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**DIFFICULTIES EXPERIENCED BY VIETNAMESE  
LECTURERS TEACHING IELTS SPEAKING FOR  
VIETNAMESE UNIVERSITY STUDENTS AND SOME  
SUGGESTED SOLUTIONS**

Những khó khăn của giảng viên Việt Nam khi dạy kỹ năng nói  
IELTS ở bậc đại học và một vài giải pháp

**SUMMARY OF M.A COMBINED PROGRAMME THESIS**

**FIELD:** ENGLISH METHODOLOGY

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## **ABSTRACT**

In Vietnam nowadays, the Vietnam National University, Hanoi in particular, a new standard for English proficiency is set; that is the required overall score of 5.0 on the IELTS or equivalent. Thus, many universities emphasize the development of IELTS skills. While efforts have been made to teach the four macro skills of writing, reading, listening in many language colleges, far less attention is paid to teach necessary techniques to develop good IELTS speaking skill. To bridge the gap, this thesis aims to explore the difficulties experienced by lecturer teaching IELTS speaking to Vietnamese students at university level and to find out the solutions regarding this issue. Through a questionnaire survey on lecturers and students of IELTS preparation courses, the study found that lecturers have encountered numerous difficulties when teaching IELTS speaking to Vietnamese students such as error correction, overcoming nervousness, using the cue card, helping students improve their critical thinking in answering abstract issues. The study also explores lecturers' perceptions of the difficulties when teaching students IELTS speaking as well as the factors that help learners to develop their speaking skills. Students' questionnaire also helps to explore the lecturers' difficulties from the students' point of view. Suggested solutions for each problem are given by experienced lecturers through interviews. This work hopes to both contribute to the existing body of IELTS research as well as to pave the way for future studies in this fields.

## **ACKNOWLEDGMENTS**

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## **CHAPTER 1: INTRODUCTION**

IELTS is the most widely used international test of English, with 4 million test takers world wide. IELTS has the advantage of being objective and fast. Thus, teaching IELTS preparation courses (henceforth called teaching IELTS) becomes an important element in helping Vietnamese students acquiring positive learning experiences.

My interest in IELTS Speaking topic is the result of having taught IELTS test preparation in Hanoi for years at the currently the largest IELTS test center in Vietnam. Throughout this period I have repeatedly encountered a number of difficulties regarding teaching IELTS Speaking test preparation as well as performance; so much so, in fact, that my empirical observations developed into concerns strong enough to warrant this research.

Therefore, my study attempts to examine the difficulties of lecturers when teaching IELTS and to suggest suitable teaching techniques to suit Vietnamese students for effective IELTS teaching method.

This problem can be tackled through answering the following questions:

1. From lecturers' perspective, what are their biggest difficulties when teaching IELTS speaking to Vietnamese students at university level?
2. From students' perspective, what are lecturers' difficulties when teaching IELTS speaking?
3. What teaching techniques do lecturers suggest to overcome those difficulties?

The situation with foreign language teaching in Vietnamese universities is in some ways different from that of many European countries. Hence, its findings may not be necessarily generalized to students in other countries. Moreover, the population of this study consisted of tertiary lecturers and tertiary students in Hanoi since Hanoi is the capital city and also the centre of Vietnam tertiary education.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 The IELTS Speaking Test: an Overview**

The Speaking Module runs between 11 and 14 minutes, and all interviews are recorded on audio cassette. The Structure of the IELTS Speaking Module is broken up into three main parts.

*Part 1:* the candidate introduce themselves and answers general questions. This part lasts between four and five minutes.

*Part 2:* the candidate is given a verbal prompt on a card and is asked to talk on a particular topic uninterrupted for one to two minutes. The candidate has one minute to prepare. The examiner may then ask one or two rounding-off questions.

*Part 3:* the examiner and candidate engage in a discussion of more abstract issues and concepts which are thematically linked to the topic prompt in Part 2. The discussion lasts between four and five minutes

The interview will be recorded. Recording the interview has a number of benefits. It allows the interviewer to be monitored to check the interview is properly conducted and it allows the interview to be assessed by another

examiner if there is some question over the student's score. Another benefit is that if there is any problem during the interview excessive noise outside will also be recorded.

