Motivation Influence*

Items	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean
11. The adapted speaking	2.1%	2.1%	8.5%	40.4%	46.8%	4.27

activities are engaging for you.						
12. You are motivated to practice speaking and learning English in the adapted activities.	2.1%	4.3%	27.7%	38.3%	27.7%	3.85
13. You are more focused on the adapted speaking activities.	2.1%	6.4%	21.3%	46.8%	23.4%	3.83
14. You are more confident in practising speaking in the adapted speaking activities.	4.3%	4.3%	27.7%	46.8%	17%	3.68
15. You are motivated to prepare for new lessons.	2.1%	4.3%	21.3%	48.9%	23.4%	3.87

Most students found the adapted speaking activities engaging (M=4.27). At the same time, students showed their motivation for preparing for the new

lessons (M=3.87) and were also motivated to practice speaking and learn English in the adapted activities (M=3.85). Thanks to the motivation, the students were more focused on the adapted speaking activities (M=3.83) and more confident in practising speaking in the adapted speaking activities (M=3.68).

Based on the responses from the students, it could be seen that in terms of creating motivation for students, the adapted materials were interesting enough to maintain students' interest, and the topic made the students feel familiar and attached.

### 3.2.4. Students' Opinions on the Classroom Interaction Improvement

Questions 16-20 of the questionnaire asked students about the effects of classroom interaction. Table 3.6 illustrates that adapted speaking activities helped students improve classroom interaction.

*Table 3.6. Students' Perspectives on Classroom Interaction*

Items	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean
16. You are provided enough time to practice speaking in adapted activities.	2.1%	6.4%	10.6%	55.3%	25.5%	3.96
17. You have more chances to interact with your peers in adapted activities.	2.1%	0%	17%	40.4%	40.4%	4.17

18. The teacher helps you do exercises.	2.1%	0%	6.4%	40.4%	51.1%	4.38
19. You have more chances to receive feedback from teachers and friends in adapted activities.	2.1%	0%	17.1%	48.9%	31.9%	4.09
20. You actively take part in speaking activities after adaptation.	2.1%	8.5%	38.3%	34%	17%	3.55

As can be seen, Table 3.6 illustrates the quantified perspective of students on whether the adapted speaking activities helped improve classroom interaction. Whether the adapted speaking activities helped enhance classroom interaction is based on four criteria to assess: sufficient time to practice speaking, opportunities to interact with peers, the helpfulness of teaching in supporting students and opportunities to receive feedback. In most of the 47 responses, the students agreed that the adapted activities positively affected the classroom interaction. More than 80% of students agreed or strongly agreed that adapted speaking activities helped them have more chances to interact with their peers in adapted activities ( $M=4.17$ ). They also acknowledged the enthusiastic support of the teacher in assisting them to accomplish their exercises ( $M=4.38$ ). Thanks to the teacher's and their peers' help, students provided enough time to practice speaking in adapted activities ( $M=3.96$ ) and



received feedback from teachers and friends in adapted activities effectively (M=4.09). However, a proportion of the students argued that they did not actively participate in speaking activities after adaptation, accounting for 10.06% of the students (M=3.55).

### 3.2.5. Student's Perceptions of the Adaptation of Speaking Activities

This part included four questions about students' attitudes towards adapting speaking activities. Students' responses are summarized in Table 3.7 below.

*Table 3.7. Students' General Perception of the Adapted Speaking Activities*

Items	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean
21. The adaptation of speaking activities is necessary for you.	4.3%	0%	6.4%	42.6%	46.8%	4.28
22. The adaptation of speaking activities helped you improve your speaking skills.	2.1%	0%	8.5%	55.3%	34%	4.19
23. The teachers have appropriately adapted the speaking activities.	2.1%	0%	12.8%	53.2%	31.9%	4.13
24. You are interested in the	2.1%	2.1%	14.9%	48.9%	31.9%	4.06

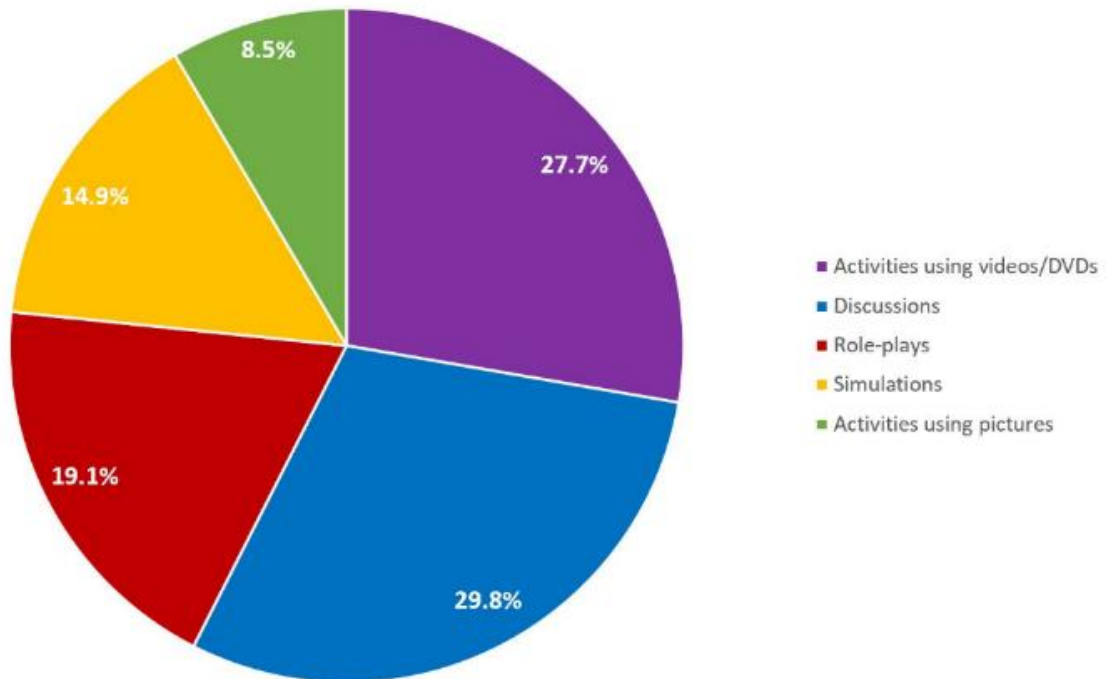
adapted speaking activities.						
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Overall, almost all students were interested in adapting speaking activities ( $M=4.06$ ), and more than 89% of students agreed or strongly agreed that it was necessary for them ( $M=4.28$ ). A high proportion of students admitted that the adaptation of speaking activities helped them improve their speaking skills ( $M=4.19$ ), and 53.2% and 31.9% of the students agreed and strongly agreed that the teacher made appropriate adaptation to the speaking activities ( $M=4.13$ )

In summary, the survey results suggest that respondents generally view the adaptation of speaking activities as necessary, helpful for improving speaking skills, appropriately adapted by teachers, and of interest to them. The mean scores for each statement are above 4, indicating a positive overall perception. However, there are slight variations in the level of agreement for each statement, with the first two statements receiving the highest agreement scores.

### **3.2.6. Students' Favourite Adapted Speaking Activities**

The pie chart 3.2. below are students' responses about their favourite adapted speaking activities.



*Figure 3.2. Students' Preferred Adapted Speaking Activities*

The pie chart shows that discussion was the most preferred activity, accounting for 29.8%. Students also enjoyed using videos/DVDs for speaking activities (27.7%). Role-play and simulations received almost similar votes from the students, with 19.1% and 14.9%, respectively. Only four students liked activities using pictures.

### **3.3. Students' Interviews**

#### **3.3.1. Students' Interest in the Adapted Speaking Activities**

The first question explored whether students were interested in learning English speaking through adapting speaking activities.

In general, all of the nine students interviewed confirmed that they were interested in the three lessons in Communication lessons, with some adapted speaking activities different from those in their textbook. There were some new changes in teachers' methods and techniques of teaching and learning, which

arouses the students' curiosity. Working with adapted speaking activities, they had to make real communication and join diverse speaking tasks. They felt motivated by the various activities in these lessons. Student S37 stated:

*“When you said you would change the activities in the Communication lessons, I thought it would be very typical, but when you taught in reality, I completely changed my mind. I like it because English nowadays requires speaking skills, and your adaptation encourages me to speak English more. I also want to speak and like English”* (S37).

Another student, S5, affirmed:

*“I like the adapted English-speaking activities because these adapted activities are the teaching methods that the teachers have adapted to help me be more confident when speaking in front of a crowd and have exciting activities to make the lesson not dull and more accessible to acquire”* (S5).

Another student gave the reason why she liked adapting speaking activities: *“I like these adapted activities because they help me enhance my speaking skills and make me feel more confident”* (S9).

### **3.3.2. Benefits of Adapting Speaking Activities**

Question Two of the interviews explored different opinions about the benefits of adapting speaking activities while learning English. The following quote gave much insight into the benefits of adapting speaking activities in Communication lessons: *“The benefits from these activities are increasing my vocabulary, having more opportunities to discuss with friends, participating in more group activities during speaking lessons, and having more friends”* (S6). Another student shared this opinion: *“The adapted activities have given me much motivation to speak English, and I feel more confident when I can talk in English daily”* (S37).

Additionally, one student expressed the positive point of adapting speaking activities and increasing her vocabulary and structures: *“The benefits*

*I have gained include increasing my confidence in communication, broadening a more extensive vocabulary, and improving grammar structures” (S17). Agreed with S17, Student S4 stated, “My grammar is weak, so when you provide structures, I get to practice all the grammar while speaking, and my grammar will also be improved”.*

One student indicated her speaking opportunity through adapted speaking activities: *“I have gained the benefit of being confident in speaking when presenting in front of many people and absorbing the knowledge more easily when teachers adapt the teaching method” (S5).*

A similar picture can be seen from the following quote: *“The adapted activities have given me much motivation to speak English, and I feel more confident speaking English every day with teachers and friends”.* (S37)

Moreover, Student A9 emphasised that adapting speaking activities helped her understand the lessons more efficiently, and she was crazy about these lessons.

From the above opinions of students, it can be inferred that students like adapting speaking activities for several reasons. Then these reasons significantly contribute to enhancing their speaking skills, especially by helping them become more confident.

### **3.3.3. Drawbacks of Adapting Speaking Activities**

The students offered different points of view in response to the question about the drawbacks of adapting speaking activities.

First, some students claim they found it hard to pronounce some difficult words and could not remember the new words immediately. The following quote expresses this view: *“I have some difficulties with some words which are tricky to pronounce, so I cannot apply them when speaking” (S5).* Student S7 also said: *“The disadvantage is that I still need to memorise many new words. After*

*learning, I cannot remember immediately because the new vocabulary is quite a lot*". Agreed with S5 and S7, S9 explained more clearly: *"There are some words and structures that I need help understanding; I need to learn how to apply them to the conversation when speaking"*.

Some students indicated the limit or pressure when they were still not good at grammar and did not know how to use it correctly in communication. *"My English grammar still needs improvement, so I must learn to use correct grammar naturally and automatically in sentences"* (S32). *"The disadvantage is that my grammar could be better; it is hard for me to apply it to grammar. When talking to people, my grammar still needs to be corrected"* (S4).

Additionally, another student gave different drawbacks of adapting speaking activities from others: *"However, I am still shy and afraid that I will say it wrong, so I have yet to speak English as much as I want"*. (S37). Meanwhile, S16 explained, *"Some classmates learn too fast and actively, making it hard for me to follow"*.

Notably, student (S17) said that she could easily apply the adapted activities. The simplified procedures of organising activities and the nature of the supportive role in the classroom have enabled her to use the adaptation without difficulties.

However, they also shared that their poor language proficiency sometimes prevented them from participating in debates. Sometimes, they wanted to contribute to the lessons but did not have enough vocabulary to express their thoughts.

### **3.3.4. Effects of the Adapted Speaking Activities on Post-test Scores**

Question 4 asked students about how the adapted speaking activities affected their scores.

