BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên   : **Hoàng Thị Thanh Tâm**

Giảng viên hướng dẫn : **ThS Bùi Thị Mai Anh**

HẢI PHÒNG - 2019

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

HOW ENGLISH CLUBS CAN BE HELPFUL FOR HPU ENGLISH MAJORS IN IMPROVING SPEAKING SKILL

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

Ngành: Ngôn Ngữ Anh

Sinh viên:	**Hoàng Thị Thanh Tâm**
Lớp:	**NA1804**
Giảng viên hướng dẫn:	**ThS Bùi Thị Mai Anh**

HẢI PHÒNG – 2019

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Hoàng Thị Thanh Tâm   Mã SV: 1412751107

Lớp: NA1804   Ngành: Ngôn ngữ Anh

Tên đề tài: How English Clubs can be helpful for HPU English Majors in improving Speaking Skill.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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<h1 style="text-align: center">CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP</h1>

<u>Người hướng dẫn thứ nhất:</u>

Họ và tên: Bùi Thị Mai Anh

Học hàm, học vị: Thạc sĩ

Cơ quan công tác: Trường Đại học Dân lập Hải Phòng

Nội dung hướng dẫn: How English Clubs can be helpful for HPU English Majors in improving Speaking Skill.

<u>Người hướng dẫn thứ hai:</u>

Họ và tên:..

Học hàm, học vị:..

Cơ quan công tác:..

Nội dung hướng dẫn:..

Đề tài tốt nghiệp được giao ngày 22 tháng 03 năm 2019

Yêu cầu phải hoàn thành xong trước ngày 14 tháng 06 năm 2019

Đã nhận nhiệm vụ ĐTTN	Đã giao nhiệm vụ ĐTTN
Sinh viên	*Người hướng dẫn*
Hoàng Thị Thanh Tâm	**Bùi Thị Mai Anh**

Hải Phòng, ngày … tháng ... năm ...

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc
_____

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Bùi Thị Mai Anh

Đơn vị công tác: Trường Đại học Dân lập Hải Phòng

Họ và tên sinh viên: Hoàng Thị Thanh Tâm   **Chuyên ngành**: Ngôn Ngữ Anh

Nội dung hướng dẫn: ....

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng đồ án/ khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T.T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc
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PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:..

Đơn vị công tác: ....

Họ và tên sinh viên: .... **Chuyên ngành**: ....

Đề tài tốt nghiệp: ....

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ...

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

QC20-B19

ABSTRACTS

Along with the demand of global integration, learning foreign languages for international communication has become more and more vital to Vietnamese students. Therefore, English speaking skills is an indispensable course in English language curriculum at tertiary level. However, it is not easy for English learners in this context to achieve their fluency and proficiency in English speaking skill due to certain internal and external factors. Therefore, this study is to investigate challenges of speaking skills faced by English-majored at Hai Phong Privates University. The data obtained from the questionnaire with 60 students. The findings show that students first-year faced both internal and external challenges, especially the latter ones regarding the limitation of English speaking environment and extracurricular activities. Possible measures are proposed to tackle such challenges in helping students speak English more effectively. The study also show some benefits of English Club in improving student's Speaking Skill.

ACKNOWLEDGEMENTS

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PART I: INTRODUCTION

1.1. Rationale of the study

Master of English as a second or foreign language comes down to how well a student speaks. He may write well, for example get high marks on tests, or even have an accent nearly identical to a native speaker, but if he cannot express ideas, opinions or instructions clearly in a conversation, he could not be called proficient. Language is for communication after all, and that primarily calls speaking. Nowadays, foreign languages in general and English in particular are necessary to students in Vietnam. High command of foreign languages helps students so much in finding jobs. For students of foreign languages, after finishing schools they are required to be able to understand what others say and to express themselves in various situations. Since labor market now tends to offer more and more opportunities for those who can communicate well, the ability to communicate fluently and effectively has been of great importance to foreign language students. To learn foreign languages in general and English in particular well, learners are supposed to be good at four skills: listening, speaking, reading and writing. Listening and Speaking are closely related as without expressing one's ideas correctly, the communication cannot be a successful one. Therefore, when learning English, people have to learn how to speak effectively.

Basing on certain knowledge about Hai Phong Private University students gained through four years of experience as a student, I find that Hai Phong Private University students like other learners experience a number of difficulties in their speaking skill due to their limited vocabulary, background knowledge, lack of self-confidence and so on and that leads to ineffectiveness when they conduct oral activities.

Because of that, I decide to do a study entitled *How English Clubs can be helpful for HPU English Majors in improving Speaking Skill.*

1.2. Aim and Objectives of the Study

This study will point out the problems that students face and highlight the benefits of participating in English Clubs to help improve the problems mentioned process of learning Speaking Skill.

In order to achieve the aforementioned aim, the researcher has set the following specific objectives:

1. Introducing theoretical background of Speaking Skill

2. Giving clear and detailed methods of improving speaking skills when participating in English clubs

1.3. Scope of the study

The present study focuses on improving the English majors speaking skill at HPU. In fact, there are lots of various techniques to study English communication. It requires much of time and effort. However, due to the limitation of time, resources and knowledge of mine as well as some other conditions, this study was carried out to find out the reality of learning English speaking for the English majors. Thus, the result of study is limited only to those students participating in this study and these findings may impact the generalization to the all of students and they can also be the references for anyone who wants to practice English speaking.

1.4. Method of the study

To complete this study, a variety of methods have been employed:

- Concerned materials including reference books on teaching methodology have been carefully studied and analyzed.

- A survey questionnaire was conducted to the first year English majors at HPU to gather information and evidence for the study

In addition to make the data collected more reliable and authentic, qualitative method and observation were applied with two instruments: an informal interview

All the comments, remarks, recommendations and conclusion provided in the study were based on the data analysis of the study.

1.5. The organization of the study

This study consists of three parts:

Part I, ***Introduction***, includes the rationale to the study, the research questions and the scope of the study. Next, the design of the study is also presented.

Part II, ***The study*** consists of three chapters:

Chapter 1, Literature review, presents a review of related literature that provides the definition of speaking, Speaking Skills, The significance of speaking, Speaking in English Club and information about HPU English Club.

Chapter 2 is the main part of study, including data collection and analysis.

Chapter 3 is some methods to be good at Speaking English and benefits of English Club in improving Speaking Skill.

