



EFL TEACHERS' PERCEPTIONS ABOUT IMPLEMENTING ACTIVE LEARNING TECHNIQUES IN TEACHING SPEAKING

Huong Xuan Ho¹,
Cang Trung Nguyen²ⁱ,
Dien Tri Dinh²

¹Nam Can Tho University,
Vietnam

²Kien Giang University,
Vietnam

Abstract:

Active learning has indicated its important role in learners' speaking process and involved students in classroom activities. Therefore, there is a pressing need for implementing active learning techniques to engage students in speaking English. The research entitled "The EFL Teachers' Perceptions about Implementing Active Learning Techniques in Teaching Speaking" was conducted to obtain two research aims, including (1) to find out teachers' perceptions about implementing active learning techniques in their speaking classrooms; (2) to investigate the benefits and difficulties of implementing active learning techniques in teaching speaking. This is descriptive research using mix-methods. The participants were 56 teachers who are from two English language centers in Can Tho City responding to the questionnaire. Besides, semi-structured interviews were also administrated to investigate the benefits and difficulties teachers faced when implementing active learning techniques in teaching speaking. The findings show that teachers had positive perceptions of implementing active learning techniques in their speaking classrooms in the Mekong Delta and provided some valuable information for further topic-related research.

Keywords: teachers' perceptions, active learning techniques, teaching speaking English

1. Introduction

To achieve the main goal of learning a foreign language, instructors and educational researchers have questioned the effectiveness of teaching methods that are mainly based on lectures for many years (Barr & Tagg, 1995). Improving English speaking has been considered an essential goal for developing most of the aspects in each country in Asia including Vietnam. However, Jorge et al (2006) described the teaching and

ⁱ Correspondence: email ntcang@vnkgu.edu.vn

learning English language process of Vietnamese teachers and learners as a teacher-centered paradigm that mostly involved listening to lectures, taking notes, and reproducing memorized information for examinations.

All things considered, the research "The EFL Teachers' Perceptions about Implementing Active Learning Techniques in Teaching Speaking" will be conducted to reveal the teachers' perceptions of the implementation of active learning techniques and investigate the advantages and disadvantages the teachers face when they implement the active learning techniques in their speaking classrooms.

The research was carried out to answer the following questions.

- 1) What are EFL teachers' perceptions about the implementation of active learning techniques in teaching speaking?
- 2) What are the advantages and disadvantages of the implementation of active learning techniques in speaking classes?

2. Literature review

2.1 Definitions of speaking

There are several definitions of speaking in the literature concerning teaching and learning English as a foreign language. Speaking is a cognitive process (Levitt, 1989) in which speakers draw on working memories of words and concepts to have sufficient content and background knowledge to speak, involves interaction as learners are allowed to express their ideas and share experiences about a particular topic (Nunan, 1991, Ur, 1996, Burns & Joyce, 1997, Brown, 2001, Nunan, 2003). This research illustrated the interaction in speaking among learners and learners' construction to convey the meaning based on their prior knowledge and their collective experiences to share about a specific topic.

2.2 Characteristics of speaking skills

In teaching and learning English speaking context, teachers pay attention to the characteristics of learners' speaking performance to design an appropriate task for them to practice speaking. Andryani (2012) describes speaking skills as the ability to use the target language to communicate, and it consists of two main characteristics, fluency and accuracy.

2.2.1 Fluency

There are several definitions of the term fluency in speaking in the literature. Fluency is the ability to express ideas and experiences in an intelligible, reasonable, and accurate way (Hughes, 2002) and the ability to produce the target language without pausing, hesitation, and reformulation (Ellis, 2003). However, speed and pause are necessary for speaking fluency since speakers need to pause and take a breath (Hughes, 2002). Thornbury (2012) also argues that pauses and hesitation are important factors in speaking to think of their ideas. Therefore, to achieve fluency, teachers should

encourage learners to join in speaking activities and use their language freely to express their ideas.