Those students whose scores improved in the post-test mentioned that thanks to adapted speaking activities, they were provided various structures and vocabulary; they had more opportunities to interact with their friends to practice speaking English and felt more confident. As a result, their speaking skills improved a lot. Student S1 confronted:

*Since I had access to the adapted speaking lessons, I have not only grasped the problematic and advanced grammatical structure but also learned more new words and how to apply them in many different situations. Moreover, I have more chances to interact with my friends. Because of this, I performed well on my post-test. (S1)*

On the other hand, students whose scores decreased also explained the reasons. Student S9 said that she had always needed help with English. She had yet to find effective ways to learn vocabulary and structures and how to apply them in speaking. She emphasised that teachers should use adapting activities with all lessons. Student S37 mentioned the fear of making mistakes as her reason for being afraid to speak out. A similar picture was revealed in the interview with Student S16 when she said she was not good at English and lacked concentration on the lesson. Notably, all students showed interest in the adapted speaking activities, but the researcher still needs to see progress in their test scores. The students gave many reasons, such as the lack of concentration, experiencing nervousness and anxiety during the exam or not spending time reviewing the lessons.

In general, all the students showed interest in the adapted speaking activities in the three lessons; however, the speaking tests are influenced by many different factors. To make significant improvements and motivate students, it is necessary to implement long-term adaptation of speaking skills and a more diverse range of these activities.

### 3.3.5. Recommendation for Using Adapted Speaking Activities Regularly

Question 5 asked if students would like the teachers to adapt speaking activities regularly in Communication lessons and the reasons why/why not. All students also wished that their teacher would adapt more speaking activities in more lessons, which helped the lessons become more attractive. They felt more excited about the lessons.

They all wanted their teacher to apply to adapt speaking activities more often. They admitted that they became more active and participated more in classroom activities than before. They also wanted the teachers to continue their various communicative activities in the future.

Student S37 explained:

*I agree. Learning English is not just about grammar on paper; learning English now also requires learning English communication. English is essential for the future; when doing anything, we all need to communicate in English. Letting us practice speaking a lot from now on will help us be more confident and motivated to talk. (S37)*

Another student, S9, said, “*I agree. It helps my friends and me absorb the lesson more efficiently, be confident when speaking, and make the class livelier when studying such lessons*”. Student S32 gave another reason why she wanted the teacher to apply more adapting speaking activities:

*I completely agree. Teachers adapting and enhancing English-speaking activities significantly improve students’ skills, especially in speaking. It results in better conversational skills and more accurate use of grammar during speech. When the teacher incorporates these modified speaking activities, the classroom atmosphere becomes more enjoyable and harmonious, and I have noticed that everyone is more enthusiastic about these lessons. (S32)*

Thus, based on the data collected from the survey questionnaire and the



students' positive attitudes from the follow-up interviews, we can conclude that adaptation is essential and helpful for increasing the students' involvement in speaking activities and enhancing their speaking skills.

### **3.4. Summary**

This chapter has presented the results of the data collected from students' interviews, questionnaires and tests. Data from students' interviews were analyzed qualitatively following the categories, while the questionnaires and test results were collected and analyzed quantitatively using Microsoft Excel to calculate the mean. Data analysis clearly showed that adapted speaking activities positively influence students' speaking skills, and students benefited greatly from these activities.

## CHAPTER 4. FINDINGS AND DISCUSSIONS

This chapter presents the study's findings to answer the two research questions. The main findings from the tests, interviews, and questionnaires are discussed to evaluate the enhancement of the student's speaking skills and attitudes towards adapting speaking activities.

### 4.1. Effects of Adapting Speaking Activities on Students' Speaking Skills

In response to the first research question: "*To what extent does adapting speaking activities in teaching Communication lessons – English 7 (Global success) help improve Grade 7 students' speaking skills?*", the results of the Pre-tests, post-tests and interviews together show that the students made big improvements in speaking skills after treatment.

The pre-test and post-test paired t-test comparison revealed that the students' English-speaking scores after the adaptation were higher than the pre-test scores. This implies that there is a meaningful change between the Pre-test and Post-test scores, suggesting an improvement in students' speaking skills after the treatment.

According to the data analysis of the Survey Questionnaire, students had a favourable impression of the adapted speaking activities, and most were more motivated to learn to speak in English. Students reacted positively when asked whether the adapted speaking activities promoted classroom interaction. It was also evident in some students' responses to the open-ended questions on their challenges with the adapted speaking activities. Most students agreed or strongly agreed with the claims that they had more opportunities to interact with their classmates in these activities, that the teacher was helpful in the classroom, and that they got more feedback from the teacher and their peers. In terms of improving speaking skills, the questionnaire data revealed that students perceived an improvement in their fluency, accuracy, vocabulary and

grammar use, pronunciation and comprehension, with the majority of students agreeing or strongly agreeing that they had improved these aspects of speaking.

In the interviews, they stated that many areas of their English-speaking abilities had improved, and they more actively participated in adapted speaking activities.

The findings from this study partly correlated with that of the study by Nguyen (2016), which investigated the effectiveness of adapting speaking tasks in the textbook *Tieng Anh 10* to improve students' speaking skills. The findings from Nguyen's (2016) study revealed improvements in the students' speaking achievement in accuracy, but their language fluency has increased slightly. Moreover, Nguyen's (2016) study also admitted that the adaptation of speaking tasks also motivated the learning spirit among the students, and it proved helpful for the students who like learning English and learn English seriously, which was similar to the findings from students' questionnaires and the tests of this study. However, the conclusions of Nguyen's (2016) study showed that her research did not apply some popular speaking activities that students loved, like discussion activities using videos, while in this study, discussion was the most preferred activity among the others. The second most popular activity that students enjoyed was activity using videos/DVDs. In addition, another limitation of Nguyen's (2016) study is that the levels of students' participation gained during the teaching of adapted tasks may be partly affected by such other factors as the student's awareness of taking part in scientific research or their willingness to help their beloved teacher, while in this study, most of the students willing themselves participated in the speaking activities. A proportion of the students argued that they did not actively participate in speaking activities after adaptation, accounting for just 10.06% of the students. The researcher of this study anticipated that the differences could be attributed to

the fact that Nguyen's (2016) research subjects were Grade 10 students, while this study focused on action research with Grade 7 students. Secondary school students, especially those in Grades 6 and 7, are generally drawn to new activities and enjoy expressing themselves.

Another study by Pham (2016) investigated the impacts of adapted speaking activities in the English 11 Textbook on students' motivation at Binh Luc B High School. She used three main instruments: survey questionnaires, observations and textbook analysis. Her study showed that all the adapted speaking activities helped increase the students' motivation in speaking lessons. This finding from Loan's study was similar to the findings of this study. However, Pham's (2016) study primarily focused on the impact of adapted speaking activities on the student's motivation. Her study did not cover other factors, such as the improvements in students' speaking skills or attitudes. In contrast, the researcher made a profound study of these factors. The researcher evaluated the efficiency of adapted speaking activities on students' speaking skills through the oral tests and examined the students' attitudes on the adaptation through the survey questionnaire and interviews.

#### **4.2. Students' Attitudes Towards the Adapted Speaking Activities**

For the second research question, "*What are the students' attitudes towards the adapted speaking activities?*" the questionnaire and interviews showed that students had positive attitudes towards adapted speaking activities. Because of the high motivation from these activities, the students admitted that adapting speaking activities was essential and should be applied in the long term.

To understand the students' perspectives toward adapted speaking activities, the researcher added three open-ended questions about their favourite adapted speaking activities, their difficulties in participating in them, and their

interactions between the teacher and the students, between the students and their classmates. The discussion was voted as the students' most beloved adapted speaking activity, offering teachers more suggestions for choosing appropriate future adaptation activities. Additionally, students reported difficulties participating in adapted speaking activities due to their lack of vocabulary and confidence. Moreover, most students said that their pronunciation needed to be better. It suggested that teachers must take great care when adapting speaking activities based on the student's background level, provide more vocabulary related to the topic and create an interactive and fun learning environment for students to learn. The students' answers showed that the teacher and peers were always willing to help them deal with speaking problems and encourage them to actively join speaking activities, reduce teacher talking time and increase students' talking time.

All students said that the adaptation was needed and should be applied more often and constantly based on the students' varying backgrounds and learning styles, the need to maximize the learning experience, and a lack of time to practice speaking with foreign people. The study by Nhem (2020) focused on Cambodian teachers' perspectives and practices of textbook adaptation and how they adapted textbooks to help students develop intercultural awareness. It showed the teachers' positive attitudes towards textbook adaptation. The teachers believed it was significant to reconstruct textbooks at the classroom level to deal with students' interests and abilities and enhance the effectiveness of textbook application to address some linguistic challenges, such as vocabulary or grammar. Despite the difference in the main subject between this study and Nhem's study, its findings also illustrated positive attitudes from students and teachers, indicating that

adaptation of speaking activities is necessary to improve students' speaking skills.

The findings generally showed the students' favourable attitudes toward adapted speaking activities because they believed it was significant and beneficial to their studying results. The benefits these activities offered were increasing students' interest in class and improving interactions between students and between students and the teacher in the classroom.

### **4.3. Summary**

This chapter has discussed the study's findings about previous research. When examining the impact of the adaptation of speaking activities on the development of students' speaking skills, the analysis of the questionnaire and interview responses suggested that the adaptation had a beneficial influence on the student's learning process. Adapting speaking activities increased students' desire to practice speaking English. The adapted speaking activities were reconstructed based on the student's specific characteristics and interests. Additionally, it simplified the students' challenging speaking tasks in textbooks and diversified the speaking activities. Furthermore, the increased engagement in class allowed students to widen their knowledge of their peers and teachers. Therefore, the students' speaking skills were improved.

## CONCLUSION

### 1. Summary of the Study

In recent years, Vietnam's educational priorities have seen a significant shift, with a growing emphasis on fostering English-speaking proficiency. The escalating need for a workforce with solid language skills drives this shift. Despite the advancements in the New English book for Grade 7, teachers and students have faced many obstacles in developing students' speaking skills, such as large class sizes (around 45-50 students), varying English proficiency levels, or the repetitive nature of the speaking tasks across all 12 units of the "Everyday English" section in Communication lessons. Therefore, the desire to improve the effectiveness of speaking lessons serves as a strong motivation. The study was a mini-action research conducted in the teaching context of X secondary school in Cau Giay District, Hanoi City. This case study aimed to determine how adapting speaking activities can improve Grade 7 students' speaking skills and to investigate students' attitudes towards adapted speaking activities in Communication lessons in English 7 (Global Success).

To achieve the goal, the researcher employed three data-collecting instruments: a pre-test and post-test, a questionnaire survey for 48 students, and more profound interviews with six students. The data from the questionnaire survey and tests were quantitatively processed, while the interviews were qualitatively analysed. The study lasted twelve weeks in the first term of the 2023-2024 academic year; the first nine weeks were for applying the adapting speaking activities in Communication, and the last four weeks were for collecting and analysing the data.

The data analysis showed that the adapted speaking activities have effectively improved students' speaking skills. This approach provided a rich source for teachers to motivate students, enhance student interactions, and

improve the overall quality of their learning experiences. Students emphasised the need to apply the adapted speaking activities more often and continuously.

In response to the first research question, the data collected illustrated that students found incorporating speaking activities practical and valuable in different situations. A comparison of the pre-tests with the post-test scores and the questionnaire results confirmed that they experienced considerable improvements in speaking skills in all aspects: pronunciation, comprehension, grammar, vocabulary, and fluency.

For the second research question, the student survey questionnaire and interview data showed students' positive attitudes towards adapting speaking activities. They admitted that this approach was necessary for their practical and enjoyable learning. Moreover, they believed that adapted speaking activities motivated them by making them feel more valued and engaged in the learning process. They also recognised the necessity of adapting speaking activities, as these activities gave students diverse backgrounds and learning abilities, significantly improving their participation in the lessons.