Part III of the study is ***Conclusion***, limitations and suggestions for further study are mentioned in this part.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. Speaking: An overview

1.1.1. Definition of speaking

Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and delivering thoughts, ideas and feeling. Meanwhile, Brown (1994) and Amir (2010) and Astuti (2010) say that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. So, it can be concluded that speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings.

Additionally, Nunan (1991) supported that speaking is the same as oral interaction which are conventional ways of presenting information, expressing our ideas and thought in our mind. Nunan (1991) also quoted that "To most people, mastering the art of speaking is the single most important aspect of learning a second of foreign language and success is measured in term of the ability to carry out a conversation in the language."

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School however it is not easy for the students to communicate in English. They have to think more often when speaking English.

Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted. The phenomenon that most language teacher emphasize their teaching in the mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill.

Despite that fact it is taken for granted, speaking is very important in people's everyday life. As Bygate (1987) states that speaking is the vehicle: "par excellence" of social solidarity, of social making of professional achievement a d of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through

which much language is learnt, including English. To speak is not merely uttering sequences of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him.

Literally, to speak means to say words to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. While speech means the power of action of speaking a manner or way of speaking.

Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process.

People do communication for some reasons. Jeremy Harmer (2002) states the reasons as follows:

(1) They want to say something. What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

(2) They have some communicative purpose. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

(3) They select from their language store. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose, they will select (from the "store" of language they prosses) the language they think is appropriate for this purpose.

There will be a desire to communicate on the part of the students and they

will also have a communicative purpose. Where the students are involved in a drill or in repetition. They will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating procedures of teaching in order that the objective is reached.

According to the BBC World Service radio there are some of the common problems which people face when they are learning to speak English. If someone wants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. There are six important things considered to be useful in speaking. In order to have self - confidence fluency and accuracy, finding the right words keeping the listeners interested and sounding natural are required.

It is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she has to know the ways of speaking English. Speaking is really different from writing. In speaking, broad vocabularies, having interaction with listeners and can speak English well as native speakers do.

1.1.2. Speaking Skills

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc). Among the four skills, speaking skill is a difficult one to assess whit precision, because speaking is a complex skill to acquire.

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends

on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully. The use of language or speaking skill is a matter of habit formation.

1.1.3. The significance of speaking

Zaremba (2006) indicates that while reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication. Zaremba (2006) also explains that speaking skill or communication skill are usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence. Speaking for special communication usually occurs in contexts where speaking performance is conducted for an audience in differing circumstances.

The principles of public speaking are also intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback.

1.2. Speaking in English Club

There are many reasons why English clubs can help learners of all ages and levels improve their English. The most important reason is that they offer learners a chance to practice English by actually speaking it.

There are other advantages, too. English clubs are less formal than a classroom setting. Many learners find them more fun than usual English classes. They also let learners practice English in more real-life situations. This can increase a learner's desire to practice and learn on their own.

1.2.1. Starting an English club

Step1 - Finding club members:

The first step in starting an English club is to find club members. There are different ways to do this.

English club is open for anyone to join, you can use the internet to find members. Websites such as Facebook or official website of school are great places to announce club meetings and communicate with members.

Step 2 - Find a meeting location:

The location of your club will affect how many people come to your meetings. First, how easy is it for members to find and get to the location? It is a good idea to find a large place in your school. Second, it is important to find a location that is safe. You want your members to feel comfortable as they are arriving and leaving.

Step 3 - Holding your first meeting

The third step is to hold your first meeting. The first meeting is important for every English club. It is a good idea to use the first meeting as a chance to talk with members about logistics. This includes how often and where the club will meet, whether or not there will be membership fees, and how the club leadership will work.

1.2.2. The principles of a successful English club:

1. A good English club should be participant-centred. Some strategies to achieve this are:

- Encourage participants to bring in their own content.

- Ask participants questions about their lives.

- Divide participants into small groups to discuss questions or to do activities.

- Give participants opportunities to express themselves creatively in English, for example, through drama, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.

2. A good English club plays and important social role

An English club can be a chance to meet new people and make new friends (both for both moderators and participants). This can be incredibly important for students studying English abroad, for example. Try to arrange the schedule so that there is time for people to stay and talk afterwards.

3. A good English club gives people freedom

Students often appreciate the freedom from syllabi, exams and learning objectives. Teachers usually appreciate this too!

4. A good English club is rooted in the community.

Organize visits to local places or interest, or invite people from the local community in to talk to your participants.

5. A good English club is fun

Fun and enjoyment are elusive qualities. They happen when people are not looking for them. With regard to English clubs, it is almost impossible to predict in advance whether the activities planned will 'click' or not. Like a good teacher, an English club moderator should be flexible and intuitive, abandoning activities that fall flat, and embracing the spontaneous and unplanned.

1.2.3. Practical Activities in English Club

The following section suggests practical activities suitable for an English club. Three different types of activity are presented: discussions, online activities and activities for a themed English club.

1. Discussions

Having discussions based on a pre-determined theme often works well. Participants can work in pairs, small groups or can talk together as a whole group and discuss questions. For example:

"Children and Childhood"

- What games did you play as a child? Can you remember how to play them?

- What was your favourite TV programme or book when you were growing up? If possible, show a clip or read an extract of it to the group (perhaps at the next club). How does it make you feel when you see or read it again?

- What is your earliest childhood memory?

- Who is the youngest person you know?

- Have you ever wished you were a child again? Why/why not?

- Talk about a time you (or someone you know) did something very naughty as a child. Were any adults angry?

2. Online Activities

If your participants can get online, then a whole wider world can open up for your English club. This activity is one of my favourites:

"Music and Memory"

Participants choose a piece of music that reminds them of a happy time in their life. (It does not need to be a piece of music with English lyrics.) They prepare a presentation describing:

- The song

- The place

- The people

- The time and the situation it reminds them of

- What makes the piece of music special for them.

Participants can then take turns to play their songs, either from the playlist on their mobile devices or streamed off YouTube, and give their presentations.

3. Theme of English Clubs

English clubs have a theme, organizing a different activity related to that theme for each time the group meets. This generally works best when the club has a core of members who attend relatively frequently. Below are a few ideas for a club with the theme of books.

"English book club"

- Participants bring in a book they are reading (or have read recently) and give a short talk to the group about it.

- Participants 'pitch' their favourite book to the group. The other members decide how good they think the pitch was and say whether it makes them want to read the book.

- The moderator distributes a range of different books from the school library.

- Participants look at the cover only, and discuss the following questions:

   • Would you read this book? Why/why not?

- Participants then read the first two or three pages and discuss these questions:

   • What is the book about?