## **2.4 IELTS Speaking Test Research**

In researching the literature, we were not only concerned with the IELTS Speaking Test but we also had to take into account reported findings relating to English language study and test preparation in general, while noting those studies pertinent to Vietnamese test-takers in particular. It is the overall aim of this section to establish a foundation on which to better grasp the significance of the research explained thereafter. Therefore, we have divided this section into two parts. First, we review any relevant studies relating directly to the IELTS Speaking Test. Then, we discuss the much broader area of Vietnam educational practices and their implications for the Vietnamese language learner and test taker.

Based on the 1998/99 IELTS Annual Review, the revision of the Speaking test was informed by research conducted between 1992 and 1997. However, apart from the Merylees and McDowel study (1999), which discussed the reliability of the Speaking test and examiner attitudes to it, and a Brown and Hill paper (1998), which investigated interviewer styles and candidate performance, there remain relatively few studies in the public domain relating specifically the IELTS Speaking test. In sum, there are a multitude of relevant, yet unexplored, IELTS related issues worthy of academic inquiry.

## **2.5. Fact about IELTS in Universities in Vietnam**

In Vietnam universities nowadays, the new standard for English is set which some IELTS overall of 5.0 or equivalent. So many students take IELTS courses in universities. After passing the Upper Secondary Certificate exam which is held after completion of twelve years of study, students move to tertiary education. In Vietnam, as Chowdhury (2001) mentions, students are not exposed to skill development courses in high schools. So if they are faced with communicative approaches to language teaching in university, they find themselves in a new world. Lecturers find it difficult to get the students to participate in class activities.

According to the Vietnam Bureau of Educational Information and Statistics in 2002, there are about 92 main universities in Vietnam. These universities have offered an opportunity to thousands of students of opportunities for a good education and good command of English. These universities have responded to the demand for English studies by providing those courses of IELTS in fields of Language Teaching, Business Administration, Business Finance, Computer Science, Environmental Science and Telecommunications since there is a high demand in service sectors for students who have good English skills and knowledge in these areas. Some universities such as University of International Studies provide an honours degree in English teaching and translating. According to the 16+23 programs at Vietnam National University, students should get certain score of IELTS in order to be admitted to some major. For general students, they should get around 4.5 IELTS. For the fast track students, they should get above 6.5 IELTS in field such as Information technology of Vietnam National University. According to 322 program of the government, students should also get 5.5 IELTS in order to apply for the scholarship provided by the state to travel overseas to study at English-medium

universities. Courses for those students are offered at Hanoi University and the Foreign Trade University. Conlan (1997) states that these universities put special emphasis on English, remembering that jobs will go to those who have achieved fluency in spoken and written English. At Hanoi University, students should get an overall of 6.0 IELTS in order to apply or to transfer to some majors such as Banking and finance, IT, Tourism, IBM etc. At the Foreign Trade University, one of the condition that students can enter the master course without having to take the exam is that they have an overall IELTS score of 5.0 or above. At the Foreign Trade University, if the students achieve band 6 of IELTS, they will have chance to receive a scholarship sponsored by Bedfordshire University of £1500. In Hanoi University of Technology, students who achieve 4.5 band in IELTS will not have to take the English entrance exam when applying to an MA course. Therefore, IELTS is also a crucial part of language learning and teaching at universities in Vietnam. IELTS speaking skill, as a new standard of foreign language in Vietnam and regarded as one of the most important skills to gain has been taught at earlier stages in Vietnam universities.

## **2.6 Fact about teaching English at Vietnam Universities**

It is a well-known fact that English language teaching/learning is problematic in Vietnam (Brick, J. (1991), Burnaby, B. and Sun, Y. (1989). We have been hearing those who have been learning English at universities for years; yet, many could not reach the desired communicative level to follow even basic level of conversations unless they enroll at English courses else-where or visit an English speaking country exclusively. Vietnamese is the only language



speaking in the whole country and that is one of the main reasons for such unsuccessful results.

