

CLASSROOM MANAGEMENT IN ENGLISH SPEAKING CLASSES AT SOME HIGH SCHOOLS IN TUY HOA CITY

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Abstract: This study was conducted to investigate the perceptions of students towards classroom management in English speaking classes and the strategies in managing these speaking classes. It employed both the quantitative and qualitative research approaches. The analysis of data from questionnaire, class observations and interviews indicates the highest agreement from participants for the fact that teachers should correct students' mistakes in speaking English. Besides, the results from interviews show that the participants emphasized the importance of modifying the negative beliefs and attitudes towards mistakes made by students in speaking English. For classroom management strategies, it was found from the questionnaire that classroom arrangement preferred by most students was group work and pair work. Besides, classroom observations confirmed that English speaking lessons usually had three stages with frequent use of group work and pair work in communicative activities.

Keywords: Classroom management strategies, English speaking

1. INTRODUCTION

Classroom management refers to all the teachers' behaviors and classrooms' organizational elements that result in a traditionally learning environment comprising the established routines, school and classroom rules, teachers' responses to student behaviors and the discipline (Eggen & Kauchak, 1994, p.489). It is easy to find the teacher's dominant role in classroom management. As a result, flexible teachers will be able to alter the selected situations necessarily.

Managing English speaking classes

Apparently, during a speaking lesson, classroom management strategies of EFL teachers involve interaction between teachers and learners. The literature documents quite a few strategies and techniques which are suggested for EFL teachers to manage their classrooms more effectively.

First, it is important for teachers to reduce the level of task complexity (Nation, 2007) because if students do not know the requirements of the task given sufficiently, they will not be able to be well-performed. Also, this is one of the causes of students' unwillingness to speak. Therefore, teachers should give students time to do tasks. Ellis (2005) suggested that teachers should give students opportunities to perform oral tasks without the pressure of time by providing them enough time to make plans for and perform a task simultaneously. Second, it is advisable that teachers bring the tasks

within students' experience. According to Nation (2000), teachers are able to create recalling and exchanging-experience opportunities for students to make use of their background knowledge and experience in doing the tasks. Main oral skills and strategies should be pre-taught in preparing students for communicative tasks. Also, it is recommended that teachers grade the complex level of oral tasks to suit their respective students' communicative ability. When organizing pair work and group work, teachers must be able to make sure that every student participated. Most importantly, it is best if each participant has "unique, essential information" or distinctive role to play (Nation, 2007). Third, students need task guidance which can be done with support through repeated input, guiding questions, multiple choices, etc. (Nation, 2000). Fourth, individual students' needs and ability should be paid attention to. In a class of heterogeneous communicative ability, teachers should not have an expectation on the same level of performance of every student. Similarly, different sorts of tasks can be devised to suit different levels. Alternatively, task demands can be modified compatibly based on individual levels of oral capacity. Tsiplakides and Keramida (2010) recommend that teachers should know how to promote positive attitudes among students. Students who hold positive attitudes and are confident about their language capacity in the process of language learning are less likely to suffer from language learning anxiety and more likely to have an active performance in learning tasks. Sixth, when students have negative attitudes towards mistakes, teachers can have discussion with their students about the value of language use despite the fluency and accuracy (Nation, 1997; Young, 1991). When students get rewards for successful delivering a certain message, they will increasingly modify their respective perceptions about errors, mistakes and language usage. The teachers' tolerance of mistakes also needs to be made apparent since there is no point in trying to change students' attitudes as the teacher still keeps them. Seventh, teachers should boost students' self-confidence by creating a wide range of opportunities for classroom success in using spoken English (Oxford, 1999). A sense of success and high self-perceived communication capacity can be easily attained by students if easy tasks with clear and simple goals are used in the first place. Students should be rewarded when they attain one or more goals. Eighth, the classroom environment should be supportive as students might be more likely to speak willingly in the target language once they acquire a sense of support from their teacher and their peers. Ninth, peer support is important in speaking classes. Tsui (1996, p.160) urges, "allowing students to check out their answers with their peers before offering them to the whole class also encourages students to speak up". Besides, students can be given a chance to have a discussion with their peers before delivering their message to the whole class. Therefore, they will probably be more confident in their English communicative competence. Tenth, teachers should be sensitive when assigning students into groups. Most students have a tendency to be overconfident with their close friends. Thus, when organizing group work, teachers should take consideration of and accommodate these personal characteristics. Moreover, students should be allowed to find their adequate group mates. Eleventh, teachers should tolerate L1 use when appropriate. At the low English level of proficiency, students are not usually able to