   • Have you changed your mind about reading the book?

   • How effective is it to 'judge a book by its cover'?

1.3. HPU English Club

For the purpose of organizing a useful playground for students of Hai Phong Private University to practice English speaking skills, HPU English Club was established, organized periodically and received the response, participation only students in the school but also members of other English clubs in the city.

Time: 14:00 every Thursday afternoon.

Location: Room C101 - lecture hall of Hai Phong Private University .

The club attracted a lot of students

All club activities are very simple, close to the students and announced at the previous activity. Therefore, members at different levels can easily grasp the content and be more proactive and creative in thinking and participating in club activities. In addition, advocacy games related to living topics are scientifically designed; vocabulary, proverbial sentences or even a vividly illustrated story... With the criterion of "learning, playing, learning", HPU English Club always wants to create for students a truly comfortable playground, free to share views, exchange and learn from each other.

Joining the Club, you have the opportunity to practice your English speaking skills

The new point of HPU English Club is to have 2 additional activities: Group learning (Tutoring) and Learning activities associated with social activities (Service Learning). With group learning activities, students are divided into groups of 5–7 people at different levels with the main purpose of exchanging and helping each other with knowledge and skills to speak English. Learning activities associated with social activities are a new form of learning in the world but still quite new in Vietnam. Students will participate in social activities such as volunteering, charity work at disabled centers, young villages, nursing homes, etc. The study programs will be applied appropriately to help you students practice the knowledge they have learned in class into practice.

Outdoor activities of the club

By bringing these 2 complementary activities into operation, HPU English Club hopes to create a new look, a new form of organizing activities and bring certain successes in helping students practice your English speaking skills.

CHAPTER 2: THE STUDY
PROBLEMS ENCOUNTERED OF ENGLISH MAJOR STUDENTS IN LEARNING SPEAKING SKILLS

A productive skill like speaking is sometimes difficult for the English Major students. Therefore, they have to face a lot of trouble when practice speaking skills which were not paid much attention at Hai Phong Private University . In this chapter, the methodologies of the research and the problem of the students in speaking English are presented in order to find out the suitable methods to improve their weakness.

2.1. Data collection

2.1.1. Survey questionnaires

In this part, survey questionnaire is used as the main tool to collect data. 15 questions are designed and each question has 4 answers A, B, C, and D are given to 60 students of English Major to attain the answers that will be carefully studied and will be an invaluable help to find out problems and limitations the students, since then propose strategies and tips to overcome them and develop speaking skills. The questionnaire focuses on finding:

• Students' attitude to speaking

• Their difficulties in practicing speaking

• Their methods of learning speaking skills.

2.1.2. Subject and setting

My survey questionnaire is handed out to 60 students of English Major. The study is carried out to progress speaking skills for English majors. At university, it requires practicing of all four English skills: listening, speaking, reading, and writing. As a result, the firsr-year students feel strange to the productive skills like speaking. Therefore, I decided to do my study of developing speaking skills for the first-year students.

2.2. Data analysis

Questionnaire is divided into 3 groups:

> • Group 1: From question number 1-5. These questions are designed to check the attitude towards speaking skills.

- Group 2: From question number 6-10. These questions are designed to check the problems of the first year students in speaking English.
- Group 3: From question number 11-15. These questions are designed to check what the first year students have done to improve speaking skills in English.

2.2.1. Students' attitude towards speaking skills

Table 1: The students'attitude towards speaking skills

1	Do you think speaking is important?	Number	Percentage (%)
A	Yes	59/60	98.3
B	No	1/60	1.7
2	*Have you ever failed your speaking test?*		
A	Never	25/60	41.7
B	Once	17/60	28.3
C	Twice times	5/60	8.3
D	More than twice	13/60	21.7
3	*How often do you self-study speaking at home?*		
A	Never	0/60	0
B	Rarely	16/60	26.7
C	Sometimes	31/60	51.7
D	Often	13/60	21.7
4	*How often do you make conversation in English?*		
A	Always	10/60	16.7
B	Rarely	27/60	45
C	Sometimes	13/60	21.7

D	Never	10/60	16.7
5	*What do you do before speaking?*		
A	Go through the questions and guess what the topic is about	39/60	65
B	Nothing to do just ready to listen	7/60	11.7
C	Guess the content of the speaking	5/60	8.3
D	Ask about the new words	9/60	15

From the data shown in table, we can see that most of students 98.3% agreed that speaking skills are very important and just one student 1.7% disagreed with this idea.

Before speaking, the preparation is very important. We can see that most of the students 65% will go through the questions and guess what the topic is about. Besides, 15% of the students would ask some new words before speaking.

As the figures in the table 1, 51.7% of the students answered that they sometimes self-studying English speaking skills at home. They also rarely 26.7% of the students make conversations in English. Only 21.7% answer that D.

On the other hands, the number of the first year students at HPU say that over 45% they rarely make conversation in English, 21.7% think that they only sometimes and the dominant figure shows that the first year students have answer 16.7% for the both of A and D.

2.2.2. Main factors that affect the first year students during the process of learning speaking skills

Table 2: The problems of the first year students in speaking English

6	*What do you think about talking to other people in English in class?*	Number	Percentage (%)
A	Interesting	38/60	63.3
B	Boring	5/60	8.3

C	So so	10/60	16.7
D	Uncomfortable	7/60	11.7
7	*What difficulties do you have on your conversation?*		
A	Lack of self-confidence	10/60	16.7
B	Lack of knowledge in culture	2/60	3.3
C	Lack of vocabulary	10/60	16.7
D	All of them	38/60	63.3
8	*Which mistakes do you think you often make?*		
A	Pronunciation	6/60	10
B	Grammar accuracy	7/60	11.7
C	Fluency	4/60	6.7
D	Vocabulary	43/60	71.7
9	*How is your pronunciation?*		
A	Excellent	0/60	0
B	Good	10/60	16.7
C	Normal	47/60	78.3
D	Bad	3/60	5
10	*Where do you often make conversation?*		
A	At any places	22/60	36.7
B	Some certain places	11/60	18.3
C	In classroom	20/60	33.3
D	Others…	7/60	11.7

The table shown that, most of the students, about 63.3% feel that it is very

interesting when talking to other people in class. On the other hand, 11.7% of the students said that it is uncomfortable. Besides, students said that they want to make conversations in any places or in classroom because the speaking environment will be very exciting. They can talk to each other whenever they want, with their classmates or anyone who want to practice English speaking skills. However, as the figures in the table 1, we can see that students have some difficulties on their conversations relating to a lot of problems such as lack of self-confidence and lack of vocabulary approximately 16.7%, lack of knowledge in culture 3.3% and 63.3% say that they answer all of them - the figure quite much more at HPU.

