BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Lê Thanh Thảo

Giảng viên hướng dẫn: Nguyễn Thị Phương Thu

HẢI PHÒNG 2021

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

COMMON SPEAKING ERRORS MADE BY 1ST YEAR ENGLISH MAJORS AT HPU

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH

Sinh viên   **: Lê Thanh Thảo**

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Lớp   : NA1801

Ngành   : Ngôn Ngữ Anh

Tên đề tài: Common speaking errors made by 1st year English majors at HPU

NHIỆM VỤ ĐỀ TÀI

1. **Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp**

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2. **Các tài liệu, số liệu cần thiết**

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3. **Địa điểm thực tập tốt nghiệp**

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Nguyễn Thị Phương Thu

Học hàm, học vị   : Thạc sĩ

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Common speaking errors made by 1st year English majors at

HPU

Đề tài tốt nghiệp được giao ngày tháng năm 2020

Yêu cầu phải hoàn thành xong trước ngày tháng năm 2020

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

    Sinh viên   *Giảng viên hướng dẫn*

Hải Phòng, ngày tháng năm 20

TRƯỞNG KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: ....

Đơn vị công tác: ....

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

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 của 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)

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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3. Ý kiến của giảng viênchấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm phản biện ☐

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

Giảng viênchấm phản biện
(Ký và ghi rõ họ tên)

QC20-B19

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My great gratitude goes to my supervisor for her enthusiastic guidance, very helpful ideas and instructions for the preparation and her corrections during the completion of this graduation paper.

It would be a mistake if I didn't mention the first year English major at Hai Phong Private University who took part in my survey questionnaire enthusiastically. Thanks to their participants. I had data survey, analysis and gave the appropriate solutions.

Last but not least, I would like to give my heartfelt thanks to my family, my friends who always, encourage and inspirit me to complete this graduation paper.

<div align="right">

Haiphong, January, 2020

Student

Le Thanh Thao

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PART 1: INTRODUCTION

1. Rationale

In recent years, English has become a very popular language in the world and in Vietnam as well. People use English for communication, travel, culture and trade exchanges and so in many other fields in life. Vietnam is one of the countries which use English as the second language and as a result, English has been adopted as one of the most important subjects in many schools. Four English skills are essential for English learners of all ages; nonetheless; learners seem to focus on reading and writing rather than speaking. They spend a lot of time on learning grammar for weekly tests and examination in each semester; meanwhile, they are quite afraid of speaking English. In high school, speaking English seems to be less paid attention than the others. They do not spend much time practising speaking in class and that is the main reason why they get difficulties with speaking. Moreover, many students are weak on grammar, they lack vocabulary and feel so shy when communicating in English. During my speaking periods in class and speaking tests, fact shows that there are many students who get trouble with speaking like I do, especially English beginners in English speaking becomes a popular problem. After long time of observing and investigation, gramama, vocabulary and intonation are popular mistakes of first year English majors at Haiphong Private University. As can be seen, if students want to speak English correctly and fluently, they need to pay attention to these errors. Vietnamese is kind of language that is different from English. That is reason why Vietnamese learners have difficulties with English speaking and that is also main problem of first year English majors at HPU. Therefore, in order to study this problem in depth, the author has conducted the research entitled: "Common speaking errors made by 1st year English majors at HPU." Hopefully, this study will help students understand

deeply about the issues that they have not noticed before and suggest some solutions to solve the problems and help them improve their speaking.

2. Aim of the study

The purpose of this study is to discover and characterize speaking skills, some common mistakes and common points of students when learning speaking skills, as well as suggest suitable techniques for students to improve their skills in which research focuses on finding the reality of the first-five major problems in English learning to speak English and giving them suggestions for better communication. It is expected that first-year English majoring students at HPU can improve their English speaking skills.

3. Scope of the study

In terms of learning English, there can be many problems not only related to speaking but also related to other skills. However, due to time, knowledge, and other shortages, it is not possible to deal with common problems and flaws of all skills. In this regard, research will focus only on speaking skills. The participants of this study are HPU's two main English classes. The participants are all freshmen, so they can give their objective opinions to understand their problems. From there, the suggested projects may somehow be more practical and relevant.