2.2.2 Accuracy

According to Skehan (1996), accuracy refers to the ability to produce the target language based on the rule system of the target language. Therefore, learners should use correct forms and utterances related to phonological, syntactic, semantic, discourse features, and grammatical structure in speaking. However, Ebsworth (1998) argues that a speaker can convey a comprehensible conversation fluently; however, grammatical errors may not affect the meaning. From these views, learners should be able to form correct structures and sentences for oral proficiency. Accuracy also refers to the correctness of speech. Therefore, learners should know grammatical structures and pay attention to the correctness of teachers and other learners for their language errors.

2.3 Factors causing speaking difficulties to EFL learners

Both internal and external factors hindering EFL learners' speaking performance were discussed in the literature. Concerning internal factors from language learners themselves involves a lack of motivation in speaking English (Littlewood, 1984), learners' low participation in speaking activities, and learners' fear of other good learners' speaking performance (Ur, 1996). Besides the challenges related to internal factors, some difficulties for EFL learners' speaking skills also arise from various external factors due to traditional teaching methods and the lack of active speaking activities in classrooms (Folley, 2009, Rabab'ah, 2016).

2.4 Active learning techniques

2.4.1 Definitions of active learning

Active learning includes a wide range of strategies that share the common element of involving learners in doing activities and thinking about the activities they are participating in (Bonwell & Eison, 1991). Active learners are also involved in classroom activities to develop students' skills and less emphasis on transmitting information (Benjamin, 1991), and have more meaningful opportunities to communicate (Meyers & Jones, 1993).

Besides, pedagogical techniques help enhance learning activities more than lecturing (McKinney et al., 2009), and strategies promoting active learning are comparable to lectures in promoting the mastery of content but superior and lectures in promoting the development of students' skills in thinking and writing (Mvududu & Thiel-Burgess, 2012; Prince, 2004). According to McKinney (2009), there are many types of active learning techniques employed in language classrooms such as concept mapping, writing and producing newsletters, keeping journals or logs, analyzing case studies, compiling mini-research proposals or projects, utilizing student-generated examination questions, arranging student debates, analyzing or reacting to videos, utilizing games, arranging student-led review sessions, enabling collaborative learning groups, enabling think-pair-share, using oral presentation and cooperative learning.

In this research, active learning is defined as teachers' instructions to involve learners in doing activities in speaking and learners' responsibility in their own learning. Besides, this research focuses on three common active learning techniques in teaching speaking including think-pair-share, group work, and questioning.

2.4.2 Features of active learning

The research discussed four main features of active including (1) involvement and interaction in the learning process (Armstrong, 1983), (2) cognitive processes and critical thinking skills (Nguyen, 2014), (3) the notion that students are engaged in actually doing activities and thinking about what they are doing (Bonwell & Eison, 1991), (4) problem-solving and information gap tasks in small groups, simulations, case studies, and role plays (Meyers & Jones, 1993). Teachers apply the four learning features to encourage a learner not only to participate in the learning process but also to use intellectual skills to think, interpret information learned, and take decisions related to the learning process.

2.4.3 Active learning techniques

Active learning has become a focus in this time of pedagogical change. This research suggests that students learn best when actively involved in the process (Davis, 1993; Nguyen, 2014). The study focused on three common active learning techniques that most teachers implement in their speaking classes consisting of think-pair-share, group work, and questioning.

a. Think-pair-share

Lyman (1988) defines the Think-Pair-Share technique as a multi-mode discussion cycle that is divided into three stages including (1) "Think": Students are given time to think individually after a question is posed; (2) "Pair": Discuss the ideas with each other within a paired setting to produce a final answer; and finally (3) "Share": Each pair share their new improved answer with the rest of the class. Cottell and Millis (2012) believe that the use of think-pair-share provides students with opportunities to share their thoughts and ideas. Besides, Bataineh (2015) and Martha et al. (2015) find think-pair-share can promote active learning and higher quality cognitive skills and problem-solving skills. As a result of its implication in the teaching-learning democratic environment is set up in which learners learn without the fear of teachers and peer criticism.