express all of their thinking. Therefore, teachers should be tolerant of some L1 uses. According to Nation (1997), using L1 in the process of teaching and learning English is useful in most cases. Teachers should have a positive attitude towards the use of L1 so that students will be more confident to use L1 to support their L2 development. In case, it is no need to use L1, teachers should tactically drive their students back to use English by giving supportive feedbacks and comments or asking a question in English instead of showing objections. Lastly, the classroom environment should be a non-threatening place. A classroom should be a learning environment in which students are not afraid of making mistakes in the communicative process.

2. PREVIOUS STUDIES

In other countries

Underwood (1987) examines on the organizational aspects of teaching English and recommends many useful methods and techniques to the teacher. She focuses on good way of organizing work in the classroom and useful guidelines on making the most of time and resources. Her study aims to share teaching tips to non-native teachers of English who are teaching English to second language learners. She concerns about the way to reinforce teaching-learning relationship in the classroom to ensure that learning will take place. The study indicates that effective teaching not only comprises lesson delivery but also keeps a harmonious classroom atmosphere as well. Every experienced teacher comprehends well that any intention to transfer knowledge to a disruptive class is meaningless unless the behavior of students is managed. The author has pointed out two common errors in language teaching which include focusing on grammar rules and causing teacher-learner gaps. In addition, the study indicates the profile of second language learners as being impatient, technology dependent and having hatred for English. These attitudes are only some of the problematic issues that need to be tackled in classroom management.

The study by Smith (1995) emphasizes that good classroom management depends more upon teacher and students working equitably together. The finding shows that students are confident together than upon peremptory instruction. Phyak's (2006) study aims to find out the effective classroom management strategies. He found out that one of the real problems in teaching of English was lack of the interaction strategies from both teachers and students side.

Bashyal (2010) carried out research on "*Strategies of Classroom Management Used by Secondary Level English Teacher*". He tried to explore the major strategies adopted by English teachers in secondary classrooms. The findings show that encouragement, feedback, motivation etc. were the major strategies for classroom management.

In Vietnam

In the context of Vietnam, Le Pham Hoai Huong (2008) conducted a research called: "*English Discussion Groups in a University Class in Vietnam: Classroom Management and Its Outcomes*". She examined the transcripts of group discourse to make comparison on the management in the assisted and unassisted groups and aim to make

an effort on improving the outcomes of group work. The findings show that there is an expectation that everybody in group work will contribute his/her ideas at least once, but it seems to be impossible to be true in group work. The author believes that the ultimate purpose of her study is not to give an advice on procedures but an understanding of the importance of context and how different methods of management lead to different outcomes. Successful interventions in small-group work require a clear understanding of the relationship between management and outcomes.

Nguyen Minh Hue (2010) conducted a study called “*Encouraging Reluctant ESL/EFL learners to Speak in the Classroom*”. Her paper aims to provide EFL teachers with a range of techniques aiming to encourage and boost passive and reluctant students to speak in the language classroom. Many of these techniques are recommended mostly based on the cognitive, affective and situational framework put forth by Nation (2007). She found that EFL learners have a tendency to be reluctant to speak English in the classroom. Consequently, students have fewer opportunities to learn from speaking than the more oral students. Most importantly, the author focused on the problem of students who are not reluctant to speak in the English classrooms and recommended some techniques that can be used to address the problem.

