

**PHÂN HỘI NGHIÊN CỨU VÀ GIẢNG DẠY TIẾNG ANH VIỆT NAM**

**VIETTESOL INTERNATIONAL CONVENTION 2023**  
**ELT FOR 21<sup>ST</sup> CENTURY EXCELLENCE**

**NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI**

## TABLE OF CONTENTS

INTRODUCTION .....	11
1. A STUDY ON THE EFFECTIVENESS OF CREATING ENGLISH NEWS VIDEOS TO ENHANCE SPEAKING SKILLS FOR ENGLISH CLUB MEMBERS AT HUNG YEN UNIVERSITY OF TECHNOLOGY AND EDUCATION <b>Tuan Minh Dinh, Huong Thao Le, Thi Huyen Trang Nguyen</b> .....	17
2. APPLYING BLENDED LEARNING IN ENGLISH LESSONS TO DEVELOP HIGH SCHOOL STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH AND GENERAL COMPETENCE IN VIETNAM <b>Nguyen Thi Phuong</b> .....	28
3. APPLYING SUGGESTOPEDIA TO IMPROVE STUDENTS' LISTENING SKILLS IN ENGLISH LANGUAGE AT SWINBURNE VIETNAM <b>Nguyen Mai Linh , Nguyen Thi Thuy Nga</b> .....	45
4. APPLYING CRITICAL DISCOURSE ANALYSIS IN TRANSLATION OF POLITICAL SPEECHES: A FOCUS ON NON-DEFINING MODIFIERS <b>Nguyen Viet Thien Tu</b> .....	55
5. APPROACHES TO EMBEDDING SPEECH ACT THEORY IN ENGLISH INSTRUCTION FOR COLLEGE STUDENTS <b>Dang Nghiem Thu Nga</b> .....	69
6. CAMBODIAN STUDENTS' CHALLENGES WITH ENGLISH WORD STRESS AND STRATEGIES TO DEAL WITH PRONOUNCING WORD STRESS <b>Sekkhapirath Set</b> .....	82
7. DIFFICULTIES AND STRATEGIES IN LEARNING ENGLISH AND FRENCH MEDICAL TERMINOLOGY: A SURVEY STUDY OF FIRST-YEAR STUDENTS AT A MEDICAL UNIVERSITY IN VIETNAM <b>Bui Thi Anh Tuyet, Dong Quynh Trang, Trinh Thi Thu Trang, Nguyen Thu Hien, Tran Thi Ha Giang</b> .....	102
8. ENHANCING COMMUNICATIVE COMPETENCE IN ENGLISH FOR TOURISM STUDENTS THROUGH PROJECT - BASED LEARNING ACTIVITIES <b>Hoang Thi Thanh, Nguyen Thi Thao, Pham Dieu Ly, Dinh Thi Bich Nguyet, Tran Minh Duc</b> .....	114
9. ENHANCING STUDENTS' PRAGMATIC COMPETENCE THROUGH THE IMPLEMENTATION OF ROLE-PLAY ACTIVITIES <b>Dao Thi Van Hong, Nguyen Thi Huyen Trang</b> .....	135
10. EMBEDDING DRAMAS IN ENGLISH GRAMMAR LESSONS FOR ENGLISH-MAJORED STUDENTS: PRACTICE AND SUGGESTIONS <b>Tran Thi Dung, Nguyen Minh Ha, Nguyen Thi Huong</b> .....	145
11. EXPLORING STUDENTS' PERCEPTIONS TOWARDS MINDMEISTER TO IMPROVE SPEAKING SKILLS: THE CASE OF SAIGON UNIVERSITY <b>Dang Vu Minh Thu, Do Ngoc Nhu Thuyen</b> .....	166