Moreover, as we can see very clearly in the table above that 71.7% of students say that they often make mistakes relating to vocabulary. When they talk about a topic, they cannot use different words, just repeat some words again and again. This will be make their speech uninteresting.

Last but not least, this is the matter which almost Vietnamese students are pronunciation mistakes. Pronunciation plays an important role in the process of learning speaking skills. However, 78.3% of the students said that their pronunciation is very normal.

2.2.3. The learning methods of the first year students to improve speaking skills

Table 3: What the first year students have done to improve speaking skills in English.

11	*How do you improve your vocabulary?*	Number	Percentage (%)
A	Reading books, stories, novels…	16/60	26.7
B	Listening to music	15/60	25
C	Watching films, news	22/60	36.7
D	Talking with foreigners	7/60	11.7
12	*How often do you learn non-verbal language via books or some resources of*		

	information?		
A	Usually	12/60	20
B	Rarely	13/60	21.7
C	Sometimes	32/60	53.3
D	Never	3/60	5
13	*How can you remember vocabulary?*		
A	Learning by heart	15/60	25
B	Writing many times	16/60	26.7
C	Finding the synonyms	7/60	11.7
D	Making sentences	22/60	36.7
14	*How does grammar affect you when speaking English?*		
A	Very much	15/60	25
B	Quite much	23/60	38.3
C	Not very much	19/60	31.7
D	Not at all	3/60	5
15	*What are the best ways to improve your self-confidence?*		
A	Joining an English speaking club	23/60	38.3
B	Learning experience from other	13/60	21.7
C	Taking part in having a part-time job	6/60	10
D	Talking part in outside activities	18/60	30

The table gives information about the number of the students at HPU who were asked and chose their own answer. From the data shown in question 11, 26.7% of the students asked in the survey say they improve their vocabulary as a reading books, stories, novels… skill, in which 25% of the students say they often listen to music to improve their vocabulary. Moreover, 11.7% of the

students like to talk with foreigners. Besides, they sometimes learn non-verbal language via books or some resources of information by over 53.3% while 5% of the students say that they never learn it. On the other hand, the dominant figure shows that the first year students have ways remember vocabulary: making sentences is the most, by approximately 36.7%.

Moreover, the students say grammar affects them when speaking English is quite much by over 38.3%. The last question, the number of the students say that the best way to improve their self-confidence are joining an English speaking clubs about 38.3%. Otherwise, some students (about 10%) think that taking part in having a part-time job makes them improve speaking skills and self-confidence.

2.3. Summary

In this chapter, the researcher gave out the methodologies to the study and found out some problems encountered by the first year English Major students at Hai Phong Private University. Next chapter will be recommendations to overcome the obstacles of practicing speaking English.

CHAPTER 3:

Benefits of English Club for HPU English Majors in improving Speaking Skill.

3.1. The problems and limitations of the first year students in speaking English

3.1.1. The lack of vocabulary

The lack of vocabulary seems to be a popular problem to first year students. They may express ideas vididly in their mother tongue; however, expressing it in English is a big difficulty. Therefore, they speak repeatedly words or talk in around about way about one topic. This makes the conversation boring and dissatisfies the listeners.

Sometimes students cannot find the English words to talk, some students stop to think about the words but it takes too much time. As a result, most of them immediately speak out Vietnamese instead of trying to explain it in the English way. Gradually this action will lead to the regular use of Vietnamese and a habit in a speaking class which makes the lesson less professional.

3.1.2. The confusion of pronouncing and using grammar

One of the biggest difficulties that students need to conquer is to approach a good pronunciation. In their high school, pronunciation is not paid much attention, as the students have to learn grammar and vocabulary well for their entrance examination. As a result, their pronunciation, stress, and intonation are not very good.

Another large weakness is that students have no notion of speaking English with its intonation, which makes and English speech no longer different from a Vietnamese one.

For example in this sentence:

English: What are you doing?   (Raising tone at the end)

Student: What are you doing?   (No tone)

All of the unconsciousness causes an unprofessional study to the English

majors. And when this becomes a habit, many students still make grammatical mistakes when speaking. Because students do not often have opportunities to practice speaking English, then they cannot flexibly apply the grammar to talking and are confused as forgetting the grammatical rules while communicating. It is very easy to amend these shortcomings as students make their effort to practice speaking English regularly.

3.1.3. The lack of self-confidence

In my observation, I see many first year students feel shy and afraid of presenting in the limelight or simply speaking English in a group of friends, making mistakes and being laughed by others. They sit quietly and only make the sounds when required. The cause is that they are lack of confidence to stand up and raise their voice.

The lack of confidence then becomes the largest barrier to students' progress in speaking. They cannot absorb the knowledge as well as develop language skills, as they do not make effort to overcome themselves. Many students discuss excitingly in their group but when asked to make a presentation before the class, they do it reluctantly but not volunteer to speak. This serious weakness should be amended with the help of teachers, friends, and students themselves.

3.1.4. The lack of background knowledge and culture

Background knowledge is what one person knows about the various fields of life, such as a political event, entertainment, news, culture by learning, reading, watching, or communicating. One main purpose of speaking is to exchange ideas and information, if one student does not have a normal understanding about the topic, he or she cannot speak anything, and then the purpose of communicating is broken away.

One another shortage of knowledge that also affects a lot the students' ability of speaking is the shortage in understanding cultures. Culture of a country is profoundly reflected in its language. Thus, when learning a foreign language, learners should try to understand its culture to communicate better with people

from different cultures and to avoid misunderstanding, confusion, and dissatisfaction. However, the first year students seem not to pay much attention to this. They tend to apply Vietnamese culture when talking to foreigners with the questions of age or the marital status that the foreigners are not very pleased to answer. Moreover, in some topics relating to over sea culture, the first year students usually sit quiet and absorb the cultural knowledge but not provide the information. These drawbacks must be improved as soon as possible. Otherwise, they will face a lot of problems in communicating.