Chau Tuyet Ngan (2013) investigated the reality of teaching and learning English speaking with communicative activities of grade 11th at Cao Lanh City High School. The data of her research was collected by means of questionnaires, class observation and interviews. The results from class observation indicated that EFL teachers had spent time preparing the lessons, applied technology into their teaching and used an increasing number of activities to make the lessons more interesting. Depending on the classes, they flexibly used different types of class arrangement such as pair work, group work, and individual work. The study also found that the teachers were aware that their students sometimes were not clear enough with the instructions given by teachers so they used Vietnamese to give explanations timely.

Apparently, classroom management is an essential part in teaching and learning. It is therefore worth investigating students’ perceptions of classroom managements in English speaking classes. Besides, knowing more about classroom management strategies used in speaking classes to facilitate students’ learning process would benefit both teachers and students.

This research has two objectives including (1) to explore students’ perceptions of classroom management in English speaking classes, (2) to find out management strategies used in these speaking classes and (3) to recommend ELT pedagogical implications for classroom management.

More specifically, the research tries to answer the following questions:

- What are high school EFL students’ perceptions of classroom management in English speaking classes?
- What classroom management strategies are used in English speaking classes?

3. RESEARCH METHODOLOGY

Both quantitative and qualitative approaches were used in this study as they complemented each other to strengthen the robustness of studies (Creswell & Plano, 2011). The participants in this study were the students at some high schools in Tuy Hoa City, Phu Yen Province. They included 100 students who were at A2 level of English proficiency (pre-intermediate).

Data were collected through questionnaire, class observation and interview. According to Oxford (1990), one of the most commonly used techniques to collect data is questionnaire because the questionnaire can be objectively scored and analyzed. In this study, the questionnaire contained 19 items and were translated into Vietnamese to make sure the students understand the questions clearly. Questionnaire items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 aimed to investigate high school EFL students' perceptions of classroom management in English speaking classes. Items 11, 12, 13, 14, 15, 16, 17, 18 and 19 were designed to investigate classroom management strategies used in English speaking classes.

Besides questionnaire, class observation was employed to explore the actual classroom management in English speaking classes. According to Borg (2006), observation is a valuable strategy in the study of language teacher cognition because it provides evidence of what happens in the classrooms. Classroom observations were carried out in three English classes at the research site. The classroom observation sheet comprised of two categories. Category A was designed to observe an overview of the English speaking classes. Category B was made to focus on classroom management strategies in the classroom.

Interviews with the students to collect more data for this research were also carried out. Nine 10th grade students of the three high schools were invited for the interviews. The interviews aimed at collecting information about classroom management strategies. The questions focused on asking the participants about classroom management techniques and strategies used by teachers to correct student's mistakes when they speak English and their perceptions towards the use of L1 by students in speaking classes. Besides, the questions focused on classroom management strategies such as the use of pair work, group work and individual work in order to explore the ways that EFL teachers manage their speaking classes when having communicative activities/tasks for their students.

Data from the questionnaire was analyzed with the software SPSS (version?) and data from classroom observations and interviews were coded with themes to answer the research questions.

4. FINDINGS AND DISCUSSION

Before the results were discussed, data from the questionnaire was processed for checking the reliability of the questionnaire, with the total number of 19 items. The software program SPSS was used for the analysis of quantitative data from the questionnaire. The result shows the Cronbach's alpha value of 0.746 of the

questionnaire, indicating a good level of reliability. Besides, means of the two clusters focusing on the two themes of the two research questions mentioned earlier were compared. The result shows that Cluster 1 achieved the mean value of 4.012 and that of Cluster 2 was 3.657]

Students' perceptions of classroom management in English speaking classes

Data from questionnaire regarding this theme was presented in the following table:

Table 1. *High School Students' Perceptions of Classroom Management in English Speaking Classes*