b. Group work

Group work is another active learning strategy, which refers to any activity that students engage in as a small group including discussion, projects, scenarios, and games. Group work engages students on multiple levels with involvement in their own learning process. It can be easy to passively listen to a lecture, but it requires a deeper understanding and more involvement to use concepts in a group activity (Carpenter et al., 2007). Learners can also apply their knowledge and reminds themselves about their

responsibilities in working in groups (Alemu, 2010). It encourages students to become involved and independent in their own learning process.

c. Questioning

Questioning is a technique that helps students to become more active and independent. Questions are asked during the lesson to engage students' attention on the course materials (Black et al., 2003). According to Bonwell and Eison (1991), there are three most effective types of questions to raise students' critical thinking including playground questions, brainstorming questions, and focal questions.

2.5 Benefits and difficulties of implementing active learning techniques

Many studies on active learning in teaching speaking show numerous benefits. Two primary findings provide beneficial results for both students and instructors in their teaching and learning process. Active learning activities give students more opportunities to practice skills, enhance students' retention, and develop critical thinking and problem-solving (Snyder et al., 2007). In addition, a learner-centered method or active learning has been more developed and accepted in recent years based on numerous international research studies about the effectiveness of active learning in teaching speaking (Ginsburg, 2010).

Many instructors believe there are some main challenges for them in using active learning techniques in speaking classes. The first disadvantage is the amount of content that needs to be achieved in a lesson in which teachers implement active learning strategies (Alemu, 2010). The amount of time for students to think and share their ideas in different activities can affect the lesson content if teachers do not manage their class effectively. Another negative aspect of the active learning technique in teaching speaking is that group work will be unsuccessful if students misunderstand the points and choose not to involve themselves in solving problems in a group (Laurin, 2009). The third disadvantage is that implementing active learning strategies in a large class is a difficult task because of instructors' overwhelming lecture with 88 percent of "teacher talk" and five percent of "student talk" (Bonwell & Eison, 1991).

2.6 Review of previous studies

Guayasamín (2008) states active techniques improve speaking in the learning process of the English language for students attending the sixth course at a high school. This is research using mix-methods with the participation of 222 students. Two questionnaires and interviews were conducted with students and teachers at the school. The results showed that most of the teachers do not apply motivational techniques in class because of lacking teaching experience in active techniques to motivate the students. Therefore, the speaking lessons do not permit meaningful learning that helps students to speak and understand the English language.

Sahar (2014) also studied teachers' views and practices about active learning in schools. The study was based on quantitative approaches including questionnaires with 100 teachers and structure observation of 10 different subject teachers with active

learning methods. The findings show that teachers mostly use traditional lecture methods. Therefore, the implementation of active learning in various stages of the teaching process was low. However, the study did not explain the teachers' views and their practices in a specific skill to explore teachers' and students' perceptions and practices of active learning in a particular teaching context.

Other researchers Mulatu and Bezabih (2017) investigate EFL teachers' perceptions and practices of active learning in three selected secondary schools in Ethiopia. To conduct the study, a total of 12 teachers and 60 students participated through availability and purposive sampling technique using a mixed-methods approach including qualitative and quantitative data collection tools such as observation checklists, questionnaires, and interviews. The findings of the study described the positive perceptions of the participants about the implementation of active learning techniques. However, teachers' practices of active learning were low in classrooms, and active learning was not described in a specific skill.

3. Material and Methods

3.1 Research design

This study was descriptive research using mixed methods including both quantitative and qualitative approaches. According to Fraenkel et al. (2012), one of the advantages of combining mixed methods is that it can help facilitate deeper understanding and provide a more complete set of findings. It allows researchers to identify aspects of a phenomenon more accurately and will gain more valid results by approaching it from different vantage points using different methods and techniques. Specifically, the researcher can use questionnaires and interviews to examine the teacher's perceptions of active learning techniques, and the advantages and disadvantages of implementing these techniques in teaching speaking.