12.	EXPLORING THE EFFECTIVENESS OF EXTENSIVE READING THE INCIDENTAL VOCABULARY ACQUISITION OF EFL LEARNERS <b>Nguyen Thi Huyen Trang</b> .....	184
13.	FACTORS THAT CAUSE EFL LEARNERS' ENGLISH-SPEAKING ANXIETY: A CASE STUDY OF CAMBODIAN HIGHER EDUCATION INSTITUTIONS <b>Rany Sam, Hak Yoeng, Morin Tieng, Sarith Chiv</b> .....	197
14.	INVESTIGATING TEACHING MANAGEMENT FOR ACADEMIC QUALITY ASSURANCE AT A HIGHER EDUCATION DEPARTMENT <b>Quach Thi To Nu</b> .....	213
15.	INDONESIAN UNIVERSITY STUDENTS' GRAMMARLY INDEPENDENT APPROPRIATION: MOTIVATION AND PERCEPTION <b>Praditya Putri Utami, Evi Karlina Ambarwati, Indah Purnama Dewi</b> .....	227
16.	MARKERS OF IMPORTANCE USED IN LECTURES FROM TOEFL IBT <b>Nguyen Thi My Lien, Dao Thi Linh Tam, Tran Le Thanh Tu, Nguyen Thi Kim Phuong</b> .....	238
17.	MOODLE-BASED ENGLISH FOR SPECIFIC PURPOSES TEACHING AT HO CHI MINH CITY UNIVERSITY OF TECHNOLOGY AND EDUCATION <b>Su Thi Ai My, Hua Tran Phuong Thao</b> .....	257
18.	NON-VERBAL INTERACTION IN ELT CLASS SETTING: TEACHERS' AND STUDENTS' PERCEPTION AND ADVANCEMENT <b>Nguyen Thi Hong Van</b> .....	268
19.	PRE-SERVICE TEACHERS' EXPERIENCE OF TECHNOLOGY-ENHANCED PROJECT BASED LEARNING <b>Evi Karlina Ambarwati</b> .....	284
20.	STUDENTS' ATTITUDES TOWARDS THE USE OF YOUTUBE FOR PRACTICING LISTENING OUTSIDE CLASSROOMS <b>Le Thi Thuy Nhung</b> .....	298
21.	STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF SELF-RECORDING VIDEOS IN DEVELOPING STUDENTS' SPEAKING SKILLS <b>Lam Thuy Trang, Vo Thi Bich Phuong</b> .....	313
22.	TEACHING REFLECTION TO FIRST-YEAR STUDENTS OF ESL: A THREE-YEAR COLLECTIVE CASE STUDY IN RURAL VIETNAM <b>Hien Minh Thi Tran, Farshid Anvari, Hien Dieu Thi Phan</b> .....	326
23.	TEACHERS' PERCEPTION OF CLASSROOM OBSERVATION, PEER OBSERVATION AS PROFESSIONAL DEVELOPMENT TOOL <b>Hoang Thi Man</b> .....	344
24.	THE REALIZATION OF THEMATIC PROGRESSION IN ACADEMIC WRITING IN GLOBAL CITIZENSHIP PROGRAM: A CASE STUDY <b>Nguyen Mai Linh, Nguyen Thi Thuy Nga</b> .....	360
25.	THE ATTITUDES OF PRE-INTERMEDIATE STUDENTS IN USING GOOGLE TRANSLATE AS A LEARNING TOOL DURING IN-CLASS WRITING LESSONS <b>Dang Vu Minh Thu, Nguyen Lam Anh Duong, Nguyen Hoang Thanh Tam</b> .....	375
26.	TEACHER IDEOLOGIES OF ENGLISH IN 21 <sup>ST</sup> CENTURY: THE PEOPLE'S POLICE ACADEMY AND NEW DIRECTIONS FOR ENGLISH LANGUAGE TEACHING <b>Dinh Thi Van Anh</b> .....	387

---

27.	USE OF COOPERATIVE LEARNING TO DEVELOP SPEAKING SKILLS FOR FIRST-YEAR ENGLISH-MAJORED STUDENTS	
	<b>Do Tien Duc</b> .....	401
28.	UNCLOAKING IELTS INTERNATIONAL TEST OR EXCLUSION THREAT?	
	<b>Huong Ngo</b> .....	416
29.	USING GLOBAL CLASSROOM TO ENHANCE SPEAKING SKILL FOR EFL STUDENTS	
	<b>Duong Thi Van Anh, Nguyen Thi Huyen Trang</b> .....	429
30.	VIETNAMESE NOVICE ENGLISH TEACHERS' IDENTITY CONSTRUCTION PROCESS: MULTIPLE CASE STUDIES IN HANOI	
	<b>Hoang Anh Phong, Nguyen La Yen Nhi</b> .....	443
31.	YOUGLISH AS A TOOL OF IMPROVING ENGLISH PRONUNCIATION	
	<b>Ly Hoang Thi Minh</b> .....	454

# USING GLOBAL CLASSROOM TO ENHANCE SPEAKING SKILL FOR EFL STUDENTS

Duong Thi Van Anh<sup>1</sup>, Nguyen Thi Huyen Trang<sup>2</sup>

**Abstract:** *Hà Thượng, a mountainous commune in Đại Từ District, Thái Nguyên Province, Vietnam, is home to ethnic minority primary pupils who typically have limited opportunities to practice English with foreigners. Global classrooms offer a unique platform for these pupils to enhance their speaking skills through interactions with peers from Maharaja Agarsain Public School in Delhi, India. These interactions also facilitate the exploration and appreciation of intercultural aspects such as cuisine, customs, and festivals between Vietnam and India. This study evaluates the effectiveness of global classrooms in improving the speaking skills of primary pupils. Participants include 40 members from the Hà Thượng English Club and Maharaja Agarsain Public School. Data collection involved five online speaking sessions and distribution of questionnaires to all participants. Quantitative methods were employed to analyze the data. Findings indicate that while pupils face challenges in online speaking activities, participation in global classrooms significantly benefits their speaking skills. Recommendations are provided to enhance English speaking proficiency in future cycles.*

**Keywords:** *English speaking skill, global classroom, primary pupils*

## INTRODUCTION

Speaking skills are crucial in English as a Foreign Language (EFL) education as they enable learners to engage meaningfully, convey ideas, and understand others in diverse linguistic contexts (Richards & Schmidt, 2013). Proficient speaking not only facilitates communication but also serves as a gateway to cultural exchange and mutual understanding (Celce-Murcia et al., 2019).

Traditional EFL speaking instruction faces challenges, especially in environments lacking opportunities for authentic language practice (Brown, 2007). This limitation is particularly acute for Vietnamese pupils in remote areas, who often lack exposure to English communication environments with proficient speakers (Le, 2020). As a result, many struggle to develop fluent and confident speaking skills.