	N	Min	Max	Mean	Std. Deviation
1. I like to be given opportunities to sing or play when taking part in communicative activities in English speaking classes.	100	2	5	4.15	.730
2. My EFL teacher corrects my mistakes when I speak English in speaking classes.	100	1	5	4.61	.634
3. My EFL teacher models English for me in speaking classes.	100	3	5	4.21	.856
4. My EFL teacher sometimes accepts the use of L1 in speaking classes.	100	1	5	3.87	.906
5. My EFL teacher usually creates a friendly learning environment for me and my classmates in speaking classes.	100	3	5	4.26	.645
6. My friends and I are usually given opportunities to check our answers before getting the final feedback by our EFL teacher.	100	1	5	3.57	1.047
7. My EFL teacher is sensitive when assigning me and my friends into groups in speaking classes.	100	1	5	3.99	.859
8. I think easy tasks with clear and simple goals should be used by my EFL teacher in the first place to boost students' self-confidence in speaking classes.	100	2	5	4.26	.787
9. Techniques used in speaking classes include					
9.1. Presentation	100	1	5	3.85	.914
9.2. Short play	100	1	5	3.83	1.055
9.3. Debating	100	1	5	3.94	1.003
9.4. Retelling a story	100	1	5	3.87	.960
10. My EFL teacher usually pays attention to the level of participation of his/her students in his/her speaking classes.	100	1	5	3.75	.744
Valid N (listwise)	100				

As shown in the table above, the mean scores of 10 items in cluster 1 are higher than the neutral level (N=3.0). The highest agreement from participants' choices is the item "My EFL teacher corrects my mistakes when I speak English in speaking classes." (M=4.61). Besides, two items in cluster 1 have the same mean scores "My EFL teacher sometimes accepts the use of L1 in speaking classes" (M=3.87) and "Retelling a story" (M=3.87). The lowest agreement from the choice of participants is the item "My friends and I are usually given opportunity to check our answers before getting the final feedback by our EFL teacher" (M=3.57).

Besides data from questionnaire, nine students participated in the interview which asked them what they thought about the way teachers managed the speaking classes. Their answers focused on the corrections of teachers in the classes and the use of the first language as follows:

"I think correcting students' mistakes will probably help students improve and avoid making mistakes when communicating in English." (Student A)

"After finishing the speech, if the students make any mistakes, the teacher can correct them, this may help students to gain a long-term memory." (Student B)

"Correcting students' mistakes is crucial for every EFL teacher but the teacher must let the student finish his/her speech, then the teacher can point out the mistakes made by the student." (Student C)

"Correcting students' mistakes is extremely important, I think the teacher will correct the important mistakes related to grammar and the minor ones should be ignored after the students have finished their speech." (Student D)

In general, most of the participants agreed with the fact that their EFL teachers corrected the students' mistakes to form and shape the appropriate manners for his/her students in speaking classes. However, the EFL teachers should not correct the students' mistakes immediately to ensure the fluency of his/her students' speeches and build up students' self-confidence.

However, some students revealed that they did not like their EFL teachers to overuse Vietnamese in speaking classes. They said the EFL teachers should explain the lesson in English more frequently to shape a good habit of speaking English for the students. However, sometimes, Vietnamese is needed. Here are some statements of the nine interviewed students:

"In my opinion, EFL teachers should correct the students' pronunciation when the students have no idea of the way of pronouncing a certain English word. Besides, EFL teachers should use more English to give students opportunity to use English skillfully like his/her first language." (Student E)

"It is undoubted that students cannot completely understand English. Therefore, EFL teachers should use Vietnamese to give explanations to the students." (Student F)

“The use of Vietnamese in speaking classes is inevitable because there are some cases that need to be explained in Vietnamese to be clearer”. (Student G)

“I see it is not a problem, as far as I am concerned, I don’t like using Vietnamese. I want my EFL teachers to use English completely to express the meaning of a certain word for us to remember it longer.” (Student H)

The responses from the interviews show that in some cases, EFL teachers had to give explanations in Vietnamese to clarify their ideas for his/her students. Most participants accepted that the use of the first language in English speaking classes is inevitable but the EFL teachers should not overuse it and should give students more opportunities to use English in speaking classes.

Results from the questionnaires and interviews reveal that both high school EFL teachers and students significantly emphasize the importance and necessity of classroom management used by EFL teachers in speaking classes. With clear perceptions, they have gained motivation in teaching and learning to attain the expected and required goals.