4. Method of study

In order to conduct research, many references and books related to speaking skills and motivational projects for students were approached. In addition, Internet searches are also used to gain a deeper understanding of specifics. In addition, a survey questionnaire was conducted for first-year English majoring students at HPU to gather information and evidence for the study. The participants were freshmen of the English Department because English is absolutely essential for them to use and they can use it more often than other non-major students. When students use English regularly, they tend to face common problems or difficulties

that can prevent them from learning speaking skills effectively. As a result, it can be easier for me to propose sensible projects to students that will give them more motivation and encouragement so they can arouse their ability to speak effectively.

5.Designs of the study

This study consists of three parts:

Part I: Introduction, includes the rationale to the study and the aims of the study, the research question and the scope of the study. The design of the study is also presented.

Part II: Development.

The first is the definitions of speaking skills, stages of speaking, difficulties encountered by 1st year non-majors when learning speaking skills as well as some common mistakes.

The next chapter focuses on the first-year non-major student survey questionnaire at HPU on English speaking attitudes, including survey questions, design and methodology, data analysis as well as the finding and discussion.

The last chapter provides the solution and recommendations given to the first-year students in HPU to improve their speaking English ability.

Part III: Conclusion, in this part, some limitation and suggestions for further research are stated.

PART 2: DEVELOPMENT

Chapter 1: THEORETICAL BACKGROUND

1.1.Introduction

The aim of this chapter is to review theoretical background which is related to speaking errors in English. Errors could exist in the English speaking from the first semester to high semester possible make error. The errors can be simple error or complex. The students must know the type of errors, the knowing of knowledge of errors, the students can minimize making error and improve their speaking skill and understand the definition of speaking skill, grammatical, vocabulary and so on...

1.2. Speaking skill

1.2.1. Definition of speaking skill

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems when using the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions. The modern world of media and mass communication requires good knowledge of spoken English. This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance.

Speaking is defined as an interactive process of constructing meaning that

involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking

(Burns & Joyce, 1997).

According to Brown (2001:272), there are micro skills of speaking as follow: produce chunks of language of different lengths, orally produce differences among the English phonemes and allophonic variants, produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours, produce reduced forms of words and phrase, use an adequate number of lexical units in order to accomplish pragmatic purpose, produce fluent speech at different rates of delivery, monitor your own oral production and use various strategies devices (pauses, fillers, self correction, backtracking) to enhance the clarity of the message, use grammatical word classes, systems, word order, patterns, rules, and elliptical forms, produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences, express a particular meaning in different grammatical forms, and use cohesive devices in spoken discourse.

Besides, Nunan and Cavid (2001) develop the idea that speaking in a second language involves the developments of a particular type of communication skill. It has occupied a special position in the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse.

In the field of action, speaking is the actions of conveying information or expressing one's feeling in speech, the activity of delivering speeches, communicating in a speacified language, conveying meaning as though in words. (oxforddictionaries.com/definition/English/speaking)

In conclusion, speaking skill is always considered as domain of language and linguistic proper. Therefore, Clark and Clark (in Nunan,1991, p.23) stressed, "speaking is fundamentally an instrument act". Speakers talk in order to have some influences on their listeners. It is the result of teaching learning process. Students ' skill in conversation is mainly aimed at in terms of teaching speaking skill, it becomes vitally aspect in language teaching learning success if language functions as a system for conveying meaning, as Nunan (1991, p.39) states that the successful in speaking is measured through someone's ability to carry out a conversation in the language.

From the above definitions and the explanation of second language speaking and foreign language studies, the speaking definition in this study is summarized as the process of constructing and sharing meaning through the use of verbal and non-verbal signs, in a different context. to express ideas, opinions, or feelings to others by using words or sounds of expressions to inform, persuade, and entertain that can be learned by using some teaching method- learning.

1.2.2. The significance of speaking

Zaremba (2006) pointed out that while reading and listening are considered to be two receptive skills in learning and using language, writing and speaking are two other useful skills needed to be integrated into the development process, efficiently communicate. Of all four macro English skills, speaking seems to be the most important skill needed to communicate.