3.2 Participants

The participants involved in the research were 56 Vietnamese teachers of English from two English language centers where active learning techniques were implemented in teaching speaking. In addition, their teaching hours were also guaranteed a minimum of 14 hours/per week. Their teaching experience in such a learning model ranged from 2 to 9 years of implementing active learning techniques. Some were bachelor's and master's degree holders and others got Teachers of English to Speakers of Other Languages (TESOL) Certificate. At the time of the study, teachers were teaching young learners from the age of five to thirteen.

3.3 Research instruments

3.3.1 Questionnaire

One of the most popular methods of collecting data is the questionnaire. A questionnaire is a series of questions with spaces for their replies to be filled in by the respondents. The response quality depends on the trust that the respondents feel in the

research. A questionnaire is advantageous with a small scale and gives respondents sufficient time to think, and give well thought answers (McDonough, 1997). In this research, the questionnaire was administered to collect data on teachers' perceptions about active learning and implementing active learning techniques including think-pair-share, group work, and questioning in teaching speaking at the English language centers.

The questionnaire with a five-point Likert scale consists of 33 items including four clusters.

- Cluster 1: Teachers' general perceptions about active learning techniques (items 1 to 9)
- Cluster 2: Teachers' perceptions about planning active learning techniques in teaching speaking (items 10 to 15)
- Cluster 3: Teachers' perceptions about implementing active learning techniques in speaking classrooms (items 16 to 26)
- Cluster 4: Teachers' perceptions about motivating learners in learning speaking by implementing active learning techniques (items 27 to 31)

Therefore, 31 closed-ended questions gave respondents choices about active learning techniques, and two open-ended questions gave the participants an opportunity to express their opinions about the advantages and disadvantages of implementing active learning techniques in teaching speaking. According to McDonough (1997), an ideal open-ended-questionnaire would gain deep feedback and suggestions from the respondents.

The Vietnamese version of the questionnaire was employed to maximize the understanding and achieve full completion from the participants. To make sure the validity and internal reliability of the questionnaire, it was useful to conduct a pilot study to determine the items before being officially utilized to collect the data for the main research. A pilot study was used for trying out a research instrument in preparation for a major study. In this research, 10 teachers were selected and asked to answer the questionnaire. As a result, the questionnaire was edited and modified based on the problems that the respondents faced in giving answers. Cronbach's Alpha (.73) was reliable to be applied in the research.

3.3.2 Interview

According to Punch (2013), an interview is a very good way to access people's perceptions. One of the advantages of the interview is that interviewers can collect more information in greater depth. In addition, the interviews have remarked a method of triangulation to determine the consistency of the data obtained from the questionnaire (Patton, 1990). Therefore, the semi-structured interview with seven questions helped provide more proof of the advantages and disadvantages the six teachers faced when implementing active learning techniques including think-pair-share, group work, and questioning at two English language centers in 10 to 20 minutes.

3.3.3 Data analysis

a. Analysis of the questionnaire

All of the participants were asked to respond to the items in the questionnaire. The results were analyzed using the Statistic Test of SPSS version 20.

Two open-ended questions were analyzed as quantitative data with two themes based on their similarities and differences. Two analyzed clusters were (1) the advantages teachers gain by implementing active learning techniques and (2) the disadvantages teachers face by implementing active learning techniques.

b. Analysis of semi-structured interviews

To analyze quantitative data, all teachers' responses to the interviews were recorded. All transcripts of interviews were translated into English and read carefully. Then the researcher clustered responses to seven interview questions into two themes including (1) the advantages teachers gain by implementing active learning techniques and (2) the disadvantages teachers face by implementing active learning techniques.

4. Findings

4.1 Findings from the close-ended questionnaire

4.1.1 Teachers' Perceptions about implementing active learning techniques

From the quantitative analysis of the questionnaire, Cronbach's alpha was relatively high ($\alpha=.636$), which means that the questionnaire was reliable for the research.