From the findings analysis above, it can be said that students highly appreciated the necessity of classroom management in English speaking classes. Regarding the perceptions related to correcting students’ mistakes in English speaking classes, students liked their teachers to have discussion with them for fluency and accuracy development (Nation, 1997; Young, 1991). The data from questionnaire and interviews show that the EFL teachers sometimes should ignore the common mistakes relating to grammar, pronunciation, fluency and accuracy and provide language materials to students to have their self-correction. Teachers’ tolerance of mistakes also needs to be made apparent since there is no point in trying to change students’ attitude. It means that students need to be encouraged to modify their own attitudes and perceptions about mistakes and language use which is very important for students in developing their English communicative competence. When it comes to the students’ perceptions towards the use of L1 in speaking classes, most of the participants agreed that at the low English level of proficiency, students are usually not able to express all of their thinking in English. Therefore, teachers should be tolerant of some L1 use. According to Nation (1997), using L1 in the process of teaching and learning English is useful in most cases. Therefore, EFL teachers should have a positive attitude towards the use of L1 so that students will be more confident to use L1 to support their L2 development. In case, it is no need to use L1, teachers should tactically drive their students back to use English. For instance, through giving supportive feedbacks and comments or asking a question in English instead of showing objections.

All in all, in Cluster 1, the data from questionnaire and interviews indicate two main points. First of all, there was high agreement in students’ perceptions of the importance of modifying the negative beliefs and attitudes towards mistakes made by students. More importantly, the use of L1 in English speaking classes should be tolerant but not

be overused by both EFL teachers and students to give students opportunities to develop their English communicative competence more appropriately.

Classroom Management Strategies in English Speaking Classes

Data from Student Questionnaire

The questionnaire was used to explore the classroom management strategies in English speaking classes as perceived. Data are exhibited in the table below:

Table 2. *Classroom Management Strategies in English Speaking Classes*

	N	Min	Max	Mean	SD
11. Topics which are not included in the textbook are sometimes used.	100	1	5	3.95	.925
12. In some cases, my EFL teacher has to give explanations in Vietnamese to me and my classmates.	100	1	5	4.34	.755
13. In speaking lessons, my friends and I are given plenty of time to practice.	100	1	5	3.86	.932
14. My EFL teacher always enters the class early and instantly goes straight into the day's lesson in speaking classes.	100	1	5	2.79	1.047
15. My EFL teacher tries to know students through their names in speaking classes.	100	1	5	3.83	.900
16. My EFL teacher usually uses a whistle to get attention from me and my peers for a brief period of time in speaking classes.	100	1	5	2.04	.963
17. My EFL teacher usually uses his/her hands when he/she wants to clarify his/her meaning and quicken my response in speaking classes.	100	1	5	3.30	1.078
18. My EFL teacher usually offers praises to me and my classmates in speaking classes.	100	1	5	4.06	.908
19. The sort of classroom arrangement you are usually involved include pair work and group work).	100	1.00	5.00	4.200	.926
Valid N (listwise)	100				

As illustrated in the above table, the mean scores of the nine items in cluster 2 are higher than the neutral level. The highest agreements from participants' choices are the items "In some cases, my EFL teacher has to give explanations in Vietnamese to me and my classmates" (M=4.34) and "The sort of classroom arrangement you are usually involved include pair work and group work" (M=4.200). Besides, the lowest agreement from the choice of participants is the item "My EFL teacher usually uses a whistle to get attention from me and my peers for a brief period of time in speaking classes" (M=2.04).

Data from Student Interviews

Nine students were selected for interviewing in qualifying the questionnaire data. The interview focused on the classroom management strategies that EFL teachers use in English speaking classes. In the interview, some participants stated as followings:

“My EFL teachers usually ask us to work in pairs. However, I prefer working in groups simply because it will probably allow me and my peers to exchange and share ideas and experience to each other more easily.” (Student B)

“I see my EFL teachers use both techniques: pair work and group work but I prefer working in groups. This gave me and my peers a chance to have more ideas.” (Student D)