Zaremba (2006) also explains that speaking or communication skills are often placed before work experience, motivation, and education certificate as criteria for new recruiting into employment. It is worth mentioning that speaking skills tend to help learners benefit more with some specific advantages. The ability to express thoughts, feelings, emotions and so on can give learners the following advantages.

I want to mention the ability to stand out. When it comes to speaking, people tend to think of it as a common skill. However, being able to excel and speaking English effectively and confidently is not a common ability. It is more remarkable that there are not too many talented speakers in the world, but if one speaker has good skills and is developed with relentless opinions and effort, it can stand out.

1.2.3. Stage of speaking

According to Brown (2007), a perfect teaching lecture must follow three stages:

1.2.3.1. Pre-speaking

Pre-speaking starts before students actually speak. The pre-speaking activity involves thinking, then reflection providing opportunities for students to plan and organize to speak.

There are several purposes for speaking in advance, such as choosing the topic to speak, defining purpose, object, and format.

1.2.3.2. While-speaking

While-speaking engages students to interact with colleagues and other audiences. Students who are provided with the environment, support, and opportunity to prepare for their formal and informal speaking experience will be more likely to be more confident to "go public" with their ideas and information. Some of the purposes when speaking are to express personal feelings, ideas, or opinions; to tell a story; for entertainment or entertainment; describe; to inform or explain; to ask or question; to classify thinking; to explore and experiment with many different ideas and to converse and discuss.

1.2.3.3. Post-speaking

The stage of post- speaking is a time for reflection and goal setting. As experience says, both formal and informal, it is important that students reflect on

their performance. Their reflection should include teachers who can help them set personal goals to improve their speaking skills.

1.3. The importance of speaking

The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried

out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

According to Zuliati (2013) Speaking is an important language skills, in which communications take an important role in the world of information, speaking is a spoken language that is taught in the era of globalization. Because of speaking, students can communicate with other students in our country or different countries, we can share ideas and opinions. There are some people who see the skills of the student based on their speaking skills and not of language skills. Students can effectively use speaking skills.

The use of English has become popular nowadays. English can make the students' communicate with strangers in the world. When someone makes a trip abroad, English language is also very useful because it is accepted as an international language. In Indonesia, many schools which develop into the International schools based on standards that use English as the instructional

language in all subjects. Therefore, speaking is a very important skill to get to the carrier and education.

(Ridyani: 2009)

1.4. The difficulties faced by student in learning speaking skills

1.4.1 Lack of environment

When speaking, students can face many difficulties. The first reason why English speaking students have difficulty is that the environment does not support English speaking students regularly. The environment here means people outside of the classroom. Those people may think that students only want to show off when speaking English in everyday conversations. The feedback students receive causes them to lose confidence in improving their speaking.

1.4.2. Fear of Mistake

Fear of making mistakes becomes one of the main factors of students speaking English in the classroom. The fear of making mistakes is the problem, and this fear is related to the problem of correction and negative reviews. In addition, this also affects the student's fear of being ridiculed by other students or being criticized by the teacher. As a result, students often stop participating in speaking activities. Therefore, it is important for students to consider making mistakes is not wrong or bad as they can learn from their mistakes.

1.4.3. Shyness

Shyness is also one of the biggest factors that prevent students from speaking English. It is a kind of sensation that students feel when speaking English. They are not ready in front of the teachers and their friends. Because of shyness, they cannot say what they are thinking and what they want to say. Due to shyness, they are not confident when speaking, cannot remember the correct grammar rules and vocabulary when speaking English. Due to shyness, they feel uncomfortable and anxious in front of people when speaking English. Teachers

should encourage students to be confident, okay when feeling awkward in front of people, but they should know they can do it and encourage them to speak English as much as possible.

1.4.4 Anxiety

Anxiety is part of the human condition and it has a broad definition. Anxiety in general can be defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system"

(Horwitz et al, 1986, p.125)

The fear of speaking in public is related with anxiety or communication apprehension. It's a panicky feeling associated with physical sensations that are too painfully familiar to those affected- increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area.