3.1.5. Fear of Mistake

Robby (2010) argued that the fear of mistake becomes one of the main factors of students speaking in English in the classroom. With respect to the fear of making mistake issue, and this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

3.1.6. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students" learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

3.1.7. Lack of Motivation

Nunan (1999) stresses that motivation is important to notice in that it can affect students reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

3.1.8 The Lack of Target Language Learning Environment

If a person stays in the foreign countries, he or she will practice their oral English in a short time, maybe just several months. That is why a majority of college students choose to study abroad. However, domestic students cannot own this perfect target language learning environment, which is an important factor affecting their oral English. In class, English teachers are mostly native Vietnamese speakers who have they can hardly speak as standard as native foreigners so students cannot learn a Standard English.

3.2. Some methods to be good at English speaking skills

In this part, some suggestions are introduced to students to help them improve their weak points and the obstacles of speaking, and then develop their English speaking skills, especially when you take part in English club.

Many students master the fine points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. In reality, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing. The following are a few tips for improving English speaking skills. Don't forget that listening is the foundation for speaking! When you also want to practice speaking, here are some suggestions for how to improve English speaking skills.

3.2.1. Make sure to listen as well as speak

When practicing with a native speaker, try to balance your listening and speaking. It's a good idea to prepare questions in advance so that the conversation will flow back and forth. If your conversation partner asks you a question and you answer at length, you can always turn the question back to your partner by asking, "What do you think?" or "What about you?"

3.2.2. Record your conversation practice

Recording is a great way to get the maximum benefit from a conversation with a native speaker. When you listen again, you can evaluate your own pronunciation and notice areas where you need to improve. You can also review the content of the conversation, take notes on new vocabulary or misunderstandings, and prepare questions for the next meeting.

3.2.3. Surround yourself with the English language

Another way to improve your English speaking skills is to immerse yourself in English as much as possible. Watch movies or TV in English, with subtitles if you need them, and watch the same programs over and over. Most people find that they understand more each time. Listening helps you become familiar with the rhythms and intonations of English. Once the sounds are familiar, try imitating them.

3.2.4. Practice with music and movies

Listen to music in English and sing along. Music is one of the best tools for learning intonation pronunciation. Listening to and singing songs might also help you remember vocabulary and phrases (if the song is easy to understand), and it will help you learn to pronounce English rhythm in a more natural way. By unconsciously imitating the singer, you'll learn to pronounce phrases the way native speakers do. One good song for ESL or EFL students is "Tom's Diner" by Suzanne Vega because it uses simple language to describe everyday scenes and actions. Movies are a much better choice for learning English. You'll learn vocabulary, idioms, slang, pronunciation, and listening by watching movies. Be sure to use my movie technique when you do this!

3.2.5. Read Aloud

Reading out loud is a great way to practice speaking when there are no conversation partners available. Reading aloud gives you a chance to focus on

pronunciation and pacing without worrying about coming up with words. Make sure to practice with material that you can understand. Some students find videos online that have transcripts. Many TED talks, for example, include word-for word transcripts of the talk. By reading aloud from a transcript, you can check your pronunciation by listening to how the speaker says something.

3.2.6. Talk To Yourself

Saying your thoughts out loud or narrating your actions ("I am drinking coffee, and now I'm going to open my book") can be a very effective way to practice spoken English. By talking to yourself, you can become more fluent in translating your thoughts into spoken words. Practicing alone is also a low-pressure way to practice, since no one will hear your mistakes.

3.2.7. Good eye contact

"Shakespeare's your lips tell me no, but there is yes, yes in your eye, well describes the function of eye-contact in human communication" (Chen Starosta, 1998)

They eyes are window of our soul so that a good eye contact is very necessary in conversations. A good conversationalist uses a lively expressive voice to help bring their ideas to life. They use gestures, eye contact and facial expressions to create a bond with their listeners By manipulating the eyeball and the areas of the faces around of - especially the upper eyelid and the eyebrows, we are able to convey an intricate array of nonverbal messages. So revealing are messages that we think of the eyes as: "the window of the soul". We look to them to gauge the truthfulness, intelligence, attitude, and felling of conversationalists.

Eye contact is influenced by culture background. When engaged in conversation, Arabians, Latin American and Southern European tend to look directly at the person with whom they are talking. But People in Asian countries and parts of Africa tend to engage in less eye contact. For example: In Kenya a conversation between a woman and her son in-law may be conducted with each person turning her or his back to the other.

During your conversations, you try your best to keep calm, be confident, despite "butterflies in your stomach" (an English idiom - means that you feel so nervous). You also should keep a good eye contact to others because it is the most effective way you can do to improve your image with other people.

3.2.8. Positive face-saving strategies

Greetings provide a way of showing that a relationship is still what it was at the termination of the previous co-participation... Farewells sum up the effect of the encounter upon the relationship and show what the participants may expect of one another when they next meet.

The enthusiasm of greetings compensates for the weakening of the relationship caused by the absence just terminated, while the enthusiasm of farewells compensates the relationship for the harm that is about to be done to it by separation.

- The Positive Comment (**e.g., "It was nice to talk to you"**) is the most frequently used conversation ending strategy, and is almost a direct negation of the possible implication that the other is boring or annoying, that goes along with ending a conversation. It states or implies that the conversation was enjoyable, which removes the source of any such implication. It is thus a device for saving the positive face of the other.

- The Excuse (**e.g., "I better get back to work"**) gets to the root of the face-threatening chain of implications. It removes the implication that one wishes to end the conversation by providing an alternative motivation, an alternative explanation for ones potentially face-threatening behavior.

- A closely related strategy is what we call the Imperative to End, which in some way implies that the conversation must end, as in, e.g., **"It looks like our time is up."**

Many politeness strategies are combined with "dispreference marker", which are used for "dispreferred responses", such as disagreements with statements (in non-argumentative discourse). The most common dispreference marker in English is "well", combined with silence. By signaling a dispreference for ending the conversation, one removes the interpretation of one's actions that

one wants to end the conversation; "well" thus functions almost exactly as the excuse and imperative to end strategies do with respect to face our behavior.

3.2.9. Good personal appearance

Good appearance creates self-confidence for speakers so that it is very important to keep a good appearance every time. Good appearance shows hoe self-confidence and careful you are because when you try to make a good appearance it means that you show your respect to other ones.

3.2.10. Improving self-confidence

Self-confidence is the difference between feeling unstoppable and feeling scared out of your wits. Your perception of yourself has an enormous impact on how others perceive you. Perception is reality-the more self confidence you have, the more likely it is you'll succeed.

Although many of the factors affecting self confidence are beyond your control, there are a number of things you can consciously do to build self confidence.