There are some other reasons which are outlined by Brick, J. (1991) such as the efficacy of language lecturers, student interest and motivation, instructional methods, learning environment and learning materials. To start with the efficacy of language lecturers, they must be skillful enough to monitor student performance and expert in instructional designs (Met, 1999). Moreover, they must be a model for the use of the target language and teach language learning strategies explicitly. All in all, they must form the most appropriate atmosphere to make the learning at its best. How well-educated and how much experienced the lecturers are often regarded that they would provide the most effective language instruction. Recently, it is found that lecturer success is rooted in their being reflective rather than having worked for long (Richardson, 2005). As for the motivation and interest of the students, we know that motivation is one of the key components to success for language lecturers (Dörnyei, 2001; Bachman, L. F. (1990). Lecturers often believe that their job is to motivate students by creating classroom tasks that are interesting and engaging and by using authentic materials to stimulate further interest in the target language, as Benson, P (1997) states.

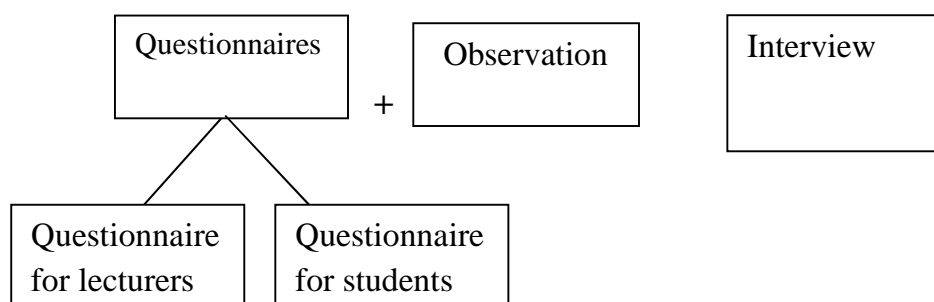
## **CHAPTER 3: METHODOLOGY**

### **3.1 Research instruments:**

Both quantitative and qualitative data were collected, through

- Questionnaires, for the collection of quantitative data;

- Classroom observations, and interviews for the collection of qualitative data.



### 3.2 Procedures of data collection and analysis

**3.2.1 Questionnaires:** We have chosen the qualitative survey method for collecting data, since it provides space for respondents' thoughts, ideas and approaches (Wylie, E, 1993).

**3.2.1.1 Questionnaire for lecturers:** There were 31 IELTS speaking difficulties for the respondents to rate.

There were one hundred eighty nine lecturers who participated in the study. These lecturers came from five universities in Hanoi, namely: ULIS (University of languages and international studies), Vietnam National University (54 lecturers), HUT (Hanoi University of Technology) (28 lecturers), NEU (National Economics University) (27 lecturers), Hanoi University (27 lecturers), and Foreign Trade University (23 lecturers).

**3.2.1.2 Questionnaire for students:** The aim of this survey is to find out the students' personal thoughts and feedback about lecturers' biggest difficulties when teaching IELTS speaking.

**3.2.1.3 Procedures of data collection:** Before we began, we sent a letter of approval to the lecturers and the students involved. In the letter we briefly described and explained the purpose of our study. Their privacy and identity are confidential to the fullest since we gave the students fictitious names in this study; and, the gathered information will not be used in any other purposes than to achieve the aim of this research.

Before and after the pilot study, the questionnaires were sent to two experts in attitude testing from the English Department-ULIS for evaluation. These two experts gave valuable feedback and made several suggestions about the format of the questionnaires, the constructs, and the way the reliability and validity of the questionnaires should be calculated and verified once the data was collected. It became obvious that some constructs and statements were too general, too vague, too complex, or simply too much for one project and the original list of 85 statements was narrowed down to 61. Those statements were organized into the four sections that are difficulties in teaching IELTS speaking in general, difficulties in teaching IELTS speaking part 1, difficulties in teaching IELTS speaking part 2, difficulties in teaching IELTS speaking part 3 and slightly adapted so that they would fit the different groups of respondents (students, and lecturers), while asking them all about the same topics and issues.

**3.2.1.3.1 The Pilot questionnaire:** Once the questionnaires were produced and the necessary permissions granted, a first pilot was conducted in March of 2009, to verify that all the needed issues were covered and also to make sure that the questions made sense to students and lecturers. The final version of

lecturer and students questionnaires were then developed on the basis of the revision of the pilot ones.

#### **3.2.1.3.2 Data Collection**

Four hundred copies of the questionnaire were sent to students and lecturers of 5 different universities in Hanoi. Those files contained: An introductory letter, the English version of the questionnaire, a number of return envelopes with stamps and address labels.