Table 1: The mean score of Teacher's Perceptions about implementing active learning techniques in teaching speaking

	N	Min	Max	Mean	SD
Overall	56	3.68	4.58	4.15	.20
Valid N (listwise)	56				

As can be seen from Table 1, the mean score of the questionnaire was at a high level of agreement ($M=4.15$, $SD=.20$). It indicates that the participants generally held positive perceptions about implementing active learning techniques and the importance of implementing these techniques.

a. Teacher's Perceptions about active learning techniques

Table 2: Teachers' Perceptions of active learning techniques

	N	Min	Max	Mean	SD
Cluster 1	56	3.44	4.56	4.05	.27
Valid N (listwise)	56				

As seen in Table 2, in nine items from Cluster One of the questionnaire, the data revealed that the mean score of the test was at a high level ($M=4.05$, $SD=.27$). It indicated

that the participants had positive perceptions about active learning techniques in teaching speaking.

Table 3: Teachers' Perceptions about active learning techniques in particular items

Items	1	2	3	4	5	6	7	8	9
M	4.3	4.25	4.23	4.21	2.03	4.25	4.35	4.46	4.42
SD	0.71	0.69	0.68	0.73	0.87	0.69	0.61	0.57	0.56

Table 3 shows that teachers agreed or highly agreed with the items about the importance of active learning techniques. The highest mean score belonged to item 8 which was about active learning techniques referring to learners' opportunities to construct their knowledge ($M=4.46$, $SD=.57$). Therefore, teachers strongly agreed that active learning refers to learners' opportunities to construct their knowledge. The mean scores of items 7 ($M=4.35$, $SD=.61$) and 9 ($M=4.42$, $SD=.56$) indicated that teachers strongly agree that they should provide learners with active learning techniques such as think-pair-share, group work, and questioning and also played the role as an instructor and facilitator to engage learners in participating in the activities. The next mean scores at a high level of agreement, were from items 1, 2, 6, 3, and 4 ($M=4.30$, $SD=.71$; $M=4.25$, $SD=.69$; $M=4.25$, $SD=.69$; $M=4.23$, $SD=.68$; $M=4.21$, $SD=.73$). It indicated that teachers strongly agreed that active learning techniques involved learners in doing activities, required learners to use higher-order thinking skills by sharing and applying their experiences with peers and focus on learners' engagement in the learning process. However, item 5 was ranging at the lowest scale in cluster one ($M=2.05$, $SD=.87$). It indicated that teachers disagreed about allowing learners to listen passively and learn by absorbing information instructed by teachers.

4.1.2 Teacher's Perceptions of planning active learning techniques in teaching speaking

Table 5: Teachers' Perceptions about planning active learning techniques in teaching speaking

	N	Min	Max	Mean	SD
Cluster 2	56	3.50	4.83	4.27	.33
Valid N (listwise)	56				

As seen in Table 5, the data revealed that the mean score of the test was at a high level ($M=4.27$, $SD=.33$). It indicated that the participants had positive perceptions about planning active learning techniques in teaching speaking.

Table 6: Teachers' Perceptions about planning active learning techniques in teaching speaking

Items	10	11	12	13	14	15
M	4.3	4.28	4.3	4.17	4.19	4.35
SD	0.6	0.62	0.56	0.69	0.67	0.55

As seen in Table 6, the mean scores of six items of Teachers' Perceptions about planning active learning techniques in teaching speaking were ranging from 4.17 to 4.35. It indicated that teachers agreed with six items about planning active learning techniques in teaching speaking. The highest mean score belonged to item 15 which was about teachers' focus on different active learning techniques such as pair-work, group work, and questioning to plan for teaching and learning speaking process ($M=4.35$, $SD=.55$). The lowest mean score belonged to item 13 which was about teachers' plans of active learning techniques might depend on class size, objectives, goals, and time duration to complete the activities ($M=4.17$, $SD=.69$).

4.1.3 Teacher's Perceptions about implementing active learning techniques in teaching speaking

Table 8: Teachers' Perceptions of implementing of active learning techniques in teaching speaking

	N	Min	Max	Mean	SD
Cluster 3	56	3.45	4.82	4.11	.28
Valid N (listwise)	56				

Table 8 shows the mean score of the participants' perceptions about planning active learning techniques in teaching speaking ($M=4.11$, $SD=.28$), at a high level. It indicated that the participants had positive perceptions about implementing active learning techniques in teaching speaking.