3.2.11. Speaking to native people

It is undeniable that speaking to natives is one of the fastest ways to improve students' intonation, pronunciation, stress, vocabulary as well as their confidence. The first year students are advised to have some foreign friends for developing their language skills and cultural knowledge. In the conversation, students and foreigners interchange their life experience and information, by that way, students can understand more about the natives' culture or get the consultancies if their way of expression is suitable in the foreigners' way of speaking.

3.2.12. Well preparing for the topic

Another tip for being confident while speaking is well planning for what to say about the topic. Once students can prepare a careful informative speech that presents accurate, thorough information about the topic and provides the audience with the kind of information they want and need, it will be a good start

to gain success in speaking. Good preparation therefore gives first year students the confidence to announce the topic, present their ideas, and interest the audience.

As given a topic for argument in next lesson, students can get huge information source concerned to the topic by searching in the Internet, reading books, and through media like TV, radio... By knowing enough about the topic, it creates abilities for students to answer questions about it and encourages audience response. Thus students can improve their confidence by involving in the discussion and forget their feeling of "butterfly in the stomach", feeling of anxiety while speaking.

3.2.13. Working in pairs

In this kind of work, the class will be divided into pairs who work simultaneously together (called simultaneous pair work). Two students are in duty of discussing a small topic or sharing the answer to an exercise in which they in turn express their ideas.

Pair work brings first year students the chance to talk to his or her partner freely, comfortably and confidently as he or she only speaks to one person, the strangeness and timidity will disappear and be replaced by free communication and mutual understanding. The work is also the base for students' effective speaking in a bigger group as they are no longer timid and afraid to speak after working in pairs for a time.

3.2.14. Working in groups

Whatever form the group work takes on your course, the opportunity to work with others, rather than on your own, can provide distinct benefits.

- **Increased productivity and performance**: groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be applied to practical activities and sharing and discussing ideas can play a pivotal role in deepening your understanding of a particular subject area.

- **Skills development**: being part of a team will help you develop your interpersonal skills such as speaking and listening as well as team working skills

such as leadership, and working with and motivating others. Some of these skills will be useful throughout your academic career and all are valued by employers.

• **Knowing more about yourself**: collaborating with others will help identify your own strengths and weaknesses (for example, you may be a better leader than listener, or you might be good at coming up with the 'big ideas' but not so good at putting them into action). Enhanced self-awareness will both help your approach to learning and will be invaluable when you come to write your CV or complete job application forms.

In order to maximise these benefits, you will need to manage your group work effectively.

Good group work has great potential for the following reasons:

• Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills.

• It encourages the development of critical thinking skills.

• It requires the establishment of an environment of support, trust and co-operative learning can be nurtured.

• It promotes student learning and achievement.

• Students have the opportunity to learn from and to teach each other.

• Deep rather than surface approaches to learning are encouraged.

• It facilitates greater transfer of previous knowledge and learning.

• The focus is on student centred approach to teaching and learning, and assessment.

• Students are involved in their own learning.

• It enhances social skills and interactions.

• Learning outcomes are improved.

• Large numbers of students can be catered for and work on task simultaneously.

• Interaction and co-operation on a micro scale is facilitated thus decreasing a sense of isolation felt by some.

• Quiet students have an opportunity to speak and be heard in small groups thus overcoming the anonymity and passivity associated with large

groups.

• Teaching, learning and assessment options are increased.

• Teaching effectiveness and efficiency increases, and as a result there is increased enjoyment of teaching by staff (and students).

• Students get the chance to work on large projects (larger in scope or complexity than individual tasks).

• Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways (may provide a new perspective).

• It can save time and requires a shared workload.

• Alternative ideas and points of view can be generated.

• It provides a structured learning experience that can prepare students for the realities and diversity of the workplace, working with people with different skills, cultures, approaches and from different places.

• Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.

• The opportunity exists to nurture and develop Graduate Student Attributes.

• It makes the Unit of Study challenging, interesting, motivating, engaging, and fun.

3.2.15. Warm-up activities in speaking

The interesting games, pictures, and tasks establishing in class give freshmen the time to train their quickness, complexity as well as to combine their speaking skills through real activities.

3.2.16. Sharing news

In each speaking lesson, teacher requires students to have two lastest news about the arts, sports, economics, or politics prepared at home for sharing with friends. After ten minutes, the teacher will call a volunteer or a certain students to be in limelight telling the class about his or her own news and others' news getting from the friend. This activity is very useful for the first year students as

they can improve their confidence, broaden their social knowledge, and stimulate them to become dynamic to seek information.

3.2.17. Chain Fairytale

This is a fun writing warm-up. Everyone has a piece of paper and writes the first sentence or two to start a fairytale (not one that already exists). Example: Once upon a time there was a frog that had no legs. He wanted to get married, but there were no female legless frogs in the land. After one minute the leader will say "switch". At this time the writers have to put down their pens and pass the papers. They cannot finish their sentences. Then, the next writers will continue the story. After about ten minutes you will have as many silly stories to read as you have club members. The leader should warn the writers that they will soon have to wrap-up the story during the last two minutes so that each story has a conclusion. Read all of the stories out loud for a good laugh. You can extend this activity by trying to edit each other's writing and spelling errors.

3.2.18. Telling stories

Story telling is a learning tool that encourages students to explore their unique expressiveness and develop their competence to communicate thoughts and feelings in an articulate and lucid manner. By telling stories, first year students experience the moment that they concentrate their mind, thinking on telling the class a story in an impressive and attractive way. Other students pay attention to listening to the tale so that they can understand the content and have witty comments to their friend's story.

The story may be a short funny one to make the class merry and attract students to speaking lessons. In other way, the first half of the story is told, after that other students will have their own imagination for the end of the story. This aims at developing the creativity of students and their concentration on the lesson.

3.2.19. Playing games

Clearly speaking activities based on games are a useful way of giving

students a valuable practice which involves practice of oral strategies such as describing, predicting, simplifying, asking for feedback or guessing unknown information. Students feel free to talk and share their own ideas through some games popular in the UK.

3.2.20. Word games

Word games and puzzles are spoken or board games often designed to test ability with language or to explore its properties.

Word games are generally engaged as a source of entertainment, but have been found to serve an educational purpose as well. For instance, young children can find enjoyment playing modestly competitive games such as Hangman, while naturally developing important language skills like spelling. Solving crossword puzzles, which requires familiarity with a larger vocabulary, is a pastime that mature adults have long credited with keeping their minds sharp.

There are popular televised word games with valuable monetary prizes for the winning contestants. Many word games enjoy international popularity across a multitude of languages, whilst some are unique to English-speakers.