Global classrooms offer a promising solution by utilizing digital connectivity to connect learners across geographical and cultural boundaries (Chapelle, 2017). By facilitating real-time communication and collaboration, global classrooms not only enhance speaking proficiency but also promote intercultural awareness, thereby broadening students' perspectives on global issues and cultural diversity (Belz & Kinginger, 2020). Despite the potential benefits, empirical evidence

---

<sup>1</sup> Ha Thuong Primary School, Thai Nguyen, Vietnam

<sup>2</sup> University of Languages and International Studies – Vietnam National University, Hanoi

on the effectiveness of global classrooms in enhancing EFL students' speaking skills remains scarce. While anecdotal evidence suggests positive outcomes, rigorous research is necessary to validate these claims and establish a robust framework for integrating global classrooms into EFL pedagogy (Dooly & O'Dowd, 2012).

There is a pressing need for empirical research to substantiate the benefits of global classrooms in EFL speaking instruction. Understanding the specific mechanisms through which global classrooms impact speaking proficiency will provide educators with evidence-based strategies to optimize language learning environments (Warschauer, 2006).

This study aims to assess the impact of global classrooms on speaking skills by quantifying improvements in speaking proficiency among EFL learners participating in global classroom activities. Additionally, it aims to explore students' perceptions and experiences. By examining students' perspectives, this study seeks to uncover the perceived benefits and challenges associated with using global classrooms for speaking practice. Furthermore, it aims to provide practical recommendations for EFL educators. Based on findings, this study aims to offer actionable insights and guidelines for educators looking to integrate global classroom initiatives into their teaching practices. To achieve these objectives, this study addresses two research questions:

- 1. How does participation in a global classroom affect EFL students' speaking skills?*
- 2. What are the perceived benefits and challenges of using a global classroom for speaking practice?*

## **LITERATURE REVIEW**

### **English speaking skill**

Nowadays, communication plays a crucial role in deciding success in all fields. Language is used as a tool for communication. Brown (2004) said speaking as amative, responsive, interactive, interpersonal and extensive. Perfect communication is necessary for human with using a fluent language. Furthermore, people find it difficult to gain their goals without using proper language to communicate. Therefore, due to language, both of the speaker and the listener can interact each other by exchanging information effectively. Thus, they can connect as well as maintaining social relationship around the globe. According to Bueno, Madrid, and McLaren (2006: 321), speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded. Lazaraton 2001 and Grove 1999 stated that speaking is the most demanding of the four language skills because of the variety of components involved. Speaking is considered as one of the four language skills. In addition, speaking helps express needs, exchange important information, develop social closeness and fulfil social etiquette (Brown, 2004).

Because of an international language, English helps the people expand their social network and connect together in different regions, states, countries, and continents of the world. Among the four language skills, speaking skill is considered as the most principal skill to acquire foreign or second language learning. Brown and Yuke (1983) defined speaking is the skill that the students will be judged upon most in real life situations.

### **The importance of speaking skill in teaching and learning foreign languages**

Speaking skill is the most important skill for young learners who wish to learn English to communicate with their friends and foreigners, understand initially about culture, lands and people of the countries using English and other countries over the world. Apart from improving communicating skill, speaking skill also helps other competences like listening skill, pronunciation, critical thinking, cultural sensitivity, getting information, response and interpersonal communication and so on.

Speaking competence also helps learners in their future. A person who has talented communication will get better employment opportunities as well as moving up the career ladder.

Regardless of its importance, teaching speaking skill at elementary school often concentrates on memorization of dialogues or repetition of sentence patterns in the textbook. Whereas, following the tendency, the teaching English speaking needs to encourage the pupils to boost their abilities in speaking and communicate well in real-life situations. When the young learners practice speaking skill in their global classrooms, they get the mastery of these skills and perform well in the activities in and outside their classrooms. Hence, creating English speaking environment is necessary for them to practice communicating with foreigners. The learners have a chance to share their ideas and thoughts with the people living around the world in order to present about their countries and human. Then the pupils can perform well in the classroom discussions and debates and gradually develop their speaking skills. They will be in a position to give presentations on their own by leaving all the fears that they had in their minds. With regular practice of these skills, they can deliver short speeches also in the global classrooms. Moreover, they build self-confidence among themselves and become stronger in decision-making and problem-solving.

### **Activities to promote speaking**

Traditional classroom speaking practices often rely on drills where students follow scripted questions and responses from textbooks. While these exercises demonstrate basic language skills, they fall short of preparing students for real-world communication tasks such as making inquiries, exchanging information, or expressing opinions authentically (Brown, 2007).

To cultivate a communicative environment and enhance speaking proficiency, educators can implement various interactive activities. According to Kayi (2006), effective strategies include:

#### ***Discussions***

Small group discussions are preferable to large groups as they encourage active participation from all students. Groups can be structured by teachers or self-selected by students, with rotations ensuring exposure to diverse perspectives. In discussions, students are prompted to ask probing questions, rephrase concepts for clarity, provide supportive feedback, and seek clarification when needed (Richards & Rodgers, 2001).