## **2. Pedagogical Implications**

The findings from this study revealed some notable points. Adapting speaking activities positively impacted the students' speaking ability, and students had positive attitudes towards it. However, based on the study's results and findings, some implications were put forward for the school authorities, teachers, learners, and textbook designers to improve the teaching and usage of the new textbook '7 Global Success.

### **2.1. For School Authorities**

To emphasize the importance of improving teachers' teaching skills and boosting their confidence in delivering lessons from the new English textbook, greater access to training courses for English educators is crucial. Providing



online courses would be particularly beneficial, especially for teachers located in rural areas of Vietnam, saving them time and increasing accessibility.

Moreover, establishing English clubs for students is vital to creating an English-speaking environment, with the involvement of foreign teachers being a notable enhancement. Additionally, upgrading teaching facilities, such as projectors, interactive boards, posters, and pictures, along with the availability of English labs and libraries, is essential to facilitate effective English instruction.

Furthermore, it's important to provide more supplementary materials to enhance the proficiency of English teachers. Lastly, reducing class sizes is necessary to ensure that communicative activities can be carried out more efficiently.

## **2.2. For Teachers**

Teachers play a crucial role in deciding the success or failure of the changing speaking activities. Therefore, teachers should have good preparation regarding the materials and group or pair work setting. They also should look for opportunities to enhance their knowledge and teaching techniques because teaching requires good communicative competence, creativity, and enthusiasm.

Based on the results of the study, it is recommended that the teachers make necessary adaptations in the speaking activities, especially in Communication lessons to suit the students' characteristics. The teachers should also experimentally adjust the difficulty level of the lesson until the students find it ideal for them, as this aspect of adapting speaking activities depends on various factors such as students' background knowledge and speaking proficiency. The application of technology when adapting speaking activities is also suggested for a better learning environment.

### **2.3. For Students**

Firstly, students are encouraged to prepare in advance for upcoming lessons to maximize their speaking time during communicative activities. Additionally, as learners are viewed as the focal points of their own learning journey, it is crucial for them to actively engage in collaborative activities to boost their confidence and cultivate effective study habits in English. Moreover, fostering student-to-student interaction is essential, with students being urged to be peer evaluators for their classmates' oral and written work. Furthermore, students are advised to dedicate more effort to completing their assignments at home, particularly in language skills. Lastly, students should adhere closely to teachers' instructions and submit assignments on time to receive feedback.

### **2.4. For Textbook Designers**

To optimize the utilization of the new English textbook series within the Vietnamese teaching context, it is advisable to conduct surveys to identify any implementation challenges. These surveys would facilitate necessary adjustments to the textbooks, enhancing the overall teaching and learning experience in English. Additionally, the teacher's book should include recommended teaching materials sources to further facilitate educators in their instructional endeavours.

## **3. Limitations and Suggestions for Further Study**

As the thesis focuses on adapting speaking activities to increase students' interest in learning Everyday English part in Communication lessons and improve the students' speaking skills, it is believed that the study achieved its aims. However, limitations are unavoidable.

Firstly, this small-scale research was undertaken only to complete a minor thesis focusing exclusively on Grade 7 students in one class at a single

secondary school in Hanoi rather than students at all levels. Due to time constraints, the researcher could only conduct mini-action research with 48 students in one class. As a result, its information might not accurately represent the effects of adaptation of speaking activities with such a small sample size.

Secondly, the researcher has yet to investigate and adapt all speaking activities for every unit in the English 7 textbook. The researcher of this study only focused on adapting speaking activities in Everyday English Part – Communication lessons in three units 1,2,3, which made less room for other aspects to be examined and discussed thoroughly in this thesis. As a result, there are not many suggested speaking activities.

Finally, the study is limited because it was not conducted using an experimental design with a control group. The inclusion of a group that received the adapted tasks and a control group might yield a more comprehensive picture. Therefore, it is recommended that future studies employ an experimental design with more participants and a wider range of units and speaking activities at more grade levels so that the findings might be more reliable and comprehensive. Further research could be extended to investigating alternative methods of adaptation extension, extemporisation, exploitation or restructuring to vary the changing speaking activities. Additionally, the adaptation of speaking activities in the Everyday English part – Communication lessons should be given for all 12 units so that the students can practice speaking adequately and teachers gain enough time to evaluate and give feedback.

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## APPENDICES

### Appendix 1. Pre-test



*(Approximately 5-7 minutes/ one pair of students)*

#### **PART 1: Personal information**

Each candidate introduces his/her personal information, hometown, and family. The examiners can ask some questions to get more detailed.

**PART 2: Responding to visual prompts** (Describing and interpreting a picture or a photograph, talking about likes and dislikes)

Each candidate will receive a card. On the card, there is a picture and clues for five questions. It would be best if they used the words to ask questions and ask their partner. Their partner will answer the questions based on the picture they have.

<p>Card A</p> <p><b>Use the words given below to answer questions. Ask your friend about their picture and listen to the answers.</b></p> <ol style="list-style-type: none"> <li>1. Where/they?</li> <li>2. How many/people?</li> <li>3. What/on/wall?</li> <li>4. What/they/watching?</li> <li>5. Do/like/ play sports or watch it on TV?</li> </ol> <p>Why/Why not?</p>	
<p>Card B</p> <p><b>Use the words given below to answer questions. Ask your friend about their picture and listen to the answers.</b></p> <ol style="list-style-type: none"> <li>1. Where/they?</li> <li>2. How many/people?</li> <li>3. What/father/holding?</li> </ol>	

- |   |  |
|---|--|
| 4. Do/ like cooking shows? Why/ Why not?                |  |
| 5. What is the most popular TV program in your country? |  |

**PART 3: Simulated situation** (Making and responding to suggestions, agreeing and disagreeing, making choices)

The examiners will describe a situation to both candidates. They will then have a real conversation using the structures they have learned.



## Appendix 2. Post-test



*(Approximately 5-7 minutes/ one pair of students)*

### **PART 1: Personal information**

Each candidate introduces his/her personal information, hometown, and family. The examiners can ask some questions to get more detailed.

**PART 2: Responding to visual prompts** (Describing and interpreting a picture or a photograph, talking about likes and dislikes)

Each candidate will receive a card. On the card, there is a picture and clues for five questions. It would be best if they used the words to ask questions and ask their partner. Their partner will answer the questions based on the picture they have.

<p><b>Card A</b></p> <p><b>Ask your friends about their pictures.</b></p> <p><b>Listen to their answers</b></p> <ol style="list-style-type: none"> <li>1. How old / the boy?</li> <li>2. What / he / doing?</li> <li>3. What / health problem / he / have?</li> <li>4. What / should / he / deal with / problem?</li> <li>5. How / he / lose weight?</li> </ol>	
<p><b>Card B</b></p> <p><b>Use the words given below to answer questions. Ask your friend about their picture and listen to the answers.</b></p> <ol style="list-style-type: none"> <li>1. How old / the boy?</li> <li>2. What / he / doing?</li> <li>3. What / health problem / he / have?</li> <li>4. What / should / he / deal with / problem?</li> <li>5. How / he / lose weight?</li> </ol>	

### **PART 3: Simulated situation (Making and responding to giving compliments)**

The examiners will describe a situation to both candidates. They will make a real conversation using the structures they have learnt.



### Appendix 3. Speaking Rubrics

*Adopted from Dick, Gall, and Borg (as cited in Gallis Nawang, 2014)*

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker speaks very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes, both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structures (like complex sentences)	The speaker uses many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.	The speaker rarely makes grammatical mistakes but makes a few mistakes in complex structures (like sentences). However, those mistakes do not impede meaning.	The speaker uses many vocabulary variations and makes few word-choice mistakes in performing the expected competency.

8	The speaker speaks quite fluently, although there are hesitations which are not entirely natural.	The speaker rarely makes pronunciation mistakes when performing the expected competency; intonation and stress are sometimes inappropriate, and some sounds are ambiguous but can be understood.	The speaker rarely makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences) in performing the expected competency so that they impede meaning.	The speaker uses many vocabulary variations and makes few word-choice mistakes, but those are sufficient and do not impede the meaning of performing the expected competency.
7	The speaker speaks quite fluently, although often hesitations are not entirely natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are occasionally inappropriate; some sounds are	The speaker rarely makes grammatical mistakes, which are very rare in basic grammatical structure (like phrases, simple and compound sentences), and makes some	The speaker uses few vocabulary variations and word choices that are not entirely appropriate but sufficient to perform the expected competency; they sometimes have to explain ideas



		ambiguous but can be understood.	mistakes in complex structure (like complex sentences), so they impede meaning.	to get the appropriate words.
6	The speaker speaks not quite fluently; sometimes, he/she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes, those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are ambiguous and difficult to understand.	The speaker sometimes makes mistakes in basic grammatical structure (like phrases, simple and compound sentences) and many mistakes in complex structure (like complex sentences), so they impede meaning.	The speaker uses very few vocabulary variations and uses word choices that are not appropriate or sufficient to perform the expected competency; he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; he speaks slowly and hesitantly. Those problems disrupt the performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and	The speaker uses limited vocabulary variations and inappropriate word choices; he/ she often explains ideas because of

		inappropriate; many sounds are ambiguous and difficult to understand.	makes many mistakes in complex structure (like complex sentences) so that they strongly impede meaning.	insufficient vocabulary.
4	The speaker does not speak quite fluently, like repeating and searching for words, so he/ she speaks hesitantly and sometimes pauses long; those problems strongly disrupt the performance.	The speaker almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to understand.	The speaker often makes mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences) that the mistakes strongly impede communication in performing the expected competency.	The speaker uses limited vocabulary variations and many inappropriate word choices; he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express specific ideas.
3	The speaker speaks slowly and discontinuously (like speaking per word with simple	The speaker always makes pronunciation mistakes in performing the	The speaker almost always makes mistakes in basic grammatical	The speaker uses limited vocabulary variations to perform the

	patterns). Even pauses very long in communication to perform the expected competency.	expected competency; many sounds are ambiguous because pronunciation is unclear, and he speaks without considering intonation and stress.	structure (like phrases and simple and compound sentences) and cannot use complex structure well; the mistakes disrupt communication in performing the expected competency.	expected competency, so communication is difficult to understand; he/she often asks the teacher to express the ideas.
2	The speaker speaks slowly and often discontinuously (like speaking per word with simple patterns), even stopping suddenly.	The speaker always makes pronunciation mistakes in performing the expected competency, such as many sounds are ambiguous because pronunciation is unclear.	The speaker always makes mistakes in most basic grammatical structures (like phrases and simple and compound sentences), and there is no effort to use complex structures well; the mistakes strongly disrupt communication in performing the	The speaker uses minimal vocabulary variations to perform the expected competency so that communication is difficult to understand; he/she often has to ask the teacher to express the ideas.

			expected competency.	
1	The speaker communicates with difficulty; he/she speaks very slowly and always discontinuously, even stopping.	The speaker cannot pronounce it well at all.	The speaker has no mastery of grammar to perform the expected competency, so the grammatical structures are entirely incorrect.	The speaker has no vocabulary mastery to perform the expected competency, so communication is unclear and very difficult to understand; he/she always asks the teacher to be able to express the ideas.

## Appendix 4. Questionnaire

### Appendix 4.1. Questionnaire (English version)

*(Adapted from Dang, 2022)*

This survey questionnaire aims to collect information for the study entitled “**ADAPTING SPEAKING ACTIVITIES IN COMMUNICATION LESSONS TO IMPROVE GRADE 7 STUDENTS’ SPEAKING SKILLS IN X SECONDARY SCHOOL IN HANOI**”. The study investigates the effectiveness of adapted speaking activities on improving your speaking skills and your desires and attitudes towards it. The data collected will be kept confidential and used for research purposes only. I look forward to receiving your most truthful and honest answers, as your information is invaluable in improving your learning experience. With each question, please only give one answer and not leave any question undone.

Thank you for your participation!