1.4.5. Lack of Confidence

Lack of confidence is also one of the reasons why students cannot speak English in public. They are not confident in themselves to speak English in front of people. This is often caused by the teacher, the teacher discouraging enough to speak English in public. Usually, teachers discourage them from speaking English in the classroom or in front of everyone. They learn the English language but they don't learn to speak. This is one of the problems that most students encounter in the classroom or in front of everyone. Confidence plays a very important role in speaking English if students do not believe and believe in themselves they cannot speak English. The confidence and confidence of students are completely dependent on the teacher. Teachers must encourage and motivate them to believe in themselves and to have confidence in speaking English in public. If students worry about making mistakes, so teachers have to teach them that no one can be born perfectly, everyone learns from their mistakes. They had confidence in

speaking even when they were wrong. They will learn from their mistakes and correct them when they come back. Therefore, confidence in speaking English is very important.

1.4.6 Lack of Motivation

Lack of motivation is also one of the reasons why students cannot speak English. Motivation plays a very important role in speaking English. Motivation can be motivated by teachers, other students as well as their parents. But they don't motivate them to speak English well. Due to a lack of motivation to speak English, they are not interested in speaking English.

1.5. Common mistakes in speaking

1.5.1 Grammar

The first problem is grammar. Hetrkul (1995) said that grammar is also very important for students when learning speaking skills. If they want to master English, it is necessary for them to use grammar appropriately so that they can produce meaningful sentences. Grammar considers as the first step in learning any language besides the pronunciation. In fact, Vietnamese students focus on grammar rather than speaking English. However, Vietnamese students do not know how to apply the grammar taught in their speech, so most Vietnamese students often speak the wrong grammar.

Learning English grammar is very difficult for students. As professional Jack C. Richard, grammar is divided into two dimensions which focus on how to use grammatical system to create a sentence, and how to use grammatical system in the process of creating spoken as well as written text. Mostly, when speaking English, students make grammatical mistakes. Usually, students make mistakes in tenses, active and passive, and vocabulary when speaking English. They have misused tenses sometimes they want to say in the past tense, but they often say in

the present tense instead of the past tense. They cannot easily distinguish the differences between past, present, and future tense uses.

1.5.2. Vocabulary

Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary). While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words." In addition, Burns (1972) defines vocabulary as "the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998) vocabulary is central to language and critical importance to the typical language learning. From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary in speaking.

Therefore, when entering a specific communication situation, Vietnamese students often have difficulty trying to translate words from Vietnamese into English word by word and then put together sentences to say. In addition, they will also have many difficulties in communicating English with poor vocabulary, and obviously, the rich vocabulary will greatly support them and make them become professional with diversity in speaking. In fact, first-year English majors still have a lot of limitations in communication when speaking only English with simple words.

1.5.3. Pronunciation

According to the Oxford dictionary, pronunciation is how the word is pronounced. In fact, one of the main mistakes in speaking English by Vietnamese

students is pronunciation. I have listed some common errors in English pronunciation.

1.5.3.1 Ending sound

The first pronunciation error is the ending sound .According to Mark (2008), ending sound errors can be defined as "the inaccurate pronunciation of the final consonant in a word". In fact, nearly half of all English major students have forgotten the pronoun ending or did not know how to say the ending sound correctly. In English, consonants are even more important than vowels. It is essential to pronounce all consonants of the word including the ending sound. Therefore, English pronunciation is also different from other languages. That is why the ending pronunciation error is considered the most common English speaking error by non-native speakers. They forgot to pronounce the ending clearly, resulting in grammatical mistakes as well as misunderstandings.

Most non-native speakers often do not pronounce the ending sound clearly: /s/, /iz/, /z/, /d/, /ed/.

The main reason leading to the above mistake is that they do not know the rule of ending sound pronunciation. Almost English major students at HPU do not know whether the pronoun / s / or / z / in case of adding "s", "es" at the end of a word or confusing / d / and / ed / in the verb.

1.5.3.2. Sound connection

One of the problems that Vietnamese is different from English is the sound connection. In Vietnamese, the sounds are pronounced clearly. On the other hand, in English, native speakers tend to match the syllable of the previous word with the first sound of the next word so that when native speakers speak quickly, it makes it difficult for non-native speakers to understand what they said. Because of this difference, students often forget the sound connection while speaking. All most English majoring students speak English in Vietnamese-like ways, in which each

word is pronounced clearly and separately. If you don't link words together, it will be difficult for you to track the speed of native speakers and they cannot keep up with your thoughts. Linking words makes your conversation faster and as natural as a native speaker.