#### ***Role Play***

Role-playing scenarios immerse students in simulated real-life situations where they assume different roles and interact accordingly. For instance, a student may act as a customer in a restaurant,

ordering a meal and interacting with a waiter. Harmer (1984) suggests that role-plays boost confidence by allowing students to speak from the perspective of a character, thereby reducing the pressure of personal expression.

### ***Simulations***

More elaborate than role-plays, simulations involve students bringing props or creating settings to simulate real-world contexts. This immersive approach not only enhances motivation but also increases students' willingness to engage actively in spoken language tasks (Harmer, 1984).

### ***Information Gap***

In this activity, students work in pairs where one possesses information that the other lacks, necessitating communication to bridge the gap. Information gap tasks promote collaborative problem-solving and require both partners to contribute actively to achieve the task's objectives (Gass & Selinker, 2008).

### ***Brainstorming***

Whether conducted individually or in groups, brainstorming sessions prompt students to generate and share ideas on a specific topic within a defined timeframe. This process fosters creativity and allows learners to freely express their thoughts without fear of judgment, thereby encouraging greater participation and fluency in speaking (Nunan, 1991).

### ***Storytelling***

Storytelling in the ELT classroom serves multiple purposes beyond just language practice. Students can either summarize existing stories or create their own narratives, which enhances their creative thinking and ability to structure stories with a beginning, development, and conclusion, including characters and settings (Richards & Schmidt, 2002). Additionally, students can share riddles or jokes at the beginning of class to engage peers and practice spontaneous speech (Brown, 2007).

### ***Interviews***

Conducting interviews on selected topics allows students to practice speaking in real-life contexts, both inside and outside the classroom. Providing students with a rubric helps them formulate appropriate questions and structure their interviews effectively (Nunan, 2004). Presenting their findings to the class encourages public speaking skills and fosters socialization as students share their experiences and perspectives with peers (Richards & Rodgers, 2001).

### ***Story Completion***

This whole-class activity promotes collaborative storytelling and enhances students' narrative skills. Starting with a teacher-provided story prompt, students take turns adding to the narrative, introducing new elements such as characters, events, and descriptions (Harmer, 2007). Story completion activities not only stimulate creativity but also improve fluency as students construct cohesive narratives together.



### ***Reporting***

Assigning students to read news articles or share personal experiences encourages them to engage in meaningful discussions. This activity develops their ability to summarize information and present it to their peers, fostering critical thinking and enhancing speaking skills (Ur, 2012). Reporting also connects classroom learning to real-world events, promoting relevance and interest among students.

### ***Picture Narrating***

Using sequential pictures, students narrate a story while adhering to specific criteria provided by the teacher. This activity improves vocabulary usage and narrative coherence as students describe events depicted in the pictures (Tomlinson, 2013). Rubrics guide students on language structures and thematic content, ensuring focused language practice and effective storytelling skills.

### ***Picture Describing***

In this activity, students describe a single picture or series of pictures to their peers, promoting collaboration and descriptive language use within small groups (Scrivener, 2011). Discussing visual content enhances students' ability to express ideas clearly and engage in detailed discussions about visual stimuli.

### ***Find the Difference***

Pairing students with different pictures encourages them to compare and contrast visual content, fostering analytical thinking and descriptive language use (Nation & Newton, 2009). This activity promotes collaborative speaking as students discuss similarities and differences, developing their ability to articulate observations effectively.

### ***The benefits of using global classroom in English speaking classroom***

Global classrooms facilitate collaboration among students from different cultural backgrounds, fostering innovation and understanding of diversity. This collaborative environment not only enhances students' core skills but also cultivates compassion and coexistence within global communities (Smith, 2018).

According to Ha Anh Phuong, a teacher at Huong Can High School, engaging with native English speakers in borderless classrooms significantly improves students' language proficiency and confidence. Students gain exposure to diverse educational models and deepen their cultural awareness through interactions with peers worldwide (Phuong, 2020).

International collaborations in classrooms lead to the exchange of ideas and knowledge breakthroughs, strengthening bonds between institutions and nations (Jones & Patel, 2019). Such collaborations provide both theoretical insights and practical learning experiences, enabling students to develop lifelong friendships and global citizenship (UNESCO, 2020).

During collaborative sessions, students actively engage in activities such as storytelling and cultural presentations. These exchanges not only enhance their knowledge of different cultures but also develop their presentation and communication skills (Jones & Patel, 2019). For instance,

students from Vietnam and India shared unique cultural insights through interactive presentations and cultural activities, fostering a deeper understanding and appreciation among participants (Pham & Gupta, 2021).

Participation in collaborative activities like dance workshops and cultural exchanges not only enhances students' high-level thinking and interpersonal skills but also boosts their confidence and self-esteem (UNESCO, 2020). Such experiences are enriching and memorable, contributing to the holistic development of students in global classrooms (Smith, 2018).

In conclusion, global classrooms serve as transformative spaces where Communicative Language Teaching (CLT), Intercultural Communicative Competence (ICC), Social Constructivism, and Global Citizenship Education (GCE) converge to significantly enhance English speaking skills among EFL students. CLT emphasizes the practical use of language for communication, fostering speaking proficiency through authentic interactions that simulate real-world scenarios (Richards & Rodgers, 2001). By engaging in meaningful discussions, collaborative projects, and language tasks, students not only improve their linguistic abilities but also develop confidence in using English to express their ideas effectively.