Here is the link to the Questionnaire: - <https://forms.office.com/r/EhSxFKZjAq>

Full name (optional):

Gender:

*Decide whether you agree with the following statements or not on a scale from 1 to 5 (strongly disagree – disagree – neutral – agree – strongly agree)*

No	Questions	1 <i>Strongly disagree</i>	2 <i>Disagreed</i>	3 <i>Neutral</i>	4 <i>Agree</i>	5 <i>Strongly agree</i>
<b>Skill development</b>						
1	The adapted speaking activities helped you improve your fluency.					

2	The adapted speaking activities helped you improve your accuracy.					
3	The adapted speaking activities helped you to improve your vocabulary for speaking.					
4	The adapted speaking activities helped you to improve your grammar for speaking.					
5	The adapted speaking activities helped you improve your pronunciation.					
6	The adapted speaking activities helped you improve your comprehension while speaking.					
<b>Evaluation of adapted speaking activities</b>						
7	The language in the adapted speaking activities is practical and easy to use.					
8	The exercises in the adapted speaking activities are achievable for you.					
9	The examples in the adapted speaking					

	activities provided enough information about using the language.					
10	The language for instruction in the adapted speaking activities is simple and understandable.					
<b>Motivation</b>						
11	The adapted speaking activities are engaging to you.					
12	You are motivated to practice speaking and learning English in the adapted speaking activities.					
13	You are more focused on the adapted speaking activities.					
14	You are confident in practicing more in speaking after the adapted speaking activities.					
15	You are motivated to prepare for new lessons.					
<b>Classroom interaction</b>						
16	You are provided enough time to practice speaking					

	in adapted speaking activities.					
17	You have more chances to interact with your peers in adapted speaking activities.					
18	The teacher helped you do the exercises.					
19	You can receive feedback from the teacher and friends in adapted activities.					
20	You actively take part in speaking activities after the adaptation.					
<b>The overall perception of adapted speaking activities</b>						
21	The adaptation of speaking activities is necessary for you.					
22	The adaptation of speaking activities helped you improve your speaking skills.					
23	The teachers have appropriately adapted the speaking activities.					
24	You are interested in the adapted speaking activities.					

25. Choose all your favorite adapted speaking activities. (You can choose multiple answers.)



Discussions	
Role-plays	
Simulations	
Activities using pictures	
Activities using videos/DVDs	

26. Why do you like these activities?

27. What difficulties did you encounter while taking part in adapted speaking activities?

28. How did friends and teacher helped you overcome these problems?

## Appendix 4.2. Phiếu điều tra nghiên cứu (Vietnamese version)

### ĐIỀU TRA ĐÁNH GIÁ SỰ HIỆU QUẢ CỦA CÁC HOẠT ĐỘNG NÓI CẢI BIÊN TRONG CÁC TIẾT HỌC COMMUNICATION - TIẾNG ANH 7 - GLOBAL SUCCESS

Các em học sinh thân mến!

Phiếu đánh giá này nhằm mục đích thăm dò ý kiến các em sau khi các em tham gia một số hoạt động nói cải biên trong tiết học Communication - sách giáo khoa Tiếng Anh 7. Các em vui lòng cho biết ý kiến của mình về mức độ hiệu quả của việc cải biên các hoạt động nói với việc nâng cao kỹ năng nói cũng như thái độ, nguyện vọng của các em với việc cải biên các hoạt động nói.

Các thông tin liên quan đến câu trả lời sẽ được giữ bí mật và chỉ dùng cho mục đích nghiên cứu. Cô rất mong sẽ nhận được câu trả lời thành thực nhất từ các em, vì những ý kiến này vô cùng giá trị trong việc nâng cao chất lượng bài dạy, giúp các em cải thiện kỹ năng nói.

Chân thành cảm ơn sự hợp tác của các em!

Họ và tên:

Giới tính:

*Theo thang điểm từ 1 đến 5 (Hoàn toàn không đồng ý – không đồng ý – trung lập – đồng ý – hoàn toàn đồng ý), các em đồng ý với các ý kiến nào dưới đây?*

Số	Câu hỏi	1	2	3	4	5
		<i>Hoàn toàn không đồng ý</i>	<i>Không đồng ý</i>	<i>Trung lập</i>	<i>Đồng ý</i>	<i>Hoàn toàn đồng ý</i>
<b>Đánh giá về phát triển kỹ năng</b>						
1	Các hoạt động cải biên giúp em cải thiện độ lưu loát khi nói.					

2	Các hoạt động cải biên cải thiện độ chính xác khi nói.					
3	Các hoạt động cải biên giúp em sử dụng từ vựng tốt hơn khi nói.					
4	Các hoạt động cải biên giúp em sử dụng ngữ pháp tốt hơn khi nói.					
5	Các hoạt động cải biên giúp em cải thiện phát âm của mình.					
6	Các hoạt động cải biên giúp giúp em tăng khả năng nghe hiểu trong giao tiếp.					
<b>Đánh giá chung về các hoạt động nói cải biên</b>						
7	Ngôn ngữ được sử dụng trong các hoạt động nói cải biên mới mang tính thực tế và dễ sử dụng.					
8	Các yêu cầu trong hoạt động nói mới vừa với khả năng của em.					
9	Các ví dụ đưa ra trong các hoạt động nói cải biên cung cấp đủ thông tin về cách sử dụng ngôn ngữ.					
10	Ngôn ngữ dùng để hướng dẫn trong các hoạt động nói cải biên đơn giản và dễ hiểu đối với em.					
11	Em cảm thấy các hoạt động nói cải biên hấp dẫn, thú vị.					
12	Em được truyền cảm hứng để luyện tập nói và học tiếng Anh trong các hoạt động nói cải biên					
13	Em thấy bản thân mình tập trung trong các hoạt động nói cải biên.					

14	Em tự tin hơn khi tham gia các hoạt động nói cải biên.					
15	Em được truyền cảm hứng để chuẩn bị trước cho các bài học nói.					
<b>Đánh giá về tương tác trong lớp học</b>						
16	Em được cung cấp đầy đủ thời gian để luyện nói trong các hoạt động nói cải biên.					
17	Em được giao tiếp với bạn bè trong các hoạt động nói cải biên.					
18	Giáo viên rất nhiệt tình trong việc giúp đỡ các em làm bài.					
19	Em có nhiều cơ hội nhận góp ý đánh giá từ giáo viên và bạn bè trong các hoạt động cải biên.					
20	Em tích cực tham gia hoạt động nói hơn sau khi được cải biên.					
<b>Quan điểm của người học về các hoạt động nói cải biên</b>						
21	Em cảm thấy việc cải biên các hoạt động nói là cần thiết.					
22	Em cảm thấy các hoạt động nói cải biên giúp em cải thiện kỹ năng nói.					
23	Thầy cô đã cải biên các hoạt động nói một cách hợp lí.					
24	Em có hứng thú với các hoạt động nói được cải biên.					

25. Hoạt động cải biên yêu thích của em là gì? (Em được chọn nhiều hơn 1 đáp án)

Hoạt động thảo luận	
Hoạt động đóng vai	
Hoạt động mô phỏng	
Hoạt động sử dụng tranh ảnh	

Hoạt động sử dụng video/DVD	
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26. Hãy đưa ra lí do tại sao em lại thích các hoạt động nêu trên?
27. Em gặp những khó khăn gì khi tham gia các hoạt động nói cải biên trên lớp?
28. Thầy cô, bạn bè đã giúp em vượt qua những khó khăn đó như thế nào?

### **Appendix 5. Interview for students**

Introductory talk: First of all, I would like to thank you for the time and effort you spent on this study. This interview is essential for the study as it supports and enriches the data. We are talking via Zoom, and I will record it. Our conversation will be kept confidential. So please feel free to express what you want to share about the adaptation of speaking activities.

**Question 1: Do you like the adapted speaking activities in Communication lessons that the teacher used?**

(Em có thích hoạt động nói tiếng Anh đã được cải biên không?)

**Question 2: What benefits do you have from the adapted speaking activities?**

(Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên?)

**Question 3: Besides, do you face up to any disadvantages? What are they?**

(Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.)

**Question 4: 3 options**

**Group 1: I have seen a significant improvement in your speaking score compared to the pre-speaking score. Could you expand on how adapted speaking activities help you?**

(Nhóm 1: Cô thấy điểm số của em có sự tiến bộ rõ rệt so với bài kiểm tra nói đầu năm, vậy em có thể nói rõ hơn việc cải biên các hoạt động nói đã giúp em như thế nào?)

**Group 2: You claim that you are interested in adapted speaking activities, which benefit you. However, your grades have no change (the post-test result compared to the pre-test). In my opinion, what could be the reason for this?**

(Nhóm 2: Em khẳng định rất thích các hoạt động nói đã cải biên và nó mang lại nhiều lợi ích. Tuy nhiên, thực tế điểm số của em không thay đổi (điểm số đầu năm so với điểm sau unit 3), vậy theo em lý do là gì?)

**Group 3: I see you actively participate in the lessons, especially Communication lessons. However, your grades slightly decreased (the post-test result compared to the pre-test). In my opinion, what could be the reason for this?**

(Nhóm 3: Cô thấy em rất tích cực trong các bài học, đặc biệt trong các bài Communication. Tuy nhiên, qua kết quả kiểm tra sau unit 3, cô thấy điểm số của em có sự giảm sút một chút, vậy em gặp khó khăn gì?)

**Question 5: Do you agree that teachers should adapt speaking activities regularly in Communication lessons? Why/why not?**

(Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do?)

Thanks for your contribution!

## **Appendix 6. Interview transcripts (Vietnamese version & English version)**

### **I. Group 1 Students**

#### **Student 6 (S6)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không?**

**Nêu lý do?**

Em cũng khá thích, bởi vì nó đã giúp em cải thiện độ chính xác khi nói, giúp em nói lưu loát hơn và biết nhiều từ mới hơn, cung cấp vốn từ vựng phong phú hơn.

I like these activities because they helped me improve my speaking accuracy and fluency and broadened my vocabulary.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên?**

Những lợi ích mà em thu được đó là giúp em có thêm từ vựng phong phú hơn. Em cũng đã được thảo luận cùng nhiều bạn, nhiều nhóm hơn trong giờ học nói và em cũng đã có được nhiều bạn bè hơn. 37

The benefits from these activities are increasing my vocabulary, having more opportunities to discuss with friends, participating in more group activities during speaking lessons, and having more friends.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Ngoài ra, em có gặp những bất lợi là một số từ phát âm khó đọc, những từ dài em chưa đọc được.

Furthermore, I need help pronouncing complex or lengthy words.

**Câu hỏi 4: Cô thấy điểm số của em có sự tiến bộ rõ rệt so với bài kiểm tra nói đầu năm, vậy em có thể nói rõ hơn việc cải biên các hoạt động nói đã giúp em như thế nào?**

Từ khi em học các tiết học nói đã được cải biên thì em nắm được nhiều cấu trúc khó, nâng cao hơn, em biết thêm các từ vựng mới nhiều hơn để áp dụng vào



phần nói. Ngoài ra, em được tương tác nhiều hơn với bạn bè. Những kiến thức từ các tiết học đã cải biên đã giúp em rất nhiều trong bài kiểm tra nói.

Since I had access to the adapted speaking lessons, I have not only grasped the problematic and advanced grammatical structure but also learned more new words and how to apply them in many different situations. Moreover, I have more chances to interact with my friends. Because of this, I performed well on my post-test.

**Câu hỏi 5: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do.**

Theo em là có. Vì hiện nay vẫn đang có rất nhiều học sinh kém về phần đọc, phát âm và giao tiếp thực tế. Em được tham gia rất nhiều các hoạt động, thực hành nói thực tế.

I agree. Because many students now have pronunciation issues or communication problems in real situations, when we experienced adapted speaking activities, we could participate in many different activities and real-life speaking practices.

Who needs help with reading, pronunciation, and practical communication. I have participated in numerous activities and real-life speaking practices.

**Student 32 (S32)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không? Nêu lý do?**

Em rất là thích học các hoạt động cải biên tiếng anh vì nó giúp em cải thiện trình độ nói và cả ngữ pháp khi nói.