* Scrambled words:

Students are given words whose letters have been rearranged. Their job is to unscramble words.

Example: ese ->see

tpi -> tip/pit

nidai -> India

bazrli -> Brazil

3.2.21. Individual work

This way of practicing speaking means that students work alone without being interrupted by others. This kind of practice has its own advantages for upgrading the skills and absorbing lots of valuable knowledge.

3.2.22. Improving grammar

According to Tran Huu Manh and Nguyen Van Co (2000):

"Grammar is an indispensable and essential part of any language which any student and user should make a deep insight into"

Grammar plays an important role not only in academic test but also in the activities of communication. With the main purpose of conveying thought and exchanging idea, speaking will become more effective if speakers know how to use grammar accurately and fluently. The progress of improving grammar when speaking, in my opinion, can be attains students practice reading grammar aloud at home. Each day, the first year students need only 15 minutes for reading aloud the sentences in correct grammar rules. After that they can speak with correct sentence grammar without looking at them. Gradually, students can speak with grammar accuracy and create the habit of choosing the best grammar structures for uttering instead of the not-sound-good ones with grammatical mistakes.

3.2.23. Improving pronunciation

Pronunciation is key factor contributing to the effectiveness of the speech. Therefore, it needs to be seriously considered and practiced regularly by learners to reach the level that speakers can interest listeners by their pronunciation.

To have a good pronunciation, the first year students should have own ways to practice pronouncing English, such as listening to natives in the disc then intimating the sound with the same stress, pronunciation and intonation as in book: English pronunciation in use or the discs of pronunciation. After practicing pronouncing the short words, students may favor in long and difficult words e.g. enthusiasm, criticism, or archaeology, etc… to better their vocabulary and pronunciation as well.

Also first year students can look at some kinds of pronunciation books that are always available in the foreign language bookshops with such a book: "English pronunciation in use" (elementary, advanced) together with the disc attached, or "speaking naturally", and so on.

3.2.24. Vocabulary enlargement

To increase the vocabulary in order to have an improvement on speaking, first year students can consider several ways here as a guide to their enriching

the vocabulary.

* Learning words to subjects

A helpful way to remember and systematize new words is learning them according to subjects. The various subjects about life are clearly performed in the books like vocabulary to subjects.

* Learning words in the context

When reading a sentence or a text consisting of new words, the first year students should try to guess its meaning and finally look up it in a dictionary. These new words should be written in a notebook and be revised before the students begin a new text with new words and structures. Besides, students should also try to use these words as much as possible or try to accumulate new words through the road signs, advertisement, or any words that they meet. By considering new words in context and revise them regularly, first year students will remember them clearly for a long time and are able to achieve a large vocabulary.

* Learning new words as a routine

By learning 10 new words, phrases, and structures a day, then make sentences with these new words, the vocabulary of the first year students will be remarkably increased.

3.2.25. Improving speaking through reading

Reading is considered the effective activity to achieve speaking competence. First, when usually reading aloud an English text, subsequently students are familiar to pronouncing English words including the difficult words such as multiculturalism, encyclopedia, substitutionally. After practicing the method for a time, their response to English words is quicker and more accurate.

Secondly, reading regularly will bring such a huge knowledge to students that they can apply in a specific situation or a certain topic. While reading, students have opportunity to approach the cultures all over the world, they can enlarge their understanding and get more ideas that support their speaking effectively and attract the audience.

3.2.26. Improving speaking through listening

In an examination, after presenting about the topic, students are asked the questions concerned to the topic. If students cannot listen to teacher's questions, how they can respond with good answers and get good marks. Therefore, the need for combination of speaking and listening is necessary.

In addition, by listening regularly, students can improve their pronunciation, stress, intonation, ways of expression and new words. They can approach listening through various means of media, namely BBC, VOA, CNN, etc… or buying disc for listening task, listening to English songs watching English or American films which are small pictures of real life in these native countries.

3.2.27. Self-consciousness of improving the speaking skills

A very helpful tip students to develop their English speaking skills is that they have their serious consciousness of learning the skills. For example students can create the fixed days to speak only English and not use mother tongue in speaking class; not interrupt when the partner is speaking, or laugh at the partner's mistakes and so on. Apart from the severe attitude to speaking, the first year students should make use of every opportunity to practice speaking English inside and outside class with a useful tool of pocket dictionary always ready for enriching their vocabulary.

3.2.28. Improving speaking skills through Internet

Learning English has addressed the necessity of classroom interaction or students' oral participation in class. However, getting students to respond in a language classroom-especially a foreign language class-is a problem that most language teachers face. Nowadays, information technology is growing, more and more people start to pace with modern life and the need for faster devices, such as the Internet, telephone with officials capacity and faster processing speed, can access network as well as the features are office people more choices. Thus, along with the use of the Internet to play games, to access the network, so on. People still use the Internet to learn English to improve speaking skills for themselves and also to cater for the as well as for their own

learning. Learning English online via the Internet also help those who are not eligible to travel as well as economic. Not only school in the Foreign Language Center or participate in the new English club to help us improve our speaking skills but also have a lot of different ways to help strengthen your ability to tell a topic, confidence of proving to the crowd, and one of the ways that effective learning is learning English Online via the Internet.

One of the new best friends of man is the Internet. It is simply filled with all the up to the minute news and innovations, and most of all, if you are trying to learn how to speak English and there is no way that you can do this successfully in your country, then you can just use some apparatus that the internet has made possible. You do not have to go to the language center or join English clubs to practice English speaking skills. One of the benefits when practicing speaking skills at home is that you do not have to pay any cost or be worried about location. Before practicing, you need to find out which level you are, from that, you can self-study speaking skills at home. The best way to improve speaking skills is talking with native speakers. Thus, you can find them through social network like Facebook, Twitter… to talk with. Besides, on the internet, you can find out a lot of materials relating to many aspects which affects to Speaking skills such as pronunciation, and culture. You can download it from the internet, and you will know more about these knowledge. Moreover, grammar plays an important role when you speak English. You should concentrate on doing grammar exercises through many websites such as learningenglish.com, tienganh.com.vn, etc. On the other hand, another thing in the internet that is great for language skills is the messenger application like Skype, MSN and YM. These can connect you to several people from all over the world and you can actually ask your friends if they know what to do. Most if not all of the time the friends would be able to correct your use of the language and before you know it, you can literally chat with them online in perfectly written English.