1.5.3.3. Mispronunciation

1.5.3.4. Stress

As language is developed, children must master not only the phonemes that make up individual words, but also their associated stress patterns. One major reason why foreign speakers of English have difficulties with pronunciation is due to the lack of stress knowledge of the new language being learned. Second language learners will often sound ' foreign' when using their own native language stress patterns while speaking the new language (Small, 2005). From the past, much of pronunciation teaching has involved the practice of isolated sound or stress and intonation. Stress is used to describe the point in a word or phrase where pitch changes, vowels are lengthened and volume is increased. It is vitally important in conveying meaning in phrases and sentences. A word with more than one syllable is more complex, for example, the word 'export' on the second syllable (expo'rt) it as a verb, but if it is stressed the first syllable ('export), it is now a noun. Getting the stress wrong can damage the chances of being understood. Moreover, Scrivenr (2005) pointed that students needed to learn pronunciation that would allow them to be understood in the contexts where they were most likely to need to use the language. So, stress is a very important aspects of English pronunciation. In English, words that have more than one syllable will always have one particular syllable that will receive primary stress. For example, the disyllabic word 'sister' has primary stress on the first syllable. The multisyllabic stress on the second syllable. Syllables in disyllabic and multisyllabic words that do not receive primary stress may receive secondary stress, depending on the level of emphasis given to

the individual syllable (Small,2005). Most Vietnamese students encounter stress problems so, it should be improved teaching and learning English pronunciation in general by focusing on the importance of teaching word stress in particular. (Bourjan, 2003 and Khamkhien, 2011).

1.5.4. Intonation

There is much that can go wrong in intonation. An error in intonation may appear when learners have the wrong number of intonation units in their responses or when they place the tonic on wrong syllable. Even when they identify the right tonic syllable but without the right tone on it, they still make an error. Learners of English may use an intonation form for the wrong function. However, the errors with tone is the commest. The problems with tone probably the most regularly occur. Learners usually have difficulties in producing tones that do not exist in intonation system of their first language, or they let their voice go up instead of down, and down instead of up. Here are two most common mistakes:

-No rising pitch: Yes/No questions typically have a rising pitch towards the end, and lots of students end their sentences flat so they don't sound like questions at all.

-Use the wrong pitch: Student often don't use the right pitch to convey feelings. A single word like really can express completely different feelings

CHAPTER 2: THE SURVEY QUESTIONNAIRE

2.1. Participants and purposes of the survey questionnaire

The participants were 30 freshmen from 2 English language classes at the HPU. They are both freshmen meaning that their opportunities to practice speaking English will not be as much as second and third-year students because they focus only on learning grammar. Although speaking is an important skill, it is not paid much attention, so for students to practice speaking we need to motivate and motivate them. The first steps will be very difficult because of the lack of vocabulary and speaking skills but then the next steps will be easier.

In terms of longer university study period, freshman English majors seem to have more opportunities to put these projects into practice and improve their speaking skills more effectively than other students because of them. There was plenty of time to motivate and get the chance to correct their mistakes by themselves.

The survey questionnaire is designed for 3 main purposes:

- To know the attitude of students for learning speaking skills.

- To find out the difficulties that students faced in terms of speaking skills.

- To give the best suggestions of solution students 's problems.