I enjoy learning adapted English speaking activities because they help me enhance my speaking skills, and I can speak using grammatically correct sentences.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên?**

**Những lợi ích mà em thu được là cải thiện kỹ năng nghe, nói đọc và viết.**

Adapted speaking activities help me improve all four English skills: listening, speaking, reading, and writing.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Còn những bất lợi là trước đây phần ngữ pháp em chưa được tốt nên chưa áp dụng được tốt nó vào phần ngữ pháp.

My English grammar still needs improvement, so I must learn to use correct grammar naturally and automatically in sentences.

**Câu hỏi 4: Cô thấy điểm số của em có sự tiến bộ rõ rệt so với bài kiểm tra nói đầu năm, vậy em có thể nói rõ hơn việc cải biên các hoạt động nói đã giúp em như thế nào?**

Giúp em tự tin giao tiếp, cách nói chuyện tự nhiên hơn, đúng hơn so với trước. Cô Thương đã cung cấp cho em những từ vựng mới, không những thế cô hướng dẫn phát âm từ chuẩn.

The adapted speaking activities help me gain greater confidence in speaking English, and I can talk more grammatically and correctly than before. Moreover, the teacher provided new vocabulary and helped me correct my pronunciation.

**Câu hỏi 5: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do**

Em hoàn toàn đồng ý. Vì theo em khi mà việc giáo viên cải biên các hoạt động nói Tiếng Anh thì góp phần cho học sinh cải thiện các kỹ năng, đặc biệt là kỹ năng nói rất tốt. Và cách nói chuyện, cách sử dụng ngữ pháp trong khi nói đúng hơn. Khi cô áp dụng các hoạt động nói cải biên này thì không khí lớp học vui

tươi hơn, hòa nhịp với nhau hơn, và khi học em thấy tinh thần các bạn rất hào hứng với bài giảng này.

I completely agree. Teachers adapting and enhancing English-speaking activities significantly improve students' skills, especially in speaking. It results in better conversational skills and more accurate use of grammar during speech. When the teacher incorporates these modified speaking activities, the classroom atmosphere becomes more enjoyable and harmonious, and I have noticed that everyone is more enthusiastic about these lessons.

### **Student 17 (S17)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không? Nêu lý do?**

Em có thích vì nó giúp em cải thiện độ lưu loát và chính xác khi giao tiếp, sử dụng từ ngữ và ngữ pháp vào phần nói tốt hơn.

I like it because it helps me improve my fluency and accuracy in communication, allowing me to use vocabulary and grammar more effectively in speaking.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên?**

Những lợi ích mà em thu được là tự tin giao tiếp hơn, vốn từ vựng và cấu trúc ngữ pháp của em nhiều hơn, tốt hơn.

The benefits I've gained include increasing my confidence in communication, broadening a more extensive vocabulary, and improving grammar structures.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Ngoài ra, em không gặp bất lợi gì nó phù hợp với em, dễ hiểu hơn.

Furthermore, I have not encountered any disadvantages; it suits me well and is easier to understand.

**Câu hỏi 4: Cô thấy điểm số của em có sự tiến bộ rõ rệt so với bài kiểm tra nói đầu năm, vậy em có thể nói rõ hơn việc cải biên các hoạt động nói đã giúp em như thế nào?**

Những hoạt động đã được cải biên trong tiết học giao tiếp đã giúp em tự tin phát biểu và giao tiếp bằng tiếng anh hơn. Nó cũng giúp em hiểu bài, tiếp thu bài dễ hơn.

The modified activities in the communication lessons have boosted my confidence in speaking and communicating in English. They have also aided my understanding and make the lessons more comprehensible.”

**Câu hỏi 4: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do**

Em đồng ý ạ. Để học sinh cải thiện kỹ năng nói vì giúp tiết học hấp dẫn, thú vị hơn. Hơn nữa, nó còn giúp học sinh không thấy nhàm chán và có động lực học hơn.

I agree because improving students’ speaking skills makes the lessons more engaging and enjoyable. Moreover, it prevents students from getting bored and motivates them to learn more.

## **II. Group 2 Students**

### **Student 5 (S5)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không? Nêu lý do?**

Em rất là thích các hoạt động nói Tiếng Anh đã được cải biên vì các hoạt động nói đã được cải biên này chính là các cô đã thay đổi cách dạy để em có thể tự tin hơn khi đứng nói trước đám đông và có những hoạt động thú vị để bài học không nhàm chán mà em dễ tiếp thu hơn.

I like the adapted English-speaking activities because the teachers have adapted these teaching methods to help me be more confident when speaking in front of a crowd. They have exciting activities that make the lesson less dull and more accessible.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên? Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Lợi ích: Em đã thu được lợi ích là tự tin nói khi đứng thuyết trình trước mặt rất nhiều người, tiếp thu bài học kiến thức dễ dàng hơn khi cải biên cách dạy.

I have gained the benefit of being confident in speaking when presenting in front of many people and absorbing the knowledge more easily when teachers adapt the teaching method.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Bất lợi: Em có một chút bất lợi là có những từ khó con chưa biết cách phát âm để áp dụng được vào phần nói.

I have some difficulties with some words which are tricky to pronounce, so I cannot apply them when speaking.

**Câu hỏi 4: Con khẳng định rất thích các hoạt động nói đã cải biên và nó mang lại nhiều lợi ích. Tuy nhiên, thực tế điểm số của con không thay đổi (điểm số đầu năm so với điểm sau unit 3), vậy theo con lý do là gì?**

Lí do là có đôi lúc con vẫn chưa thật sự tập trung vào bài học và vẫn bị lo lo đãng và chưa ôn lại bài thật kĩ nên điểm số của con không thay đổi ạ.

The reason is that I sometimes lose concentration in lessons and get distracted. Moreover, I need to review the lesson carefully so my score does not improve.

**Câu hỏi 5: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do**

Con đồng ý vì nó sẽ khiến con cảm thấy thú vị, không bị nhàm chán và thấy bài dễ tiếp thu những kiến thức trong thực tế giao tiếp hàng ngày để cải thiện kỹ năng nói Tiếng Anh của con ạ.

I agree because it will make me feel interested and help me absorb knowledge in daily communication, which can improve my English-speaking skills.

#### **Student 4 (S4)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không?**

**Nêu lý do?**

Con thấy rất đồng ý. Vì khi cải biên thì có nhiều hoạt động hơn, phong phú hơn và nó sẽ cải thiện những điểm yếu mà mình đang mắc phải.

I agree. When adapting, there are more diverse activities, which will help enhance my weaknesses.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên? Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Lợi ích con thu được: Phần ngữ pháp của con đang bị yếu, khi cô cung cấp các cấu trúc thì khi nói con được thực hành cả ngữ pháp nên con nghĩ ngữ pháp của con cũng sẽ được cải thiện hơn.

My grammar is weak, so when you provide structures, I get to practice all the grammar while speaking, and my grammar will also be improved.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Việc bất lợi là con vẫn gặp khó khăn khi ngữ pháp con chưa tốt nên chưa áp dụng được vào ngữ pháp, khi nói nói chuyện với mọi người thì ngữ pháp của con vẫn còn hay sai nhiều.

The disadvantage is that my grammar could be better; it is hard for me to apply it to grammar. When talking to people, my grammar still needs to be corrected.

**Câu hỏi 4: Con khẳng định rất thích các hoạt động nói đã cải biên và nó mang lại nhiều lợi ích. Tuy nhiên, thực tế điểm số của con không thay đổi (điểm số đầu năm là 9, và điểm số sau unit 3 là 9), vậy theo con lý do là gì?**

Con nghĩ là do cái kỹ năng làm bài nói của con chưa thực sự tốt, cách trả lời của con vẫn cố hữu theo cách của con vẫn nghĩ, con chưa thay đổi cách nói nên điểm số vẫn thế.

My speaking test skills could be better; my answer is still inherent in how I always think. I have kept the same way I speak, so the score remains the same.

**Câu hỏi 5: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do.**

Con nghĩ là có. Vì khi cải biên, thì các bạn yếu giao tiếp thì các con ấy có nhiều cơ hội để cải thiện kỹ năng nói và phát âm của các bạn ấy hơn.

I think so. When adapting, weak communicators will communicate more, which gives them more opportunities to improve their speaking and pronunciation skills.

**Student 7 (S7)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không? Nêu lý do?**

Em thích các hoạt động nói đã được cải biên vì nó giúp cho buổi học được vui hơn và dễ hiểu, dễ tiếp thu hơn các tiết học bình thường.

I like the adapted speaking activities because, compared to the standard lessons, they make the class more fun and easier to understand and absorb.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên?**

Lợi ích mà em nhận thấy là nó dễ hiểu hơn.

The benefit is that it is easier to understand.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Bất lợi là con vẫn gặp khó khăn khi phải ghi nhớ nhiều từ mới, học xong con chưa thể nhớ được ngay vì từ vựng mới khá là nhiều.

The disadvantage is that I still need to memorise many new words. After learning, I cannot remember immediately because the new vocabulary is quite a lot.

**Câu hỏi 4: Con khẳng định rất thích các hoạt động nói đã cải biên và nó mang lại nhiều lợi ích. Tuy nhiên, thực tế điểm số của con không thay đổi (điểm số đầu năm là 9, và điểm số sau unit 3 là 9), vậy theo con lý do là gì?**

Lúc thi nói, con bị hồi hộp và rối quá nên hay bị quên các kiến thức. Kiểu bị tâm lý quá cô ạ.

During the speaking test, my anxiety and confusion caused me to forget the knowledge. I have a weak mentality, teacher.

**Câu hỏi 5: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do.**

Có ạ. Vì cải biên tiết học nó phong phú các hoạt động hơn và dễ hiểu, dễ tiếp thu hơn. Không khí lớp học vui vẻ, ko bị bí quá, thoải mái hơn. Các bạn dễ tương tác với nhau hơn.

Yes, I agree. Adapting lessons enriches the activities and makes them easier to understand and absorb. The classroom atmosphere is cheerful, not too stuffy, and more comfortable. Students can interact with each other more easily.

### **III. Group 3 Students**

#### **Student 9 (S9)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không? Nêu lý do?**



Con thưa cô là con rất thích các hoạt động cải biên này bởi vì nó giúp con cải thiện kỹ năng nói và thấy mình tự tin hơn ạ.

I like these adapted activities because they help me enhance my speaking skills and make me feel more confident.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên? Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Lợi ích mà con thu được là giúp con tự tin hơn, cải thiện kỹ năng nói và biết thêm nhiều vốn từ hơn để có thể giao tiếp với các bạn và những thầy cô giáo nước ngoài.

The benefits I gain are that it helps me become more confident, improve my speaking skills and know more vocabulary to communicate with friends and foreign teachers.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Bất lợi: Có 1 số từ và 1 số cấu trúc con chưa hiểu con chưa biết cách áp dụng vào cuộc hội thoại khi nói.

I need help understanding some words and structures, and I need to learn how to apply them to the conversation when speaking.

**Câu hỏi 4: Cô Thấy con rất tích cực trong các bài học, đặc biệt trong các bài Communication. Tuy nhiên, qua kết quả kiểm tra sau unit 3, cô thấy điểm số của con có sự giảm sút một chút, vậy con gặp khó khăn gì?**

Môn Tiếng Anh rất khó khăn với con, con gặp khó khăn về ngữ pháp và từ vựng và con chưa biết cách học đúng để có thể tiếp thu được các kiến thức dễ dàng hơn và áp dụng được để nói được. Và con rất mong được áp dụng phương pháp này dài hơi hơn nữa để con quen được với cách học và thấy được tác dụng từ nó.

English is tough for me; I need help with grammar and vocabulary. Moreover, I need to learn to study correctly to absorb the knowledge more efficiently and

apply it to speak. I want to use this method longer so that I can get used to the way of learning and see its effects.