At the same time, an email was sent to random students and lecturers to give the URLs of the online questionnaires, along with the usernames and passwords necessary to access those questionnaires, which could be filled out at any time during the semester. By the end of the semester, 39 lecturer questionnaires and 22 students questionnaire had been filled-out online.

After four weeks, 304 questionnaires had been received both online and through post and paper for lectures' and students' questionnaires. Results from 23 questionnaires were invalid for different reasons making 281 (189 from lecturers and 92 from students) the final number of returned questionnaires to be used in further analysis.

#### **3.2.1.3.3 Procedures of data analysis**

189 sets of completed lecturer and 92 of student questionnaires were obtained in October 2009 and codes derived from responses were input into SPSS software for statistical analysis.

### **3.2.2 Classroom observation**

#### **3.2.2.1 Subjects**

The observation involved 9 lecturers (6 females and 3 males), only one of whom was a native speaker of English. They were selected on the basis of their teaching experience, sex, type of lessons taught, and educational background. The breakdown of the lecturers selected for the observation was as follows: ULIS (University of languages and international studies), Vietnam National University (3 lecturers), HUT (Hanoi University of Technology) (1 lecturers), NEU (National Economics University(2 lecturer), Hanoi University (2 lecturers), Foreign Trade University (1 lecturers).

Due to time constraints, each lecturer was observed once. Each class lasted for 45 minutes. A structured-checklist was used during the observation and field notes were also taken.

### **3.2.2.2 Procedures of data collection**

The observation took place in different universities in Hanoi, Vietnam. The classroom observation focused on the difficulties of the lecturers have in the lesson, and the student-lecturer relationship during the observation. The observations were done by writing continuous notes.

### **3.2.3 Interviews**

Another tool used in this study was group interviews. This tool has its focus on the content and composition of the group (Dörnyei, Z. (2001). This is a way of collecting empirical data which searches for opinions and conflicts that might not surface in individual interviews (Haliday, M.A.K. (1998). According to Haliday, M.A.K. (1998), the interview becomes a story and therefore it is important to use quotes to make the interview reliable.

### **3.2.3.1 Subjects**

10 qualified IELTS lecturers were chosen to be interviewed. Humphry-Baker, Ann (2000) defined qualified IELTS lecturers as have qualified teaching certificate and have more than 2 years experience in teaching IELTS at university. All of the lecturers in this survey had taught IELTS in Vietnamese university for between two and eight years at the point when the interview was conducted. Four (participants A, B, C & D) are graduates of English Teacher Training Programme (ETTP) (1999 – 2000); three (E, F & G) have completed a four year degree, majoring in English teaching methodology. Two (H & I) are graduates who majored in English and have completed an international teaching Certificate that included a component on teaching English. One (J) is a graduate who majored in English and who has completed a local government training programme in the teaching of English

**3.2.3.2 Procedures of data collection:** It was group interview lasted about an hour and a half. The interviews were semi-structured and were based on core questions. Those core questions are asked about the suggested solution in the most common difficulties lecturers faced when teaching IELTS speaking to Vietnamese students at university level. Those common difficulties will be addressed as the result of the questionnaires.

**3.2.3.3 Procedures of data analysis:** A Radio Shack micro tape recorder was used to record the responses of participants in the multicultural component of this study. Responses were transcribed with Microsoft Word software. All the interviews were audio-taped and later transcribed for further analysis. These transcripts were then deductively analyzed according to pre-determined similar

categories found in the questionnaire namely the difficulties of lecturers when teaching IELTS speaking. In the analysis of the interviews the researcher listened to the data several times to collect the information necessary. Laughter, pauses and unclear answers were taken away since they were not relevant.

## CHAPTER 4 RESULTS AND DISCUSSION

In short, to answer research question number 1 and 2, the following table sums up the most common difficulties of lecturers when teaching IELTS in different parts of the speaking test.