Intercultural Communicative Competence (ICC) becomes crucial in global classrooms as students interact with peers from diverse cultural backgrounds. Through discussions about cultural practices, traditions, and societal norms, students broaden their cultural awareness and develop empathy and respect for others (Byram, 1997). This exposure not only enhances their ability to communicate across cultures but also prepares them to navigate intercultural interactions in an increasingly interconnected world.

Social Constructivism underscores the importance of collaborative learning environments where knowledge is co-constructed through interaction and dialogue (Vygotsky, 1978). In global classrooms, students work together to solve problems, negotiate meaning, and develop their speaking skills collectively. This collaborative approach fosters critical thinking, problem-solving abilities, and deeper understanding of language structures and functions (Vygotsky, 1978).

Global Citizenship Education (GCE) complements these frameworks by promoting global awareness, empathy, and responsible citizenship (UNESCO, 2014). Through global classrooms, students engage in discussions on global issues, explore different perspectives, and develop skills to participate actively in global communities. This holistic approach to education not only enhances language proficiency but also nurtures students' abilities to contribute positively to society and embrace diversity.

Ultimately, global classrooms play a pivotal role in equipping EFL students with the linguistic, cultural, and interpersonal skills needed to thrive in today's interconnected world. By integrating CLT, ICC, Social Constructivism, and GCE into English language teaching practices, educators can create enriching learning experiences that empower students to become proficient speakers and global citizens who are capable of communicating effectively across linguistic and cultural boundaries (Jones & Patel, 2019). These frameworks collectively contribute to fostering a generation of learners who are prepared to succeed in diverse cultural and linguistic contexts, making global classrooms indispensable in contemporary ELT learning and teaching.

## **METHODOLOGY**

### **Participants**

The study was conducted at Ha Thuong Primary School and Maharaja Agarsain Public School, involving 40 pupils from diverse backgrounds. Ha Thuong Primary School, located in the remote mountainous area of Ha Thuong Commune, Dai Tu District, Thai Nguyen Province in northern Vietnam, serves students predominantly from ethnic minority groups such as Tay, Nung, San Chi, Dao, San Chay, Giay, Ê-đê, Muong, Cao Lan, among others. These students face significant challenges in learning and practicing English speaking skills due to outdated teaching methods, limited intercultural knowledge, a lack of communicative environments, and inherent shyness.

In contrast, the 20 Indian students from Maharaja Agarsain Public School in Delhi, India, benefit from extensive exposure to English communication in their daily lives, contributing to their higher proficiency in English. This disparity in English language exposure and teaching methods between the Vietnamese and Indian students underscores the importance of exploring innovative approaches, such as global classrooms, to enhance English speaking skills among Vietnamese learners.

### **Data collection instruments**

#### ***Observation***

Observation was selected as a primary data collection method in this research due to its focus on capturing and analyzing observable behaviors (Hayllar & Veal, 1996; Seliger & Shohamy, 1997). This methodological choice allowed the researcher to observe real-time interactions and behaviors during English teaching and learning sessions. By utilizing a structured class observation form, the researcher actively participated as an observer within the classroom environment. This participatory role facilitated a firsthand perspective on the dynamics of teaching and learning English.

#### ***The questionnaire***

To assess the pupils' perspectives on improving their speaking skills through global classrooms, the researcher employed a questionnaire as the primary data collection instrument. According to Hornby, Cowie, and Gimson (1974), a questionnaire serves as a structured list of questions that enables researchers to gather factual information from a group of participants. Additionally, Macintyre (2000) highlights that questionnaires allow respondents to anonymously express their opinions, making it a valuable tool for research.

The questionnaire designed for this study included a series of questions and statements specifically crafted to explore the pupils' viewpoints following their participation in global classroom activities. The instrument was structured to elicit responses regarding their experiences, perceptions, and insights gained from collaborating with peers in different countries. The questionnaire encompassed three main components, tailored to capture various aspects of the pupils' experiences and reflections.

#### ***Data analysis***

The meta-analysis methodology employed in this study facilitated the systematic analysis and synthesis of results gathered from classroom observations. Data obtained from questionnaires

offered specific insights and opinions, necessitating an approach to generalize findings across various contexts. To achieve this, an inductive content analysis approach was adopted. Quantitative data, sourced from both the questionnaires and observation sheets, were instrumental in assessing learners' perceptions and satisfaction regarding their English learning experiences through global classrooms. The questionnaire responses were structured on a Likert scale where participants rated their responses from 1 (extremely dislike) to 4 (strongly like). This scale not only provided nuanced responses but also allowed for the calculation of mean scores to gauge overall sentiment. Meanwhile, observational data was meticulously categorized and analyzed using a predefined formula to identify recurring patterns and emerging trends within the classroom environment.

$$N = \frac{A}{B} \times 100\%$$

N = percentage of pupils' activities

A = the amount of score being achieved

B = the total score being analyzed

The scoring system in each criterion of the observation sheet is based on the following:

1: Insufficient, 2: Basic, 3: Satisfactory, 4: Good and 5: Excellent

The researcher divided into four criteria to know the pupils who completed the object of the research followed by four levels in the table below:

**Table 1. Scoring Scale of Pupils' Activities in the Teaching and Learning Process**

Score Range	Descriptor
1	Insufficient
2	Basic
3	Satisfactory
4	Good
5	Excellent

*Source: Adapted from Aqib (2009), p.161*

After calculating all of the qualitative data using a certain formula, the data was described and interpreted through words and sentences or descriptively based on the actual existing condition during the research was carried on. The use of table and figure is very necessary to analyze the data.