**Câu hỏi 5: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do.**

Em rất đồng ý ạ. Vì nó giúp con và các bạn có thể tiếp thu được bài dễ dàng hơn, tự tin khi nói và cũng như làm cho lớp sôi nổi hơn khi học những tiết học như thế này ạ.

I agree. It helps my friends and me absorb the lesson more efficiently, be confident when speaking, and make the class livelier when studying such lessons.

**Student 37 (S37)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không? Nêu lý do?**

Con thưa cô, khi cô nói sẽ thay đổi các hoạt động trong phần Communication thì con nghĩ nó sẽ rất bình thường, nhưng khi cô dạy thực tế thì con thay đổi suy nghĩ hoàn toàn. Con rất thích nó, bởi vì Tiếng Anh hiện tại cần phải có kỹ năng nói và cái phần cải biên của cô giúp con có động lực nói Tiếng Anh hơn, con cũng muốn nói Tiếng Anh rất nhiều và con rất là thích.

When you said you would change the activities in the Communication lessons, I thought it would be very typical, but when you taught in reality, I completely changed my mind. I like it because English nowadays requires speaking skills, and your adaptation encourages me to speak English more. I also want to speak English a lot and like it.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên? Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Con thừa cô, hoạt động cải biên giúp con có động lực nói Tiếng Anh rất nhiều, và con cảm thấy tự tin hơn khi có thể nói tiếng anh hàng ngày.

The adapted activities have given me much motivation to speak English, and I feel more confident when I can talk in English daily with teachers and friends.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Tuy nhiên, con vẫn còn tự ti sợ mình nói ra vẫn sợ sai nên con chưa nói Tiếng Anh được nhiều như mong muốn của mình.

However, I am still shy and afraid that I will say it wrong, so I have yet to speak English as much as I want.

**Câu hỏi 4: Cô Thấy con rất tích cực trong các bài học, đặc biệt trong các bài Communication. Tuy nhiên, qua kết quả kiểm tra sau unit 3, cô thấy điểm số của con có sự giảm sút một chút, vậy con gặp khó khăn gì?**

Phải bắt buộc nói Tiếng Anh ở nơi đông người, nên con chưa chủ động, con sợ sai nên không biết diễn đạt ý của mình như thế nào.

Having to speak English in a crowded place, I have yet to dare to take the initiative; I am afraid of making mistakes and need to learn how to express my ideas.

**Câu hỏi 5: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do.**

Con rất là đồng ý. Học Tiếng Anh không chỉ là mỗi ngữ pháp, trên giấy, học Tiếng Anh bây giờ là phải học cả giao tiếp Tiếng anh nữa mới được. Vì Tiếng Anh rất là quan trọng cho cả mai sau khi mình làm bất cứ việc gì cần mình cũng cần có giao tiếp Tiếng Anh. Nếu cô cho hoạt động thực hành nói nhiều ngay từ bây giờ thì nó cũng một phần giúp học sinh chúng con tự tin khi nói hơn, có động lực nói hơn.

I agree. Learning English is not just about grammar on paper; learning English now also requires learning English communication. English is essential for the future; when doing anything, we all need to communicate in English. Letting us practice speaking a lot from now on will help us be more confident and motivated to talk.

### **Student 16 (S16)**

**Câu hỏi 1: Em có thích hoạt động nói tiếng Anh đã được cải biên không? Nêu lý do?**

Con có thích ạ. Vì thay đổi như thế con dễ hiểu bài hơn và con thích nó cô ạ.  
I do like it. Adapting like that makes it easier for me to understand the lesson.

**Câu hỏi 2: Những lợi ích nào mà em thu được từ các hoạt động nói đã được cải biên? Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Về phần lợi ích, con đã tự tin hơn để nói, con biết các phát âm các từ đúng hơn.  
About the benefits, I have become more confident when speaking and know how to pronounce the words correctly.

**Câu hỏi 3: Ngoài ra, em có gặp những bất lợi nào không? Nêu rõ.**

Bất lợi: Một số bạn nhanh quá, tích cực quá thì con không theo được.  
Some classmates learn too fast and actively, making it hard for me to follow.

**Câu hỏi 4: Cô Thấy con rất tích cực trong các bài học, đặc biệt trong các bài Communication. Tuy nhiên, qua kết quả kiểm tra sau unit 3, cô thấy điểm số của con có sự giảm sút một chút, vậy con gặp khó khăn gì?**

Con nghĩ là con chưa tập trung nhiều vào kỹ năng này. Và hè con cũng không đi học thêm, nên chưa củng cố được kiến thức.


I have not focused much on this skill. Moreover, I did not take extra classes during the summer holidays, so I still need to consolidate my knowledge.

**Câu hỏi 5: Em có đồng ý rằng giáo viên nên cải biên các hoạt động nói trong các tiết học giao tiếp để giúp học sinh cải thiện kỹ năng nói tiếng anh không? Nêu lý do.**




Con nghĩ là nên cải biên thường xuyên hơn. Vì những tiết học này giúp con hiểu bài hơn và hứng thú hơn với việc học Tiếng Anh ạ. Các hoạt động cô thay đổi rất thú vị, giúp con tập trung hơn trong tiết học ạ.

Let us adapt more often because these lessons help me understand the lesson better and be more interested in learning English. The activities the teacher adapts are exciting, helping me focus more in class.


## Appendix 7. Adapted speaking tasks

Original version	Adapted activities	Time
<p><b>Unit 1: Hobbies</b> <b>Lesson 4: Communication</b></p>	<p><b>Unit 1: Hobbies</b> <b>Lesson 4: Communication</b></p>	
 <p><b>COMMUNICATION</b></p> <p><b>Everyday English</b></p> <p>Talking about likes and dislikes</p> <p><b>1</b> Listen and read the dialogue below. Pay attention to the questions and answers. (8)</p> <p><i>Mi:</i> Do you like reading books? <i>Ann:</i> Yes, very much, especially books about science. <i>Mi:</i> What about painting? Do you like it? <i>Ann:</i> No, I don't. I'm not interested in art.</p> <p><b>2</b> Work in pairs. Ask and answer questions about what you like and don't like doing.</p>	<p><b>Task 1: Work in pairs. Watch a video and note all the questions and answers about your preferences and dislikes.</b></p> <p><a href="https://www.youtube.com/watch?v=Bbh_pMFZHwwc&amp;t=18s">https://www.youtube.com/watch?v=Bbh_pMFZHwwc&amp;t=18s</a></p> <p><b>Task 2: Work in groups of 6 and create a conversation based on one of the following situations:</b></p> <ul style="list-style-type: none"> <li>* An examiner asks the candidate about their hobbies during an oral test.</li> <li>*Two classmates inquire and respond about their likes and dislikes.</li> </ul>	<p>6 mins</p> <p>7 mins</p>

Original version	Adapted activities	Time
<p><b>Unit 2: Healthy living</b> <b>Lesson 4: Communication</b></p>	<p><b>Unit 2: Healthy living</b> <b>Lesson 4: Communication</b></p>	
<p><b>COMMUNICATION</b></p> <p><b>Everyday English</b></p> <p>Giving tips for health problems</p> <p><b>1</b> Listen and read the conversation. Pay attention to the highlighted parts.</p> <p>My eyes are tired.</p> <p>You can use eyedrops.</p> <p>Yes.</p> <p>And you shouldn't read in dim light.</p> <p>Thank you.</p>	<p><b>Task 1: Work in groups of 6 to brainstorm how to give tips for health problems and make up a sentence with each structure. Write it on an A0 paper.</b></p> <p><b>Suggested answers:</b></p> <p><b>You should/had better/ought to + verb:</b></p> <p>Eating a balanced diet to maintain good health would be best.</p> <p><b>If I were you, I would + V:</b></p> <p>If I were you, I would put on sunscreen to avoid getting sunburned.</p> <p><b>It is good for you to + V:</b></p> <p>It is good for you to exercise regularly to keep fit.</p> <p><b>To reduce the risk of + noun, you can + verb:</b></p> <p>To reduce the risk of heart disease, you can quit smoking.</p> <p><b>In order to + verb:</b></p> <p>To lose weight, focus on portion control and exercise.</p>	<p><b>6 mins</b></p>

<p><b>2</b> Make similar conversations for the health problems below.</p> <ol style="list-style-type: none"><li>1. I'm tired.</li><li>2. I have acne.</li><li>3. My hands are chapped.</li></ol>	<p><b>To prevent + noun, it's advisable to + verb:</b></p> <p>To prevent sunburn, it is advisable to wear sunscreen.</p> <p><b>Task 2: Work in pairs. Look at the picture and have conversations to give tips for those health problems.</b></p> <p>1.</p>  <p>2.</p>  <p>3.</p> 	<p><b>7 mins</b></p>
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Original version	Adapted activities	Time
<p><b>Unit 3: Community service</b> <b>Lesson 4: Communication</b></p>	<p><b>Unit 3: Community service</b> <b>Lesson 4: Communication</b></p>	
<p><b>Everyday English</b> Giving compliments</p> <p><b>1</b> Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts. </p> <p><i>Lan:</i> What did you do to help your community last summer, Mark?</p> <p><i>Mark:</i> We planted some trees in the schoolyard and picked up a lot of rubbish along the nearby roads.</p> <p><i>Lan:</i> Sounds like great work! We collected books and warm clothes for our friends in the mountainous areas.</p> <p><i>Mark:</i> Wonderful!</p> <p><b>2</b> Work in pairs. Make similar conversations.</p> <ol style="list-style-type: none"> <li>Mi helped lonely elderly people.</li> <li>Tom and his friends cleaned and decorated parts of their neighbourhood.</li> </ol>	<p><b>Task 1. Work in pairs. Watch a video and note all the ways they mentioned to give compliments.</b></p> <p><a href="https://www.youtube.com/watch?v=n5gXJQRU-Yo">https://www.youtube.com/watch?v=n5gXJQRU-Yo</a></p> <p><b>Extra task. What about in an actual situation? Listen to Bao Anh and My Nghi. Let us see: How do they give compliments? Note it down.</b></p> <p><b>Bảo Anh:</b> What's up, Mỹ Nghi. Long time no see you! How was your summer holiday?</p> <p><b>Mỹ Nghi:</b> Hi, Bảo Anh. I joined a volunteer club in my neighbourhood and did many meaningful things.</p> <p><b>Bảo Anh:</b> What did you do to help your community, Nghi?</p> <p><b>Mỹ Nghi:</b> We planted some trees in the schoolyard and picked up much rubbish along the nearby roads.</p> <p><b>Bảo Anh:</b> Sounds like great work! You guys made a real difference. We collected books and warm clothes for our friends in the mountainous areas.</p> <p><b>Mỹ Nghi:</b> Wonderful! Providing support to those in need is essential,</p>	<p><b>6 mins</b></p>

	<p>especially in remote areas. Keep up your work.</p> <p>Bảo Anh: Will do!</p> <p><b>Task 2. Work in pairs. Make similar conversations.</b></p>	<p><b>7 mins</b></p>
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**Appendix 8. The description of everyday English part – Communication lessons (English 7 – Global Success)**

S	Topic	Speaking tasks	Main points
1	Hobbies	Two tasks	<p><b>Talking about likes and dislikes</b></p> <p>Task 1: Listen and read the dialogue below. Pay attention to the questions and answers.</p> <p>Task 2: Work in pairs. Ask and answer questions about what you like and do not like doing.</p>
2	Healthy living	Two tasks	<p><b>Giving tips for health problems</b></p> <p>Task 1: Listen and read the conversation. Pay attention to the highlighted parts.</p> <p>Task 2: Make a similar conversation about the health problems.</p>
3	Community service	Two tasks	<p><b>Giving compliments</b></p> <p>Task 1: Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.</p> <p>Task 2: Work in pairs. Make similar conversations.</p>
4	Music and arts	Two tasks	<p><b>Expressing preferences</b></p> <p>Task 1: Listen, read the dialogue, and pay attention to the highlighted parts.</p> <p>Task 2: Work in pairs. Ask and answer questions about your preferences.</p>
5	Food and drink	Two tasks	<p><b>Asking and answering about prices</b></p> <p>Task 1: Listen and read the conversation. Pay attention to the questions and answers.</p>