2.2. Design of the questionnaire

In this research, I will give 8 questions to ask students about difficulties in learning to speak English and choose the most effective project that affects their speaking.
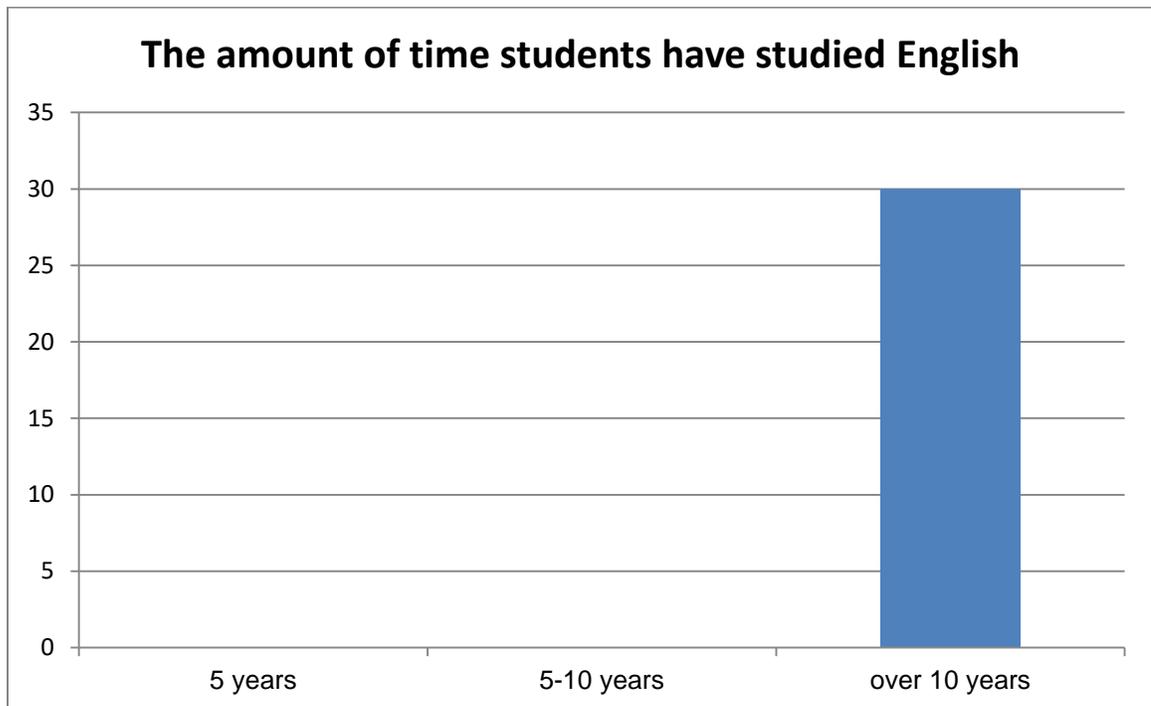
From question 1 to question 3, students will be asked about the length of time to learn English and their attitude when practicing speaking English. Questions 4.5 and 6 will ask about the difficulties they face and habits when

speaking English. Questions 7 to 10 will be techniques to motivate them to practice speaking English.

2.3. Data analysis

In this survey, I apply quantitative data techniques to analyze questionnaire results. The quantitative data analysis method is considered the effective method to analyze the data from the questionnaires, surveys,... After doing the survey on all 30 participants, I made a total Combine all results into tables and graphs. Each chart shows the number of students choosing an appropriate answer for each questionnaire.

Question 1: How long have you been studying English?

The amount of time students have studied English

|	
35	
30	
25	
20	
15	
10	
5	
0	

5 years　　　　5-10 years　　　　over 10 years

Figure 1: The amount of time students have studied English

This table shows the length of time studying English for 30 foreign language students. Looking at the table, we can see that the column showing up over 10

years is the highest with 100 percent student rate compared to the two columns of 5-10 years and 5 years. Through the above data, we can see that their time to learn English is more than 10 years, enough to see that they have plenty of time to learn and practice English.