	Part	Difficulties
From lecturers' perspective	<b>In general</b>	error correction
	<b>IELTS speaking part 1</b>	help the students overcome their nervousness right in the first 4 minutes of the first part
	<b>IELTS speaking part 2</b>	helping students to use the cue card effectively
	<b>IELTS speaking part 3</b>	help students improve their critical thinking in answering abstract issues
From students' perspective	<b>In general</b>	helping students to have a good self-study method for pronunciation at home
	<b>IELTS speaking part 1</b>	helping students overcome the anxiety in IELTS speaking
	<b>IELTS speaking part 2</b>	helping students to utilize the time effectively.
	<b>IELTS speaking part 3</b>	helping students improve their critical thinking in answering abstract issues.

**4.2 Observations:** I found that in the classroom, most of the lecturers did not encourage the students to speak in the class. Some lecturers spoke in Vietnamese in the classroom and also allowed students to speak in Vietnamese. When I observed and I realized that students do not feel the necessity to speak in English. The lecturers did not motivate students to improve their speaking ability.

**4.3 Interviews:** To answer research question number 3, various solutions suggested by the interviewed lecturers include:

- to reduce the size of the IELTS class to the smallest if it is possible.
- to make the IELTS classroom environment less formal and more friendly, one where students can make mistakes without looking or sounding inept.
- to choose topic that relates to the students and that is easy for the students to talk about.
- to encourage students not to be afraid of making mistakes.
- to emphasize the use of graphic organizers to help the students to plan a clearer and more structural
- to giving helpful feedback on students' work and assignments through out various methods such as whole-group feedback; assignment return sheets; model answers; posting comments of common errors.
- to try to correct students only when the meaning is unclear and results in communication breakdown.
- to tell the students to use as much of English as they can, avoid to speak Vietnamese in class.
- the students' talking time should be more than the teacher's talking time



- to make the students aware that they can use the cue card as the structure of the talk.
- to ask the students to use some IT application at home to help them to improve their pronunciation, they can record their own speech, listen to the native speaker and imitate them.

## CONCLUSION

The results of the study have shown that lecturers have encountered numerous difficulties when teaching IELTS speaking to Vietnamese students.

**Limitation of the study:** There were several difficulties that I encountered while conducting this research.

First, because of the same constraint, I was able to conduct classroom observations only once per lecturer, while repeated observations would have certainly enabled me to draw a more detailed picture of actual classroom practice.

Second, as with all questionnaire-based surveys, there is a possibility that not all questions were answered with due care. Reluctance, resistance, and time pressure may have influenced some of the lecturers when responding to the questionnaire.

Finally, this study was guided by a simple research design, whose aim was to begin to understand the difficulties experienced by lecturers teaching IELTS speaking to Vietnamese students. To the best of my knowledge, it is the first study of this type to be conducted in Vietnam, and I hope that more in-depth studies will follow, which may contribute to a better understanding of the concept.

**Suggestions for further research:** Firstly, future studies could use a broader sample population from universities in all areas of Vietnam. This would ensure a higher degree of representation.

Secondly, having an adequate amount of time available, longer classroom observations may be given more prominence, so that it may be possible to ascertain with more confidence the extent to which lecturers' beliefs are reflected in classroom practice.

Finally, it might be interesting to find out the effectiveness of all the suggestions to all of those difficulties. An action research or an experimental research would be essential.

Despite the limitations, it is hoped that this thesis will shed some light into the area of teaching IELTS preparation courses (IELTS speaking in particular) of lecturers of English in Vietnam. As such it is hoped that a larger research project in this area would be conducted so that even more effective IELTS preparation could be achieved.

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## VIII

### Appendix A

## QUESTIONNAIRE FOR LECTURERS

### PART 1: GENERAL INFORMATION

*Please respond to the following questions:*

#### 1. Gender

Please tick (☐) the appropriate box.

☐Female

☐Male

#### 2. Age

Please tick (☐) the appropriate box.

☐21-30

☐31-40

☐41-50

☐50+

#### 3. Which of the following qualifications do you have ?

Please tick (☐) the appropriate box/es.

☐B. A in English teaching

☐M. A in English teaching

☐PhD in English teaching

☐Other (please specify) .....

#### 4. Do you have any extra specific responsibilities in the university?

Please tick ( ☐ ) the appropriate box/es.

☐Class lecturer

☐Programme co-ordinator

☐Course co-ordinator

☐Other (please specify) .....

#### 5. Which of the following do you feel having trouble with when teaching IELTS speaking in general?

Please tick the problems that you have. You can tick more than one item.