			Task 2: Work in pairs. Take turns to ask and answer questions about the prices of the food and drink on the menu.
6	A visit to a school	Two tasks	<b>Asking for details</b> Task 1: Listen and read the conversation. Pay attention to the highlighted parts. Task 2: Work in pairs. Ask and answer questions about your visit to a famous school.
7	Traffic	Two tasks	<b>Asking and answering about means of transport</b> Task 1: Listen and read the conversation. Pay attention to the highlighted parts. Task 2: Work in pairs. Take turns asking and answering questions about the means of transport your family members use daily.
8	Films	Two tasks	<b>Accepting and declining suggestions</b> Task 1: Listen and read the conversations. Pay attention to the highlighted parts. Task 2: Work in pairs. Make similar conversations.
9	Festivals around the world	Two tasks	<b>Expressing disappointment</b> Task 1: Listen and read the conversation. Pay attention to the highlighted sentences. Task 2: Work in pairs. Make similar conversations.
10	Energy sources	Two tasks	<b>Asking for explanations</b> Task 1: Listen and read the conversation. Pay attention to the highlighted questions. Task 2: Work in pairs. Make similar conversations to ask for an explanation.
11			<b>Making predictions</b>

	Travelling in the future	Two tasks	<p>Task 1: Listen and read the conversation. Pay attention to the highlighted sentences.</p> <p>Task 2: Work in pairs. Make similar conversations about future travelling.</p>
12	English-speaking countries	Two tasks	<p><b>Expressing amazement</b></p> <p>Task 1: Listen and read the conversations. Pay attention to the highlighted parts.</p> <p>Task 2: Work in pairs. Make similar conversations.</p>

*(Hoang Van Van, English Textbook for Grade 7 – Global Success, 2022)*

## Appendix 9. Lesson plans

### UNIT 1: HOBBIES

#### Lesson 4: Communication

#### I. OBJECTIVES

By the end of this lesson, Ss will be able to describe and give opinions about hobbies.

##### 1. Knowledge

- Use the lexical items related to the topic “Hobbies”.
- Talk about likes and dislikes
- Ask and answer about hobbies.

##### 2. Core competence

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and teamwork
- Actively participate in class activities

##### 3. Personal qualities

- Be ready to describe and give opinions about hobbies.
- Be interested more in new hobbies.

#### II. SPEAKING ACTIVITIES

- Textbook “Tieng Anh 7” – Global Success, Unit 1, Communication
- Laptop connected to the internet
- Projector/ TV

#### Assumptions

Anticipated difficulties	Solutions
1. Ss may lack adequate listening skills.	<ul style="list-style-type: none"> <li>- Play the recording as many times as necessary.</li> <li>- Pick some Ss, and ask and answer the questions.</li> </ul>

	- Have Ss practise the dialogue in pairs.
2. Some Ss may talk too much in the class.	- Give instructions/expectations in explicit detail.

### III. PROCEDURES

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To engage Ss in the topic “Hobbies”.	- Let Ss play a game called “Back to the board”. With these words: “dancing, making pottery, carving wood, making models	T-Ss	5 mins
LEAD-IN	To lead in the lesson	- T write some of the verbs of liking/disliking on the board and ask Ss to make sentences about themselves. <i>-&gt; Let's find more ways to give your opinion about likes/dislikes in this lesson.</i>	T-Ss	2 mins
EVERYDAY ENGLISH	- To introduce the use of verbs of liking.  - To help Ss practise talking about likes and dislikes.	We often use the – ing form after verbs of liking and not liking.  ➤ <i>Example: I like going to the cinema.</i> <i>She hates cleaning the floors.</i>  <b>Task 1: Watch a video and note the questions</b>	T-Ss  T-Ss  Pair work  T-Ss T-Ss	13 mins

		<p><b>and answers about your preferences and dislikes in pairs</b></p> <p><a href="https://www.youtube.com/watch?v=BbhpMFZHwwc&amp;t=18s">https://www.youtube.com/watch?v=BbhpMFZHwwc&amp;t=18s</a></p> <p>* Play the video for Ss to listen and note all the questions and answers about your preferences and dislikes.</p> <p>** Call some pairs to report.</p> <p>*** Teacher and students discuss the answers.</p> <p><b>Task 2: Work in groups of 6. Each group chooses one of the following situations to make a conversation.</b></p> <ol style="list-style-type: none"> <li>1. An examiner asks the candidate about their hobbies during an oral test.</li> <li>2. Two classmates inquire and respond about their likes and dislikes.</li> </ol> <p>* Have Ss do the tasks in groups of 6.</p>	<p>T-Ss Pair work</p> <p>T-Ss Group work</p>	
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		<p>*** Each group choose one situation and discuss the simulation.</p> <p>** Call some groups to present.</p>		
<p>ALL ABOUT YOUR HOBBIES</p>	<p>To provide practice answering questions about Ss's hobbies.</p>	<p><b>Task 3: Answer the questions. Fill in the column A with your answer. (Ex 3, p. 13)</b></p> <p>* T have Ss to work independently and fill in column A.</p> <p>** Ss work individually</p> <p>*** T invites some Ss to present their answers before checking with the class.</p> <p>**** T gives feedback and comments.</p> <p><b>Answer key:</b></p> <p><i>Student's opinions.</i></p> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-top: 10px;"> <p style="text-align: center; background-color: #009688; color: white; margin: 0;">A (Me)</p> <p>Amount of free time per day: _____</p> <p>Thing(s) I like doing every day: _____</p> <p>Thing(s) I don't like doing: _____</p> <p>Thing(s) I love doing in the summer: _____</p> <p>Thing(s) I love doing in the winter: _____</p> </div>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	<p>9 mins</p>

	To let students further practise asking and answering about hobbies.	<p><b>Task 4: Now interview your friend, using the questions in 3. Write their answers in column B. (Ex 4, p. 13)</b></p> <div style="background-color: #e0f2f1; padding: 5px; border: 1px solid #ccc;"> <p style="text-align: center; margin: 0;"><b>B (My friend)</b></p> <p>Amount of free time per day: _____</p> <p>Thing(s) he / she likes doing every day: _____</p> <p>Thing(s) he / she doesn't like doing: _____</p> <p>Thing(s) he / she loves doing in the summer: _____</p> <p>Thing(s) he / she loves doing in the winter: _____</p> </div> <p>* T asks Ss to take turns asking and answering questions and noting their partner's answers.</p> <p>** Ss work in pairs to do the task.</p> <p>*** T asks some Ss to report the answers to the class.</p> <p>**** T and other Ss give comments.</p>	T-Ss Pair work T-Ss T-Ss	
FURTHER PRACTICE		<p><b>Task 5: Compare your answers with your friends. Then, present them to the class. (Ex 5, p. 13)</b></p> <p><b>Example:</b></p>	T-Ss Pair work T-Ss T-Ss	10 mins

		<p><i>I have one hour of free time daily, but my friend Lan only has about 30 minutes. I like listening to music every day, and Lan likes it too. I would not say I like exercising, but Lan does.</i></p> <p>* T asks Ss to read the example to understand how to present.</p> <p>** Ask Ss to work in pairs again to compare the answers and prepare a short presentation.</p> <p>*** T invites some Ss to present their work.</p> <p>**** T and other Ss give comments.</p>		
WRAP-UP	To consolidate what Ss have learned today.	<p><b>Game</b></p> <ul style="list-style-type: none"> <li>- Divide Ss into two big groups</li> <li>- <b>T writes</b> a hobby on the board and asks two groups to write down as many sentences with this hobby as possible. The group will get 1 point for a correct sentence.</li> <li>- The game continues until time is up. The group loses one point</li> </ul>	T-Ss	5 mins

		if Ss cannot make a correct sentence.		
<b>HOMEWORK</b>	To prepare for the next lesson.	Brainstorm some exciting and easy-to-do hobbies.	T-Ss	1 min

## UNIT 2: HEALTHY LIVING

### Lesson 4: Communication

#### I. OBJECTIVES

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

##### 1. Knowledge

- Learn how to ask for and give health tips
- Practise using some grammar points and vocabulary related to the topic.

##### 2. Core competence

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Be benevolent and responsible


#### II. MATERIALS

- Grade 7 textbook, Unit 2, Communication
- Laptop/TV/ Pictures/ Projector

#### Assumptions

Anticipated difficulties	Solutions
1. Students may not have sufficient knowledge of “healthy living”.	Provide students with information about the knowledge they do not know.
2. Students may not have sufficient reading, speaking and cooperating skills.	<ul style="list-style-type: none"> <li>- Let SS work in pairs and in groups to encourage students so that they can help each other.</li> <li>- Offer feedback and guidance if necessary.</li> </ul>
3. Some students may talk excessively in class.	<ul style="list-style-type: none"> <li>- Give instructions/expectations in explicit detail.</li> </ul>




### III. PROCEDURES

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To introduce the lesson.	<p data-bbox="699 405 1102 439"><b>GAME: BRAINSTORMING</b></p> <div data-bbox="817 477 1120 680" style="text-align: center;">  <p data-bbox="903 533 1034 600"><b>HEALTH PROBLEMS</b></p> </div> <p data-bbox="687 792 1142 936">* T divides the class into two groups and tells them to think of “health problems”.</p> <p data-bbox="687 958 1142 1102">** Ss have 1 minute to think of the words related to the topic, or they can discuss it with their partners.</p> <p data-bbox="687 1124 1142 1267">*** Each team member takes their turn to run to the board and write one word.</p> <p data-bbox="687 1290 1142 1375">**** Teacher corrects their answers.</p> <p data-bbox="687 1397 1142 1541">- The team with the most accurately written words will be declared the winner.</p> <p data-bbox="687 1563 951 1597"><b><i>Suggested answers:</i></b></p> <p data-bbox="687 1619 1142 1816">Asthma, a backache, a broken leg, a cold, a cough, an earache, a headache, a sore throat, a toothache, sunburn, etc.</p>	<p data-bbox="1161 792 1225 826">T-Ss</p> <p data-bbox="1161 904 1238 938">Ss-Ss</p> <p data-bbox="1161 1016 1193 1050">Ss</p> <p data-bbox="1161 1128 1225 1162">T-Ss</p>	5 mins

LEAD-IN	To lead in the lesson.	T initiates the lesson by informing the students about what they will be learning: “We will learn how to give tips for health problems”.	T-Ss	1 min
EVERYDAY ENGLISH	To introduce two ways to give tips on health problems and to allow Ss some practice.	<p><b>TASK 1: Work in groups of 6 to brainstorm all the ways you know to give tips for health problems, and make up a sentence with each structure. Write on an A0 paper.</b></p> <p>* Have students work in groups of 6 to brainstorm all the ways you know to give tips for health problems and make up a sentence with each structure. Ask them to write on an A0 paper.</p> <p>** Call all groups to present.</p> <p>**** Teacher corrects and writes on the board:</p> <p>Suggested structures:</p> <p><b>You should/had better/ought to + verb:</b></p> <p>Eating a balanced diet to maintain good health would be best.</p> <p>You should exercise regularly to improve your cardiovascular health.</p> <p><b>If I were you, I would + V:</b></p>	T-Ss Group work	14 mins