Question 2: Which skill do you like most?
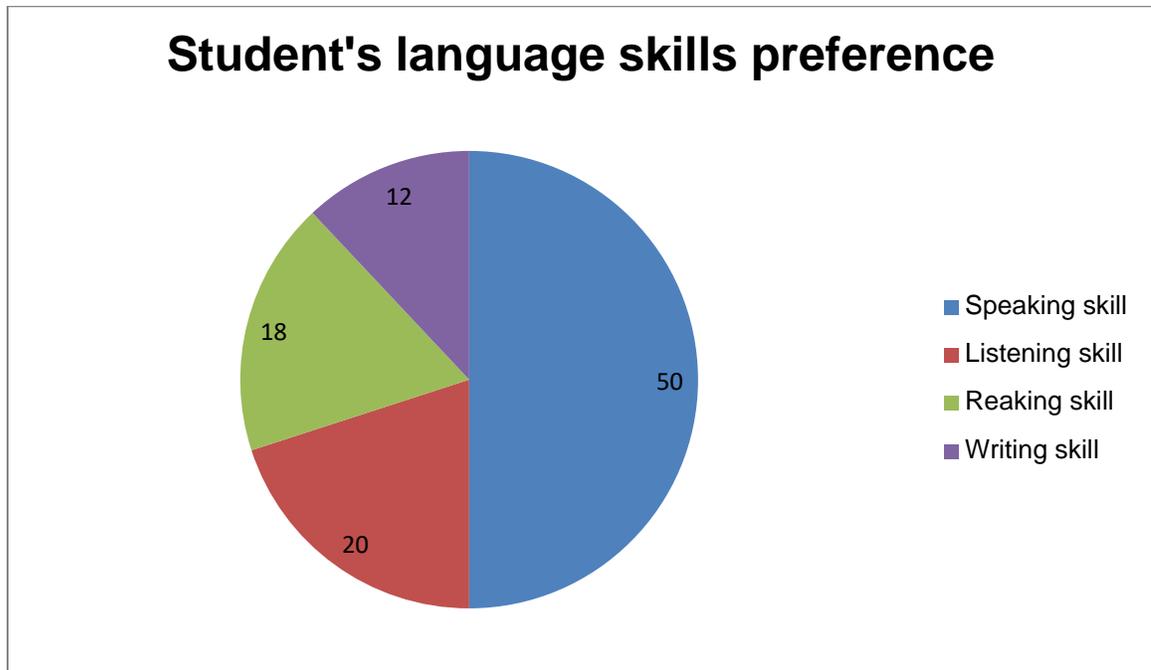
**Figure 2: Student's language skills preference**

The purpose for this question is to let us know which skills students are interested in. The four skills of language learning are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. According to the ability and interest of each person, there are different attitudes to favorite language skills.

From the table above, we can see that as a result, up to 50 percent of the students were interested in learning speaking and that was also the top result. Next is 20 percent like listening skills compared to 18 percent like reading skills. Not

surprisingly, writing skill is the least interesting skill for students with only 12 percent.

In short, although the liking of speaking and listening skills is high, students need to practice these two skills more than others.

**Question 3: How Important is speaking skill?**
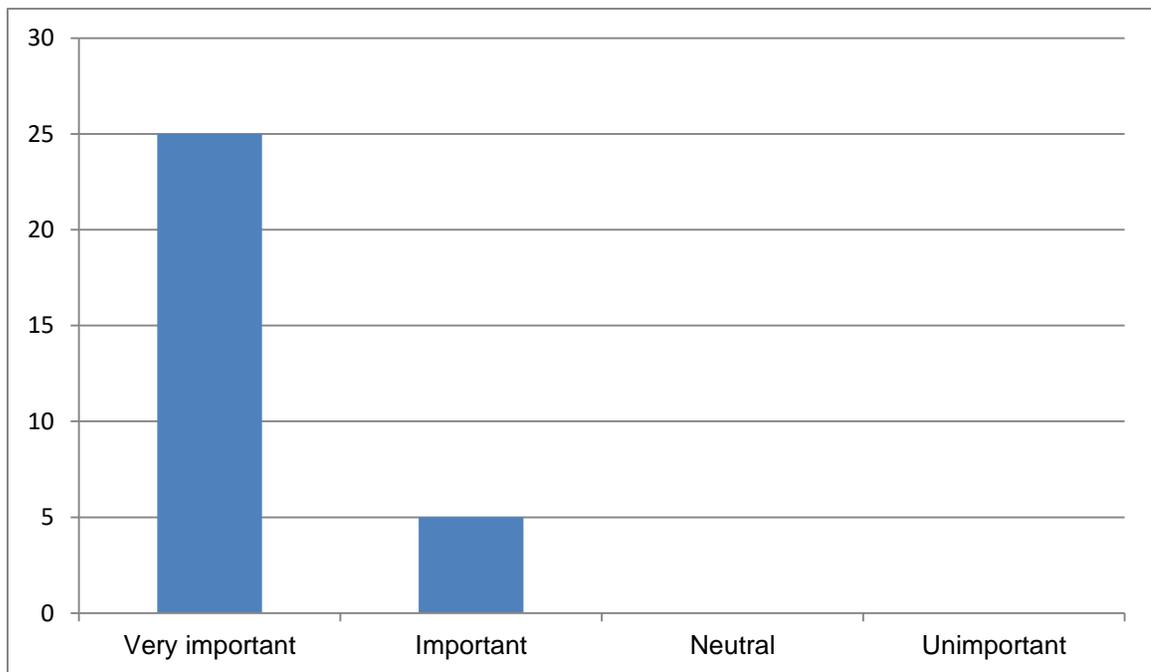
Figure 3: Opinion of students on the importance of speaking skill