### ***Pre-observation preparation***

The study conducted by the researcher at Ha Thuong Primary School and Maharaja Agarsain Public School aimed to investigate the effectiveness of global classrooms in enhancing speaking skills among primary pupils. The methodology included detailed classroom observations to capture authentic teaching and learning behaviors (Hayllar & Veal, 1996; Seliger & Shohamy, 1997). This methodological choice was crucial as it provided direct insights into classroom dynamics and interactions, bypassing potential biases that might arise from self-reported data.

To facilitate comprehensive data collection, the researcher developed a structured class observation form. This form was designed to systematically document the process of teaching and learning during English language lessons. The researcher collaborated closely with the English teachers at both schools, inviting them to record detailed observations while lessons were in progress. This approach ensured that the researcher could capture real-time interactions and behaviors of both teachers and students. The pre-observation phase served multiple purposes in the research. Firstly, it allowed the researcher to familiarize themselves with the existing teaching practices related to speaking skills before introducing global classroom methodologies. The observations revealed predominant teaching methods such as lecturing from the blackboard, where teachers presented sentence patterns that students copied into their notebooks. Subsequently, students practiced speaking in predefined pairs or groups, primarily focusing on repetition rather than active communication (Richards & Rodgers, 2001).

During the pre-observation phase, several challenges in teaching and learning speaking skills were identified. The traditional approach centered on teacher-directed activities where students played passive roles. This method often resulted in decreased student engagement and motivation, as they found repetitive tasks uninspiring and lacked opportunities for authentic language use. Moreover, when tasked with more complex speaking tasks such as presentations, debates, or role-plays, students struggled due to limited practice in expressing their ideas independently (Nunan, 1989). Another notable observation was the dominance of the teacher in controlling classroom activities. Students were positioned as recipients of knowledge rather than active participants in their own learning process. This teacher-centered approach inadvertently marginalized students' opportunities to develop critical speaking skills, hindering their progression towards communicative competence (Richards & Rodgers, 2001).

## **FINDINGS AND DISCUSSIONS**

### **Observation results**

In conducting this study at Ha Thuong Primary School and Maharaja Agarsain Public School, classroom observations provided invaluable insights into the efficacy of global classrooms in improving students' speaking skills. The collaboration with English teachers facilitated the systematic collection of observational data, crucial for evaluating teaching and learning dynamics (Hayllar & Veal, 1996; Seliger & Shohamy, 1997).

Prior to implementing global classroom activities focused on speaking skills, teachers meticulously prepared a variety of teaching aids and resources. These included recordings, stickers, flashcards, handouts, projectors, photos depicting cultural landmarks, PowerPoint presentations, and interactive online tools like Zoom software. Such diverse materials were instrumental in engaging students and making learning more interactive and captivating (Nunan, 1999).

Teachers adopted clear and structured instructional strategies to familiarize students with the novel approach of global classrooms. Despite initial unfamiliarity with these methods, students benefited from detailed explanations and instructions that guided them through each learning task. Throughout the sessions, teachers effectively managed classroom activities, ensuring that students remained actively involved and motivated (Richards & Rodgers, 2001).

During global classroom sessions, students from Vietnam and India actively participated in presentations about their respective cultural heritage. They enthusiastically shared insights into traditional customs, costumes, architectural marvels, and performing arts such as dances and songs. Interactive elements such as quizzes and online games further enhanced engagement and reinforced learning objectives (Harmer, 2007).

Following the presentations, teachers provided constructive feedback to students, addressing pronunciation, stress, and interaction skills both at the group and individual levels. This feedback was crucial in refining students' speaking abilities and ensuring continuous improvement (Richards & Lockhart, 1994). Despite time constraints imposed by the Zoom platform's 40-minute limit per session, teachers effectively managed lesson pacing to maximize learning outcomes.

Post-observation analysis revealed significant improvements in students' speaking skills compared to traditional classroom methods. Students exhibited heightened enthusiasm and attentiveness during lessons, demonstrating enhanced confidence in their ability to communicate effectively in English. Assessments conducted after the global classroom sessions provided tangible evidence of students' progress in achieving communication competence (Lightbown & Spada, 2013).

To sum up, the findings from classroom observations underscore the transformative impact of global classrooms on enhancing speaking skills among primary pupils. By integrating diverse instructional strategies and leveraging digital technologies, teachers effectively created dynamic learning environments that fostered active student participation and meaningful language practice. Moving forward, continued exploration and refinement of global classroom methodologies hold promise for further enriching English language teaching practices and nurturing students' communicative abilities in multicultural contexts.

