

THREE-STEP INTERVIEW STRATEGY TO ENHANCE SPEAKING SKILL OF SECOND YEAR COLLEGE STUDENTS

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ABSTRACT

This study sought to test the effectiveness of using a three-step interview strategy in teaching speaking to second-year college students at the Viet Bac Art-Culture College in Thai Nguyen Province, for the academic year 2020-2021. Specifically, this study ascertains the second-year college students' speaking skill level as to pronunciation, vocabulary, grammar, and interactive communication; employ the three-step interview strategy in teaching speaking among the respondents; the significant difference in the pretest and posttest scores of the students in the control and experimental group; the acceptability as to usability, appropriateness, appeal to the target user, and relevance of the strategy used. The quasi-experimental method through non-equivalent design was employed along with a self-constructed questionnaire to 40 second-year college students. The three-step interview strategy in teaching speaking was employed and perceived by the respondents as *strongly acceptable* as to usability (3.26) and appropriateness (3.32) and *acceptable* as to appeal to target users (3.12) and relevance (3.2). Thus, the three-step interview strategy is commendable in teaching students' English speaking skill. However, it was recommended that other aspects of speaking skill such as fluency, strategic competence, and other paralanguage may be considered in the study and a three-step interview strategy may be used in other English classes in other schools, be it basic or higher education to improve their speaking skills.

Keywords: Three-step interview, teaching speaking, strategy, college students.