## IX

<b>Difficulties</b>	<b>Tick</b>
a. The big class size	<input type="checkbox"/>
b. Error correction	<input type="checkbox"/>
c. Helping students to overcome anxiety in IELTS tests	<input type="checkbox"/>
d. Motivating yourself in teaching IELTS	<input type="checkbox"/>
e. Motivating students to speak up in IELTS speaking lessons	<input type="checkbox"/>
f. Controlling the classroom when it gets too noisy	<input type="checkbox"/>
g. Helping students to have a good self-study method at home	<input type="checkbox"/>
h. Getting the students to interact with each other	<input type="checkbox"/>
i. Helping students deal with the fear of talking to the foreigner in the exam	<input type="checkbox"/>
j. Helping students deal with the fear of their voice being recorded	<input type="checkbox"/>
k. Teaching students terms of familiar topics in IELTS	<input type="checkbox"/>
l. Others	<input type="checkbox"/>

If you tick “Others”, please specify

.....

### **PART 3: QUESTIONS ABOUT LECTURER’S DIFFICULTIES WHEN TEACHING IELTS SPEAKING IN 3 DIFFERENT PARTS:**

#### **A. Part 1 of IELTS speaking:**

**6. Tick the difficulties you have when teaching students *IELTS speaking part 1*:**

*You can tick more than one item.*

<b>You have difficulties in helping students to .....</b>	<b>Tick</b>
a. Have appropriate greetings	<input type="checkbox"/>
b. Create the first good impression	<input type="checkbox"/>
c. Overcome their shyness and nervousness right in the first 4 minutes	<input type="checkbox"/>
d. Answer personal questions effectively in the limited time of 4 minutes	<input type="checkbox"/>
e. Be more interactive in IELTS part 1	<input type="checkbox"/>

Other difficulties (please specify) .....

.....

.....

**B. Part 2 of IELTS speaking**

**7. Tick the difficulties you have when teaching students *IELTS speaking part 2*:**

*You can tick more than one item.*

<b>Difficulties in helping students to</b>	<b>Tick</b>
a. Use the cue card effectively	<input type="checkbox"/>
b. Utilize the 1 minute preparation more effectively	<input type="checkbox"/>
c. Overcome their error of unorganized answers	<input type="checkbox"/>
d. Imagine they are in a certain situation.	<input type="checkbox"/>

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e. Deal with the lack of variable structures	<input type="checkbox"/>
f. Speak naturally like in the real context	<input type="checkbox"/>
g. Take use of experiences to support their ideas in this part	<input type="checkbox"/>
h. Apply appropriate back channel when necessary	<input type="checkbox"/>
i. Apply descriptive language efficiently	

Other difficulties (please specify) .....

.....

.....

.....

.....

## C. Questions about difficulties of lecturers when teaching Part 3 of IELTS speaking:

8. Tick the difficulties you have when teaching students IETLS speaking part 3:

*You can tick more than one item.*

Difficulties in helping students .....	Tick
a. Deal with their lack of various structures	<input type="checkbox"/>
b. Deal with their lack of knowledge about insightful topics in the third part.	<input type="checkbox"/>
c. Give opinions	<input type="checkbox"/>
d. Support arguments with facts and figures	<input type="checkbox"/>
e. Improve students' critical thinking in answering abstract issues	<input type="checkbox"/>
f. Improve students strategies in answering questions	<input type="checkbox"/>

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Other difficulties (please specify) .....

.....

.....

.....

.....

**Thank you for your participation.**

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### Appendix B

#### **Questionnaires for students**

Dear students,

I am currently doing a M.A thesis at the University of Language of International Studies. The research involves an investigation of difficulties experienced by lecturers teaching IELTS speaking to Vietnamese students at university level. This research is intended to contribute to debate about the problems of lecturers, the best solutions and to be of benefit to lecturers and students. This research will not represent any threat or risk to a participating institute or to the subjects of the research. . Your responses to this questionnaire will be treated with utmost confidence. No students will be identified (or identifiable) in the reporting of the research and lecturers who complete questionnaires will not be asked to supply their names.