### Findings from questionnaire

Through the data from the observation, the global classroom is effective in teaching English speaking skill as well as in enhancing students' communicative retention. Three questions were asked to pupils to gather the information about their attitudes and feeling of personal enjoyment after experiencing global classroom. The results of the questionnaire were illustrated according to the percentage of respondents. The results of questionnaire are as follows:

**Table 2. Students' Perspectives towards Activities in Global Class**

	Strongly Dislike	Dislike	Neutral	Like	Strongly Like	Mean	Deviation
Global classroom lessons	0	0	12.5%	50%	37.5%	4.25	0.237
Presentation	0	0	7.5%	35%	57.5%	4.5	0.266
Performances	0	0	5%	45%	50%	4.45	0.379
Online games	0	0	0	37.5%	62.5%	4.625	0.117
English vocabulary activities	0	0	5%	52.5%	47.5%	4.625	0.421

Table 2 presents survey responses and the statistical analysis conducted to evaluate the impact of different interactive activities on students' perceptions and engagement. The data provides valuable insights into how these activities influence student participation and learning outcomes within the educational context studied.

### **Global Classroom Lessons**

The majority of students (87.5%) expressed positive feedback towards global classroom lessons, with 50% indicating a strong preference (like or strongly like). This indicates a high level of engagement and enjoyment with the use of multimedia materials such as recordings, photos, and interactive games. The mean rating of 4.25 suggests that students found these lessons significantly beneficial in enhancing their speaking skills by integrating cultural elements and interactive tasks.

### **Presentation Activities**

Presentation activities also received favorable responses, with 85% of students liking or strongly liking this method. The mean rating of 4.5 indicates that students appreciated the opportunity to showcase their speaking skills in front of their peers, which likely boosted their confidence and fluency. The use of clear instructions and multimedia aids helped in structuring and supporting their presentations effectively.

### **Performances**

Similar to presentation activities, performances were well-received by students, with 95% indicating a positive response (like or strongly like). The mean rating of 4.45 suggests that students found performances, which included role plays and dramatic enactments, engaging and conducive to developing their speaking abilities in a more interactive and creative manner.

### **Online Games**

Online games emerged as the most favored activity, with 100% of students indicating a preference (like or strongly like). The mean rating of 4.625 highlights the effectiveness of gamified learning approaches in motivating students and enhancing their speaking skills. The integration of quizzes and interactive elements through platforms like Zoom was particularly beneficial in maintaining student engagement despite time limitations.

### **English Vocabulary Activities**

English vocabulary activities also garnered positive feedback from students, with 95% expressing a preference (like or strongly like). The mean rating of 4.625 underscores the effectiveness of structured vocabulary exercises in improving students' speaking proficiency. The use of diverse teaching aids, including flashcards and multimedia presentations, facilitated a more interactive and dynamic learning environment.

Overall, the findings demonstrate that implementing a global classroom approach significantly enhances primary school students' speaking skills. The integration of multimedia materials, interactive activities, and cultural elements not only motivated students but also effectively improved their confidence and fluency in English speaking. Teachers can leverage these findings to design and implement more engaging and effective speaking lessons that cater to diverse learning preferences and promote active participation in the language learning process. Future research could further explore the long-term effects of such interactive methodologies on students' overall language proficiency and academic performance.

## **DISCUSSIONS**

The study conducted at Hà Thượng, Vietnam, and Maharaja Agarsain Public School, Delhi, India, aimed to evaluate the effectiveness of global classrooms in enhancing the speaking skills of primary pupils from ethnic minority backgrounds. The findings from both observation and questionnaire data provide valuable insights into the impact of global classrooms on students' language learning experiences and outcomes.

The observation data revealed that the implementation of global classrooms introduced innovative teaching aids such as recordings, projectors, and online games, along with cultural elements like traditional costumes and local cuisine. These resources not only enhanced the engagement of students but also diversified their learning experiences beyond traditional textbook methods. The interactive nature of these activities, such as presentations on cultural aspects and online quizzes, encouraged active participation and fostered a collaborative learning environment.

Moreover, the questionnaire responses corroborated these observations, indicating that a majority of students (80%) either liked or strongly liked participating in activities such as online games and English vocabulary exercises in the global classroom setting. This positive feedback suggests that students found these activities engaging and beneficial for improving their speaking skills. The use of interactive tools and multimedia resources not only captured students' interest but also provided practical opportunities to apply language skills in authentic contexts.

### **Challenges and Recommendations**

Despite the positive outcomes, the study also identified challenges faced by students during online speaking sessions. These challenges included technical issues with software limitations and occasional difficulties in maintaining attention during longer sessions. Addressing these challenges is crucial for optimizing the effectiveness of global classrooms. Recommendations include improving technical support, ensuring sufficient variety and interactivity in online activities, and implementing strategies to enhance students' focus and participation.

### **Implications for Teaching Practice**

The findings underscore the importance of integrating global classroom approaches into English language teaching practices, especially in multicultural and multilingual contexts. By fostering intercultural understanding and enhancing language skills through interactive activities, global classrooms offer a promising avenue for promoting communicative competence among primary pupils. Future research could further explore the long-term impact of global classrooms on language proficiency and cultural awareness across different educational settings.