The participants above mentioned the fact their EFL teachers usually used both techniques of classroom management: pair work and group work. However, from their perspective, they preferred working in groups since they believed that working in groups with their peers would probably offer them opportunities to exchange and share ideas. Another student said:

“One of the classroom management techniques that my EFL teachers usually use is pair work. There would be two students sitting next to each other to be partners. It is true that they are friends and understand well each other and work more effectively.” (Student E)

“I prefer pair work since working in pairs will help me to have more chance to speak and focus on the task given.” (Student F)

“Well, I prefer working in pairs because it will allow me and my peers to have a better speaking performance.” (Student G)

The opinions of the participants mentioned above illustrate that all of them firmly agreed with the use of pair work in speaking classes. They considered the use of this strategy was indispensable because it allowed them and their peers to gain a better speaking performance and have more chance to speak in speaking classes.

All in all, both strategies (pair work/group work) of classroom management were used by EFL teachers in speaking classes to help their students practice their speaking skill. However, most of the participants preferred pair work to group work since it provided students more chances to practice speaking in speaking classes and the students seemed to be more responsible when they were asked to work with their partner which is compared to group work. When working in groups the good, overconfident students had a tendency to speak more than the students who were at the lower level of proficiency. However, the role of group work in speaking classes was undeniable since working in groups allowed students to exchange and share ideas with their peers.

Data from Classroom Observations

Observation was conducted in five speaking lessons in three speaking classes at the three high schools in Tuy Hoa city to obtain a better understanding of the strategies used

by EFL teachers in speaking classes. The class had from 40 to 42 students and was equipped with 12 desks. The observations show that the speaking lessons were usually divided into three clear stages (warm-up, pre-speaking, while-speaking and post-speaking). The EFL teachers' teaching method was communicative with activities to promote English speaking among students. The teachers used English to provide vocabulary, give instructions, organize the activities, give comments and ask questions. Whenever the teachers saw that students were not clear on what he/she has said, he/she usually tried to give explanations in Vietnamese to clarify his/her ideas. He/she then monitored and involved the students in the lesson.

In the first class observation session, the first activity was used for individual work as they had to write at least three household chores they like or dislike, give the reasons and then share the answers with the partners in pairs. Afterwards, the teacher asked some of the students to present the answers orally in front of the whole class. In activity 2, students seemed to only look at the sample questions provided. They were asked to work in pairs to match the questions with the answers and then they were called by their EFL teachers to read the dialogue in the textbook orally. Lastly, in activity 3, students were required to use the information of the task 2 to make the similar conversation with partner in groups of three and then they had to present orally in front of the whole class in pairs. Overall, classroom management was quite successful. Students were pretty responsive; they actively answered the teacher's questions and were willing to participate in the activities. However, in some cases, they spoke not loud enough, which made the classroom atmosphere not very ebullient.

In another class observation, after asking students to brainstorm, the teacher asked some of the students to present the answers orally, gave comments on students' pronunciation and explained some new words. In activity 2, the students were asked to work in pairs to fill in the suitable information in the table. In activity 3, students were asked to look at the pictures of a portable solar charger and a USB stick, and discuss which benefits are suitable for each invention. Then, the teacher asked students to work in groups of three or four to discuss the benefit of a portable solar charger and a USB stick. Overall, the EFL teacher mostly used pair work to involve students' participation rather than group work except that in the activity 3. As a result, students were responsive. They actively answered the teacher's questions and were willing to participate into the activities given. In fact, the classroom was noisy because some students had a tendency to talk to each other in Vietnamese about the things which were not relevant to the lesson. However, the EFL teacher asked those students to keep silent and successfully maintained the discipline in the class.

Another class observation indicates three communicative activities integrated in a lesson. In activity 1 - Quiz, the teacher had students do the quiz about two countries: the UK and Russia and asked them to compare and contrast the answers with a partner. In activity 2b – Cultural features, the teacher divided the class into two teams of equal number of members: Team A and Team B and asked them to read out loud one country; either the

UK or Russia. Afterwards, the teacher had students note down the most interesting things about the country that they have read and then share the information with other members of their group, then the teacher conducted students how to use body language when giving a speech or a presentation. Eventually, the teacher gave feedback. In activity 3- Traditions and customs in the UK and Russia, the teacher asked students to regroup: a member of team A with a member of team B; then, he asked students to share their opinions about the traditions and customs of either the UK or Russia, moved around to assist or listen to different pairs and provided help when necessary. Generally, in the observed class, the EFL teacher used group work to engage the students' participation. In this way, students could exchange and share ideas with their peers to have a better understanding of the lesson and memorize the knowledge provided more effectively.