Table 9: Teachers' Perceptions about implementing of active learning techniques in teaching speaking

Items	16	17	18	19	20	21	22	23	24
M	4.37	3.89	4.33	3.98	4.28	3.16	4.41	4.35	4.12
SD	0.61	1.09	0.61	0.9	0.62	0.37	0.56	0.55	0.66

As shown in Table 9, there were differences among the items' mean scores of teachers' perceptions about implementing active learning techniques in teaching speaking. The mean scores of eleven items of teachers' perceptions about implementing active learning techniques in teaching speaking were ranging from 3.16 to 4.41. It indicated that teachers held neutral perceptions or agreed with all of the items about implementing active learning techniques in teaching speaking. Eight items including items 22, 16, 23, 18, 20, 25, 24, and 26 were higher than the scale 4. The highest mean score belonged to item 22 ($M=4.41$, $SD=.56$) which was about the teachers' implementation of group work, think-pair-share, and questioning allowing students to explore peer perspectives. The next high positions were from items 16, 23, 18, and 20 indicating that teachers held a neutral or agreed with those items about implementing active learning in teaching speaking.

4.1.4 Teacher's Perceptions about motivating learners in learning speaking by implementing active learning techniques

Table 11: Teachers' Perceptions of motivating learners
 in learning speaking by implementing active learning techniques

	N	Min	Max	Mean	SD
Cluster4	56	3.60	4.80	4.30	.30
Valid N (listwise)	56				

Table 11 reveals that the mean score of the test was at a high level ($M=4.30$, $SD= .30$). It indicated that the participants had positive perceptions about motivating learners in learning speaking by implementing active learning techniques.

Table 12: Teachers' Perceptions of motivating learners
 in learning speaking by implementing active learning techniques

Items	N	M	SD
27	56	4.35	0.58
28	56	4.39	0.52
29	56	4.26	0.64
30	56	4.21	0.56
31	56	4.26	0.67

As shown in Table 12, the mean scores of five items of teachers' perceptions about motivating learners in learning speaking by implementing active learning techniques were ranging from 4.21 to 4.39. It indicated that teachers strongly agreed or agreed with five items about motivating learners in learning speaking by implementing active learning. The highest mean score belonged to item 28 which was about the need for teachers' motivation for all learners, especially for learners with a low level of English - speaking proficiency ($M=4.39$, $SD=.52$). The lowest mean score belonged to item 30 which was about difficulties that teachers' motivation in learning speaking for learners when they were not interested in speaking topics ($M=4.21$, $SD=.56$). The rest high positions indicating teachers strongly agreed or agreed that they should encourage learners in doing activities and thinking about what they were learning in speaking classrooms, give compliments to learners who played an active role in classroom activities and concern about motivating learners' positive attitudes towards their learning.

4.2 Findings from the open-ended questionnaire

Implementing active learning techniques helped learners' responsibilities in their learning process, classroom interactions between teachers and learners and among learners, learners' confidence in sharing ideas with peers, and teaching and learning outcomes. However, learners who had a low level of English-speaking proficiency were not willing in speaking and doing activities in groups. They misunderstood the topic and chose not to join in speaking activities in classrooms.

4.2.1 The advantages and disadvantages teachers gain when implementing Think-pair-share

Six teachers perceived the implementation of active learning techniques and how it would help learners enhance their English-speaking skills. Particularly, the main advantages were higher critical thinking skills, more confidence, and problem-solving. However, the noise and difference in speaking proficiency were challenging for this technique.

4.2.2 The advantages and disadvantages teachers gain when implementing group work technique

Students had more opportunities to share with friends and took responsibility for learning when they worked in a group. They also were more active in their learning and improve their critical thinking skill. However, students with a low level of English speaking proficiency had problems in speaking and sharing with others, and students with a high level of English speaking proficiency took more responsibility in a group. Teachers had difficulties in managing learners in a large class because of the noise and discussions of irrelevant information about the learning topic.