I would be very grateful if you would answer the questionnaire. It will take about 15 minutes to answer this questionnaire. If you would like any further information, please contact me by email at *loptienganhcotrang@gmail.com*

I would like to thank you for spending time to read this letter.

*Nguyen Quynh Trang*

*M.A student*

*The University of Language of International Studies,*

*Vietnam National University*

## QUESTIONNAIRE FOR STUDENTS

### PART 1: GENERAL INFORMATION

*Please respond to the following questions:*

#### 1. Gender

Please tick (☐) the appropriate box.

☐ Female

☐ Male

#### 2. English level

Please tick (☐) the appropriate box.

☐ Beginner

☐ Intermediate

☐ Advanced

#### 3. In your opinion, what are your lecturers problems when teaching IELTS in general?

Please tick (☐) the appropriate box/es. You can tick more than one item.

I think my lecturer has problems with.....	Tick
a. The big class size	<input type="checkbox"/>
b. Error correction	<input type="checkbox"/>
c. Helping students to overcome anxiety in IELTS tests	<input type="checkbox"/>
d. Motivating students to speak up in IELTS speaking lessons	<input type="checkbox"/>
e. Controlling the classroom when it gets too noisy	<input type="checkbox"/>
f. Helping students to have a good self-study method at home	<input type="checkbox"/>
g. Getting the students to interact with each other	<input type="checkbox"/>



h. Helping students deal with the fear of talking to the foreigner in the exam	<input type="checkbox"/>
i. Helping students deal with the fear of their voice being recorded	<input type="checkbox"/>
j. Teaching students terms of familiar topics in IELTS	<input type="checkbox"/>
k. Others	<input type="checkbox"/>

l. Other (please specify) .....

**PART 3: QUESTIONS ABOUT LECTURER'S DIFFICULTIES WHEN TEACHING IELTS SPEAKING IN 3 DIFERENT PARTS:**

**A. Questions about difficulties of lecturers when teaching Part 1 of IELTS speaking:**

**6. Tick the difficulties you think your lecturer has when teaching students IETLS speaking part 1:**

*You can tick more than one item.*

<b>I think my lecturer has difficulties in helping students to.....</b>	<b>Tick</b>
a. Have appropriate greetings	<input type="checkbox"/>
b. Create the first good impression	<input type="checkbox"/>
c. Overcome their shyness and nervousness right in the first 4 minutes	<input type="checkbox"/>
d. Answer personal questions effectively in the limited time of 4 minutes	<input type="checkbox"/>
e. Be more interactive in IELTS part 1	<input type="checkbox"/>

Other difficulties (please specify)

.....  
 .....

### B. Questions about difficulties of lecturers when teaching Part 2 of IELTS speaking

7. Tick the difficulties you think your lecturer has when teaching IELTS speaking part 2:

*You can tick more than one item.*

I think my lecturer has difficulties in helping students to.....	Tick
a. Use the cue card effectively	<input type="checkbox"/>
b. Utilize the 1 minute preparation more effectively	<input type="checkbox"/>
c. Overcome their error of unorganized answers	<input type="checkbox"/>
d. Imagine they are in a certain situation.	<input type="checkbox"/>
e. Deal with the lack of variable structures	<input type="checkbox"/>
f. Speak naturally like in the real context	<input type="checkbox"/>
g. Take use of experiences to support their ideas in this part	<input type="checkbox"/>
h. Apply appropriate back channel when necessary	<input type="checkbox"/>
i. Apply descriptive language efficiently	<input type="checkbox"/>

Other difficulties (please specify) .....

.....

.....

### C. Questions about difficulties of lecturers when teaching Part 3 of IELTS speaking:

8. Tick the difficulties you think your lecturer has when teaching IELTS speaking part 3:

*You can tick more than one item.*

I think my lecturer has difficulties in helping students to.....	Tick
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a. Deal with their lack of various structures	<input type="checkbox"/>
b. Deal with their lack of knowledge about insightful topics in the third part.	<input type="checkbox"/>
c. Give opinions	<input type="checkbox"/>
d. Support arguments with facts and figures	<input type="checkbox"/>
e. Improve students' critical thinking in answering abstract issues	<input type="checkbox"/>
f. Improve students strategies in answering questions	<input type="checkbox"/>

Other difficulties (please specify) .....

.....

.....

**Thank you for your participation.**