If you want to learn how to speak it properly, there are also sites where you can just join chat groups and the "friends" there will offer their assistance in a flash once they learn that you are trying to learn their language. In return, they can also learn your language, so there would be a balanced exchange in the learning process.

Everyday, you just spend 30 minutes on improving your speaking skills through listening some dialogues, short stories on a lot of websites such as BBC learning English, VOA special English,… From that, you can study a lot of vocabularies from various fields, enhance pronunciation, stress, intonation, etc. Moreover, you can find out some websites in which they give a lot of model topics relating politics, literature… You can speak out loud these topics through many ways such as standing in front of mirror and speak and follow these topics. After a time, both your confidence and speaking skills will be improved very much. At the beginning of the period, we can learn to talk with the sample questions which are simple and easy and you can also read the instructor to know the pronunciation, sentence intonation, and word stress, etc. Since there, we will feel more confident when presenting a single point ahead of the crowd and also improve vocabulary, background knowledge and self-confidence.

3.2.29. Summary

Above mentioned are some advantageous advice and ways to learn English speaking skills more effectively. Some of them can be used in club meetings with groups of students interacting each other while other methods can be practiced individually for self-improvement.

In recent club meetings, there has been application of some of the methods and they proved to be efficient. Yet, there are still numerous potential tips waiting to be deployed in future meetings of the club.

3.3. Improving speaking skill with English club

In the time when the need for English is bigger and bigger now, more and more English - speaking clubs are open to learners who are interested in English and wish to well perform in the language. When students join these clubs, they have opportunity to make new friends, to talk free about various topics which are given by masters of English in the clubs.

The atmosphere in English - speaking clubs is different from that in class where first year students sometimes want to speak to her classmates; however, the others are too shy to communicate. Thus there has little chance for students to talk; as a result, these students gradually become quiet though they really want to communicate. But it is not the case in an English - speaking club where people are divided into small groups, chat and discuss about the given topic. If

one feels shy to speak, he will not keep this state any longer as the others will ask him to show his ideas for others regarding. In these clubs, the exciting environment is ideal for the first year students to communicate and overcome their shyness.

3.3.1. Have a communicative environment

The first benefit of joining the English club is the environment - where there are people who are passionate about English and have the same purpose of practicing English as you.

While other people spend a lot of time and money on international schools, studying abroad for the purpose of using English fluently, you are free to improve your ability by practicing everyday with People with the same goals as you. Speaking, speaking and speaking make you do not hesitate, afraid to make mistakes; Daily English exposure will increase your vocabulary significantly.

If you learn Vietnamese by mimicking your pronunciation of mother, by time, the word grows, and you learn to express your feelings through the assembly of words you know, learning English is the same. Babies in the West, when they grow up, have to go through hard English to catch up with social progress. The key point for them to speak fluent English as well as you are fluent in Vietnamese is the environment. If your family, school can not create a good English learning environment, let the English club do it for you.

3.3.2. Strong motivation

The club is a place where convergence of English enthusiasts, with the same purpose training the skills needed English. In a team full of passionate "I have to be good at English" so, can you stand out?

Many people lamented "learning is not because there is no pressure, no motivation."That's right when you work, study individually, and when you're done with the same engine, you're forced to run at full speed. In an English club with many people, each with a different level of English, it's easy to see where you are compared to the common ground. And when you know it, you can not continue training to reach higher positions? Everyone wants to be the best, do

you want to be?

3.3.3. Learn soft skills

One of the problems that students are lacking today is soft skills. "Startled by the number of nearly 25,000 unemployed students." Of the nearly 25,000, there are several thousand students who do not have enough soft skills.

What is soft skills? The key skills in human life are life skills, communication, leadership, teamwork, time management, relaxation, crisis management, innovation and innovation. These things are not taught in the school but are promoted directly when you join the group, more specifically join the club and especially join the English club. There, you not only learn professional knowledge but also play, promote strength, strength. Joining with your peers, participating in team games makes your timidity, self-deprecation significantly reduced, such team-based games will increase teamwork skills, benefit for your teamwork later.

3.3.4. Capture the experience from the go ahead

The wrong pronunciation in English pronunciation, the problem in learning English effectively.... is what you need to listen to understand, listen to avoid. And those who teach you that knowledge are none other than those who have gone before - those who have gone through hard trials and made mistakes like you.

3.4. Summary

There are several methods for first year students to improve their speaking skills. Based on the experience of my own and the result from the analysis of the data collected, the researcher suggest some solutions for first year students' problems in their process of speaking and new ideas to promote their speaking ability. Besides, I have also pointed out the practical benefits that the English club brings in improving speaking skills for English Major students at Hai Phong Private University . However, no method is perfect for all students, they should be wise to choose the most suitable and favorite way for applying

and bring it into the play.

PART III: CONCLUSION

People use English as a means of communication to connect with other people, especially foreigners. Besides, it also creates opportunities for people to participate in many fields such as education, health, business and tourism, etc. In Vietnam, it is a key to find a high-salary job when more and more foreign companies operate and invest throughout Vietnam. Undoubtedly, it is more and more necessary to choose a good way to improve English speaking skills.

1. Conclusion

Basing on exploring the reality of current learning English in HPU of the 1st year English major students, I have already had a look into their attitudes toward learning English speaking. After the process of completing this research paper, I would like to give some suggestions to support the first year English Major students to make progress in learning Speaking English with the hope that this research paper will contribute some effective to study English speaking skill.

In fact, Vietnamese students in common and students of HPU in particular are better at grammar than speaking skills. Especially some of students of English majors at HPU cannot communicate in English. In such a considerable situation, I decided to carry out this study.

The major aim of the study is to find appropriate method to help the first year English majors at HPU improve their speaking skill. In addition, with the hope that the teachers and students in Foreign Language Department of HPU will speaking English more when teaching and studying.

To sum up, the study is the sincere thanks to HPU and my beloved teachers in Foreign Language Department here. All I want is to help the later English major student generations improve their speaking skill in order to help them to gain success in the future more easily.

2. Limitations and suggestions for further study

A considerable effort has been made to find out the method which can be used to help the first year English majors in speaking English at HPU.

However, due to limited time and ability, there are a number of related areas which I cannot cover in the study. First, subjects of the study are only the small number of students at HPU. Second, the researcher merely concentrates on studying students' techniques in speaking skill, do not focus on some related skills such as speaking, writing and listening. Furthermore, in the English language teaching and learning in general, the above suggested techniques are only small part which should be creatively and flexibly applied in each class. With above limitations, I hope the further research on the topic might include more students and extend to the other skills of English to help students learn English better.

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