4.2.3 The advantages and disadvantages teachers gain when implementing a questioning technique

Most of the teachers answered that questions help learners to use their critical thinking skills to think and analyze the information to give responses to teachers. However, it was a problem with shiness and low-level English speaking proficiency learners because they are too shy and afraid of making mistakes in front of the class. Therefore, they do not want to answer and participate in the activities.

5. Discussion and conclusion

5.1 Research Question One: What are EFL teachers' perceptions about the implementation of active learning techniques in teaching speaking?

The findings from the questionnaire and interview indicated that teachers had positive perceptions about the implementation of active learning techniques in teaching speaking. The findings concurred with the literature that indicated the importance of encouraging active roles for students in the learning process (Bonwell & Eison, 1991; Meyers & Jones, 1993). Findings from the study also showed teachers' perceptions of engaging learners' participation in classroom speaking activities to give students more opportunities to express their ideas and construct new knowledge meaningfully and critically. The findings of the study incorporate previous research by Bonwell and Eison (1991), who proposed a framework with the hope that it can help instructors understand and consider the importance of active learning in their teaching contexts. Similarly, they are also supported by Nguyen (2014) that active learning occurs when students of different educational backgrounds and contexts share their personal knowledge and experiences with peers to gain new knowledge of a particular field.

5.2 Research Question Two: What are the advantages and disadvantages of implementing active learning techniques in speaking classes?

The findings of advantages of implementing active learning techniques including think-pair-share, group work, and questioning were useful in teaching speaking. This finding was in line with Bonwell and Eison's study (1991). Besides, the findings of disadvantages of implementing active learning techniques helped teachers understand clearly their issues by using these active learning techniques, teachers could engage learners in participation and their active role during the lesson. Teachers also shared some difficulties that they faced when implementing these techniques in speaking classrooms. One of the main problems was that learners with different levels of English-speaking proficiency had difficulties in sharing and speaking English. In addition, learners' characteristics of shyness and anxiety.

6. Pedagogical implications

Regarding EFL teachers, the interaction between teachers and learners or learners among themselves could be challenging if teachers did not provide opportunities for learners to speak and take responsibility for their learning process.

Learners would be provided opportunities to express their ideas and to be independent in their learning process.

With regard to curriculum designers, the benefits of implementing active learning techniques in classrooms and teachers' positive perceptions about implementing these techniques could provide a useful plan to design speaking activities in classrooms.

It is recommended that future research explore the implementation of active learning techniques in a large scale of research and more instrument of observation.

Conflict of interest statement

The authors declare no conflicts of interest.

About the Authors

Huong Xuan Ho is now a lecturer of English at the Faculty of Foreign Languages, Nam Can Tho University, Vietnam. She holds an MA in English Language Teaching from Can Tho University - Vietnam. As a lecturer at Nam Can Tho University, she has been teaching both English-majored and non-English-majored students, who are studying at Nam Can Tho University. Her research interests include speaking skills and strategies, and teaching methodology. She is also keen on improving the learning English experience for EFL students at her school and applying innovative approaches for her students.

Cang Trung Nguyen is now a lecturer at the Faculty of Foreign Languages, Kien Giang University, Vietnam. He holds an MA in Applied Linguistics from La Trobe University, Australia and a PhD in Applied Linguistics at The University of Sheffield, UK. He worked as a teacher trainer at Kien Giang Teacher Training College, Vietnam for over

ten years before moving to Kien Giang University and has worked there since 2015 as a lecturer of English.

Dien Tri Dinh is a teacher of English at Kien Giang University, Vietnam. He got a Bachelor's degree in English Education in 2018 at Cantho University, Vietnam and completed a master's program in Applied community development at Future University-US. Recently, he has finished a second master's program in theories and methods of teaching English at Tra Vinh University, Vietnam. He is keen on researching English language teaching areas.

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