In the last observed lesson, there were three communicative activities used by the EFL teacher. In an activity, students discussed the most effective ways of using electronic devices, the students worked in pairs, and decided most effective ways of using electronic devices, talked to their partner and explained why. In another activity, students again discussed how useful electronic devices are in learning, the teacher asked students to discuss in pairs again.

The observations above illustrate that the classroom management strategies that the EFL teachers usually used are pair work and group work when organizing communicative activities. They also show that the shape of the speaking lesson is, similar to that found by Chau Tuyet Ngan (2013) with three main stages: pre-speaking, while-speaking and post-speaking. Frankly, there was no precise time for each stage in speaking lesson specifically. Findings from class observations are consistent with the data from the questionnaire, especially with the item, "*The sort of classroom arrangement you are usually involved pair work/group work*" (M=4.2). This indicates the importance of integrating pair work and group work in speaking classes. This finding reiterates with that from the study by Le Pham Hoai Huong (2008) which emphasized the importance of group work in English speaking activities.

5. CONCLUSION AND IMPLICATIONS

This study was conducted to investigate the perceptions of students towards classroom management in speaking classes and the strategies in managing their speaking classes. By analyzing data from questionnaire, class observations, interviews, the results indicate the highest agreement from participants for the item "*My EFL teacher should correct my mistakes when I speak English in speaking classes*" (M=4.61). The results from interviews show that the participants, emphasized the importance of modifying the negative beliefs and attitudes towards mistakes made by students. Besides, the use of L1 in speaking classes should be tolerant but it should not be overused by both EFL teachers and students to create opportunities for students to be more confident and gain more motivation to speak English in speaking classes.

In terms of “*Classroom management strategies in speaking classes*”, it was found from analyzing the findings of questionnaire that the highest agreement levels from participants’ choices are for the items “*In some cases, my EFL teacher has to give explanations in Vietnamese to me and my classmates*” (M=4.34) and “*The sort of classroom arrangement you are usually involved are pair work/group work*” (M=4.200). Besides, the findings from classroom observation confirm the findings from the questionnaire showing that the classroom management strategies used by the EFL teachers were pair work and group work for speaking activities. The findings from the interview however reveal that in general, most of the participants agreed that their EFL teachers should correct students’ mistakes to form and shape the appropriate manners for his/her students in speaking classes. However, the EFL teachers should not do so immediately to ensure the fluency of his/her students’ speeches and build up students’ self-confidence.

From the study findings, several implications can be drawn. As for teachers, it can be said that students might be unfamiliar with some activities given by EFL teachers and they have a tendency to use Vietnamese in speaking classes. For this reason, EFL teachers need to manage during the process of teaching by giving clear instructions and checking students’ understanding of instruction before proceeding with the activities. Furthermore, making a choice on the types of class arrangement appropriately was essential. Depending on the class size, the setting of the class and the goal of each activity, EFL teachers should choose an appropriate sort of class arrangement and group work and pair work are the most favorable settings in speaking classes.

As for students, they need to maintain disciplines in speaking classes so that everyone can have a chance to talk. When working in groups or pairs, their attitudes should be cooperative. Besides, to limit the use of L1, students should make sure they understand teachers’ instructions clearly in speaking lessons.

In conclusion, this study was set up to investigate students’ perceptions of classroom management in English speaking classes and management strategies used in these speaking classes. Data were not large enough to generalize but the implications from this study may be applicable to similar teaching and learning contexts. Future studies that focus on the effects of the use of certain classroom management strategies will shed more light to the research topic. Besides, how teachers tackle specific classroom problems is worth investigating.

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