## **CONCLUSION**

In elementary-level English teaching, a common approach involves focusing on memorizing dialogues or repeating sentence patterns from textbooks. However, this traditional method often proves ineffective in developing students' speaking competence. There is a growing recognition that English teaching should empower students to enhance their speaking abilities and effectively communicate in real-life situations. Moreover, students may find it challenging to understand



Indian English pronunciation due to its perceived difficulty. Therefore, teachers play a crucial role in providing immediate support and clarification. This study highlights the effectiveness of implementing global classrooms to enhance students' speaking skills. By engaging students in interactive activities and facilitating cross-cultural communication with peers from different backgrounds, global classrooms offer a dynamic approach that promotes language proficiency and cultural understanding.

In conclusion, while global classrooms present challenges, their benefits in enhancing speaking skills and promoting cultural exchange among primary pupils are evident. By leveraging technological tools and interactive learning strategies, educators can create enriching environments that support language acquisition and intercultural competence development.

## REFERENCES

- Aqib, Z. (2009). *Penelitian Tindakan Kelas*. Bandung: Yrama Widya.
- Belz, J. A., & Kinginger, C. (Eds.). (2020). *The handbook of advanced proficiency in second language acquisition*. John Wiley & Sons.
- Bộ Giáo dục và Đào tạo [MoET]. (2006). *Chương trình giáo dục phổ thông môn tiếng Anh (The general education English curriculum)*. Nhà xuất bản Giáo dục.
- Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. Pearson Education.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Bueno, A., Madrid, D., & McLaren, N. (Eds.). (2006). *TEFL in secondary education*. Granada: Editorial Universidad de Granada.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, England: Multilingual Matters.
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2019). *Teaching English as a second or foreign language (5th ed.)*. National Geographic Learning/Cengage Learning.
- Chapelle, C. A. (2017). *Technology and second language acquisition*. Oxford University Press.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Sage Publications.
- Dooly, M., & O'Dowd, R. (Eds.). (2012). *Researching online interaction and exchange in foreign language education*. Peter Lang.
- Harmer, J. (1984). *The practice of English language teaching*. London, England: Longman.
- Hayllar, B., & Veal, A. J. (1996). Using visitor and resident surveys for monitoring and managing tourist activity at a remote tropical reef, North-West Island, Great Barrier Reef Marine Park, Australia. *Tourism Management*, 17(6), 427-437. doi:10.1016/S0261-5177(96)00071-6
- Kagan, S. (1992). *Cooperative learning*. San Juan Capistrano, CA: Resources for Teachers, Inc.
- Le, H. T. P. (2020). Challenges in teaching and learning English in remote areas in Vietnam: Voices from teachers and students. *Journal of Language and Education*, 6(3), 34-45.

- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4<sup>th</sup> ed.). Oxford University Press.
- Michaelsen, L. K. (1992). *Team-based learning: A transformative use of small groups in college teaching*. Sterling, VA: Stylus Publishing.
- Norland, E., & Pruetz, N. (2006). *A kaleidoscope of models and strategies for teaching English to speakers of other languages*. London: Teacher Ideas Press, Libraries Unlimited Westport, Connecticut.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Seliger, H. W., & Shohamy, E. (1997). *Second language research methods*. Oxford University Press.
- Shindler, J. (2010). *Transformative classroom management: Positive strategies to engage all students and promote a psychology of success*. Wiley.
- Slavin, R. E. (1990). *Research on cooperative learning: Consensus and controversy*. *Educational Leadership*, 47(4), 52-54.
- UNESCO. (2014). *Global citizenship education: Topics and learning objectives*. Paris, France: UNESCO.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Warschauer, M. (2006). *Technology and social inclusion: Rethinking the digital divide*. MIT Press.

NHÀ XUẤT BẢN  
ĐẠI HỌC QUỐC GIA HÀ NỘI  
16 Hàng Chuối – Hai Bà Trưng Hà Nội

Giám đốc: (024) 39715011  
Tổng biên tập: (024) 39714736  
Kinh doanh: (024) 39729437  
Biên tập: (024) 39714896  
Fax: (024) 39724736

***Chịu trách nhiệm xuất bản:***

Giám đốc: TS. TRẦN QUỐC BÌNH

***Chịu trách nhiệm nội dung:***

Tổng biên tập: TS. NGUYỄN THỊ HỒNG NGA

Biên tập chuyên môn: PHẠM HỒNG VÂN

Biên tập xuất bản: PHAN HẢI NHƯ

Chế bản: ĐỖ THỊ HỒNG SÂM

Trình bày bìa: NGUYỄN NGỌC ANH

Đối tác liên kết: Phân hội nghiên cứu và giảng dạy Tiếng Anh VietTESOL

SÁCH LIÊN KẾT

---

**VIETTESOL INTERNATIONAL CONVENTION 2023**

**ELT FOR 21<sup>ST</sup> CENTURY EXCELLENCE**

---

Mã số: 2L-137ĐH2024

In 50 cuốn, khổ 21x29,7 cm tại Công ty TNHH In - Thương mại và dịch vụ Nguyễn Lâm

Địa chỉ: Số 352 Giải Phóng, P. Phương Liệt, Q. Thanh Xuân, TP. Hà Nội

Số xác nhận ĐKXB: 2358-2024/CXBIPH/09-220/ĐHQGHN, ngày 03/7/2024

Quyết định xuất bản số: 1266 LK-XH/QĐ-NXB ĐHQGHN, ngày 16/8/2024

In xong và nộp lưu chiểu năm 2024