		<p>If I were you, I would avoid smoking to reduce the risk of lung cancer.</p> <p>If I were you, I would put on suncream to prevent sunburn.</p> <p><b>It is good for you to + V:</b></p> <p>It is good for you to eat plenty of fruits and vegetables every day.</p> <p>It is good for you to exercise regularly to keep fit.</p> <p><b>To reduce the risk of + noun, you can + verb:</b></p> <p>To reduce the risk of heart disease, you can quit smoking.</p> <p><b>In order to + verb:</b></p> <p>To manage stress, try deep breathing exercises.</p> <p>To lose weight, focus on portion control and exercise.</p> <p><b>To prevent + noun, it's advisable to + verb:</b></p> <p>To prevent sunburn, it is advisable to wear sunscreen.</p> <p>To prevent the flu, it is advisable to get a flu shot.</p> <p><b>Task 2: Work in pairs. Look at the picture and have conversations to give tips for those health problems.</b></p>		
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		<p>1.</p>  <p>2.</p>  <p>3.</p>  <p>* The teacher requests the students to focus their attention on the images. Ask them questions to identify the health problems they suffer from.</p> <p>** Ss work in pairs, discuss and have conversations to give tips for those health problems.</p> <p>*** Call some pairs to present.</p>		
	<p>To help students practise</p>	<p><b>TASK 2: MAKE SIMILAR CONVERSATION.</b> (<i>Ex 2, p. 22</i>)</p>	<p>T-Ss</p>	<p>7 mins</p>

	<p>giving tips on health problems.</p>	<p>* Teacher has Ss look at the situation in Ex 2 to make a similar dialogue:  <i>1. I am tired.</i>  <i>2. I have acne.</i>  <i>3. My hands are chapped.</i>                      ** Ss work in pairs to make similar dialogue.                      *** The teacher asks some pairs to present it in front of the class.                      **** Teacher offers some comments.  <b><i>Suggested answers:</i></b>  <i>A: I am tired.</i>  <i>B: You can drink some milk.</i>  <i>A: Yes.</i>  <i>B: And you should have a nap.</i>  <i>A: Thank you.</i></p>	<p>Pair work T-Ss T-Ss</p>	
<p>TIPS FOR A HEALTHY LIFE</p>	<p>To provide students with more knowledge about healthy living and help them practice the skill of reading for the main idea.</p>	<p><b>TASK 3: READ THE PASSAGE AND CHOOSE THE CORRECT TITLE FOR IT.</b> (<i>Ex 3, p, 22</i>)                      * T asks Ss to read the passage independently and choose the correct answer for the main idea.                      ** Ss so the task individually.                      *** The teacher asks some Ss to give their answer and explain it.                      **** Teacher confirms the correct answers.  <b><i>Answer key: A</i></b></p>	<p>T- Ss Ss T-Ss T-Ss</p>	<p>5 mins</p>

	<p>To help students identify the main points in a reading and talk about them.</p>	<p><b>TASK 4: DISCUSS AND MAKE A LIST OF THE TIPS WHICH HELP THE JAPANESE LIVE LONG LIVES.</b> (<i>Ex 4, p. 22</i>)</p> <p>* The teacher has students work in groups to discuss and take notes on the tips for a long life that they find in the text.</p> <p>** Ss work in groups.</p> <p>*** 2-3 groups share their lists.</p> <p>**** Teacher confirms and corrects if necessary.</p>	<p>T-Ss</p> <p>Group work</p> <p>Group work</p> <p>T-Ss</p>	<p>5 mins</p>
	<p>To help students practise giving health tips in their context.</p>	<p><b>TASK 5: DISCUSS AND MAKE A LIST OF THE TIPS THAT THE VIETNAMESE CAN DO TO LIVE LONGER.</b> (<i>Ex 5, p. 22</i>)</p> <p>* Let students work in groups of 4-5.</p> <p>** Ss work in groups of 4-5 to discuss and develop tips for how the Vietnamese can live longer.</p> <p>*** Some groups share ideas with the whole class, and others listen and add more of their ideas.</p> <p>**** Teacher listens and corrects if necessary.</p> <p><b><i>Suggested answers:</i></b></p> <ol style="list-style-type: none"> <li>1. avoid overeating</li> <li>2. do more outdoor activities.</li> <li>3. drink enough water</li> <li>4. sleep before 10 p.m</li> </ol>	<p>T-Ss</p> <p>Group work</p> <p>Group work</p> <p>T-Ss</p>	<p>6 mins</p>

		<p>5. eat more nuts.</p> <p>6. do more exercises.</p> <p>7. ...</p>		
WRAP=UP	To consolidate what students have learnt in the lesson.	The teacher encourages the students to engage in a discussion regarding what they have learned during the lesson.	T-Ss	1 min
HOMEWORK	To prepare for the next lesson	Do Part C – Unit 2 - Workbook	T-Ss	1 min

## UNIT 3: COMMUNITY SERVICE

### Lesson 4: Communication

#### I. OBJECTIVES

By the end of this lesson, Ss will be able to:

- Know how to give compliments
- Discuss and present the benefits of community activities

#### 1. Knowledge:

- Vocabulary: vocabulary on community activities.
- Grammar: structures to give compliments.

#### 2. Core competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

#### 3. Personal qualities

- Develop self-study skills
- Raise students' awareness of the need to keep their neighbourhood green

#### II. SPEAKING ACTIVITIES

- Grade 7 textbook,
- Laptop connected to the Internet
- Projector/ TV/ pictures and cards

#### Language analysis

Form	Meaning
Giving compliments	Sounds like great work! Wonderful!

### Assumptions

Anticipated difficulties	Solutions
1. Students may have a limited understanding of community activities.	- Prepare photos and suggestions on vocabularies and structures to describe community activities.
2. Students may lack adequate listening, speaking, and cooperative skills.	- Let SS work in pairs and in groups to encourage students so that they can help each other. - Offer feedback and guidance if necessary.

### III. PROCEDURES

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To review students' knowledge of the past simple tense.	<p><b>ALPHABET GAME</b></p> <p>* The teacher divides the class into four groups, and students rotate to form sentences using the past simple tense. The initial letter of the verbs used must adhere to an alphabetical sequence.</p> <p>** Students work in groups to participate in the game. If a student from a group cannot</p>	<p>T-Ss</p> <p>Group work</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins

		<p>think of one verb, they are out of the game. The following student from the other group takes their turn by using a verb that starts with the following letter in the sequence.</p> <p>*** Teacher goes around to help weaker students.</p> <p>**** The teacher gives compliments to the group which has the most correct answers.</p>		
LEAD-IN	To introduce ways to give compliments.	<p>* The teacher asks students to read the conversation in GETTING STARTED again and find the phrases or clauses that Minh and Tom use to complement each other.</p> <p>** When Ss find the clause “Sounds like great work!” T tells</p>	<p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	4 mins

		students to think about more ways to give compliments.		
EVERYDAY ENGLISH	To introduce two ways to give compliments.	<p><b>TASK 1: Work in pairs. Watch a video and note all the ways they mentioned to give compliments.</b></p> <p><b><u><a href="https://www.youtube.com/watch?v=5gXJQRU-Yo">https://www.youtube.com/watch?v=5gXJQRU-Yo</a></u></b></p> <p>* Play the video, ask Ss to listen, and note all the questions and answers about your preferences and dislikes.</p> <p>** Call some pairs to report.</p> <p><i>Suggested answers:</i></p> <p>Three common ways to give compliments:</p> <p>+ Nice + noun!</p> <p>+ I really like + in item</p> <p>+ What a great + N</p> <p><b>Extra activity:</b></p> <p><b>Watch a video</b></p>	T-Ss Ss T-Ss T-Ss	17 mins



		<p><b>about My Nghi and Bao Anh and note down all the compliments they said</b></p> <p><b>Bảo Anh:</b> What's up, Mỹ Nghi. Long time no see you! How was your summer holiday?</p> <p><b>Mỹ Nghi:</b> Hi, Bảo Anh. I joined a volunteer club in my neighbourhood and did many meaningful things.</p> <p><b>Bảo Anh:</b> What did you do to help your community, Nghi?</p> <p><b>Mỹ Nghi:</b> We planted some trees in the schoolyard and picked up much trash along the nearby roads.</p> <p><b>Bảo Anh:</b> Sounds like great work! You guys made a real difference. We collected books and</p>		
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		<p>warm clothes to share with our friends in the mountainous areas.</p> <p><b>Mỹ</b></p> <p><b>Nghi: Wonderful!</b></p> <p>Providing support to those in need is essential, especially in remote areas.</p> <p>Keep up the excellent work.</p> <p>Bảo Anh: Will do!</p> <p>* Teacher plays the video for Ss to watch a real dialogue between My Nghi and Bao Anh</p> <p>** Students pay attention to the compliments they say.</p> <p>*** Teacher emphasises the use of compliments.</p> <p>**** Teacher gives confirmations</p> <p><b><i>Two other ways to give compliments:</i></b></p> <p>- Sounds like great</p>		
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		work! - Wonderful!		
	To help students practise giving compliments.	<p><b>TASK 2: WORK IN PAIRS. MAKE SIMILAR CONVERSATIONS.</b> (<i>Ex 2, p. 32</i>)</p> <p>* The teacher has students work in pairs to make similar dialogues.</p> <p>** Students work in pairs to make similar dialogues, using the contexts given and the sample compliments.</p> <p>*** The teacher selects some pairs to practice the dialogue so that the whole class can provide comments.</p>	T-Ss Pair work Pair work T-Ss	
CHANGING OUR NEIGHBOURHOOD	- To make students understand more about the advantages of community activities.	<p><b>TASK 3: READ THE POSTER ABOUT THE VOLUNTEER ACTIVITIES FOR TEENAGERS AT</b></p>	T-Ss	17 mins

<p>- To help students practise reading for specific information.</p>	<p><b><i>LENDING HAND.</i></b>  <b>WRITE THE PROJECT NUMBER (1-3) NEXT TO ITS BENEFITS (A-E).</b>  <i>(Ex 3, p. 33)</i>  * T asks Ss to work in pairs to read the poster and asks them some questions.  ** Students work with their partner to write the number of the projects (1 - 3) next to the benefits (A - E).  *** The teacher asks some pairs to present.  **** Teacher gives feedback and correction (if needed).</p>	<p>Pair work  Pair work T-Ss</p>	
<p>- To help students practice asking and responding to questions about</p>	<p><b>TASK 4: ASK AND ANSWER WHICH ACTIVITIES IN TASK 3 YOU</b></p>	<p>T-Ss  Pair work</p>	

	<p>which activities they wish to participate in and their reasons for choosing them.</p> <p>- To help students practice giving reasons.</p>	<p><b>WANT TO JOIN.</b> <b>GIVE REASONS.</b> <i>(Ex 4, p. 33)</i></p> <p>* T asks Ss to work with their partners to ask and answer questions about which activities they want to attend and why.</p> <p>** Ss can use the example in the student's book.</p> <p>*** The teacher invites some pairs to present.</p> <p>**** Teacher corrects the mistakes if needed.</p> <p><b>Example:</b></p> <p><i>Minh: Which activity do you want to join?</i></p> <p><i>Lan: I want to join some clean-up activities.</i></p> <p><i>Minh: Why do you want to join these activities?</i></p> <p><i>Lan: Because they make the</i></p>	<p>Pair work</p> <p>T-Ss</p>	
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		<i>neighbourhood cleaner.</i>		
	<ul style="list-style-type: none"> <li>- To practise discussing about which activities they choose to take part in and the advantages of those activities.</li> <li>- To help students practise giving reasons.</li> <li>- To help students practise reporting.</li> </ul>	<p><b>TASK 5: WORK IN GROUPS. DISCUSS WHICH ACTIVITY EACH MEMBER OF YOUR GROUP CHOOSES AND THE BENEFIT(S) OF THE ACTIVITY. PRESENT YOUR GROUP'S ANSWER TO THE CLASS. (Ex 5, p. 33)</b></p> <p>* The teacher lets students work in groups to ask and answer which activity each group member chooses and the benefits of each activity.</p> <p>** Students give as many benefits as possible.</p>	<p>T-Ss</p> <p>Group work</p> <p>Ss</p> <p>T-Ss</p>	

		<p>*** The teacher invites group representatives to report their group's answers.</p> <p>**** Teacher gives feedback on their reports.</p>		
WRAP-UP	To consolidate what students have learnt today.	The teacher asks students to answer about what they learned from the lesson.	T-Ss	1 min
HOMEWORK	To do at home.	Think about some environmental problems in your neighbourhood and the activities you want to do to solve those problems.	T-Ss	1 min