Table 3 gives us data on students' perspectives on the importance of speaking skills. Looking at the table, we can see astonishing data, seeing that the very important column is selected the most. That has shown that most students feel speaking skill is a very important skill in learning English. With 25 students out of 30 students, that is enough to show a student's awareness of the importance of English speaking skills. The other column is important, consisting of 5 students, which shows that they are also aware of the importance of speaking skills at this time. It is also surprising that the neutral column and the unimportant one are not

chosen by any student. Through the above results, students' attitudes are increasingly different from older generations.

Question 4: What difficulties related to speaking do you face up with?
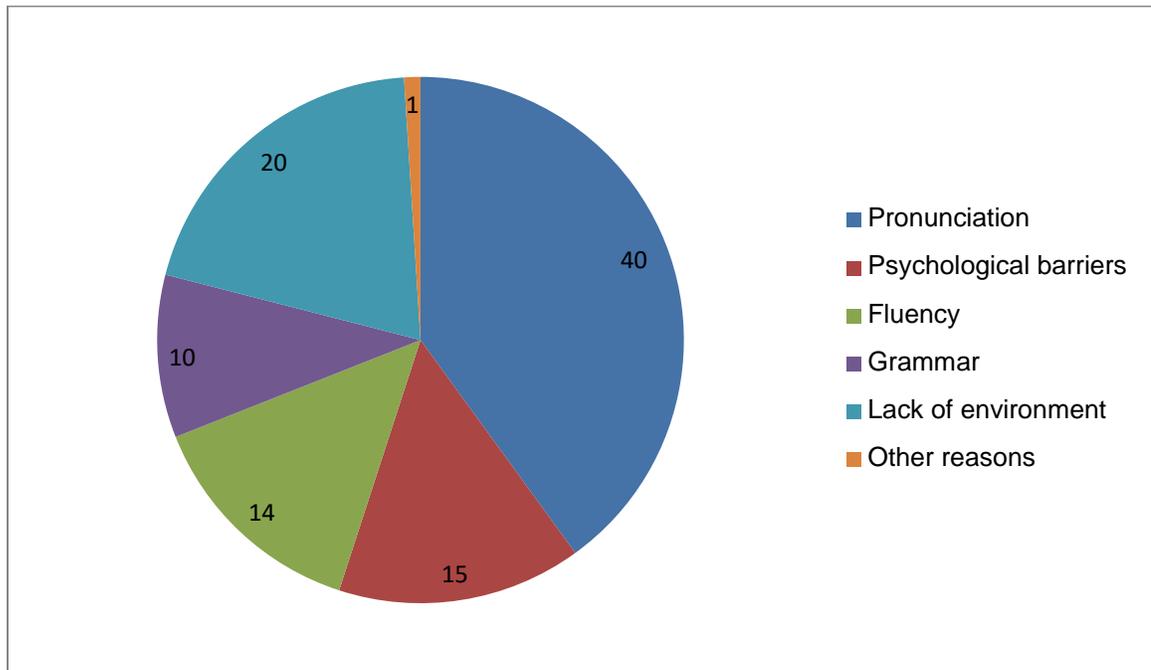
Figure 4: Student's difficulties related to speaking skill

The purpose of this question is to find out some difficulties related to speaking that students face up with. On looking at the chart, without much effort, observe the fact with students consider the pronunciation is the main difficulty in speaking with the percentage about 40 % of students. The fear of making mistakes and lack of confidence as well as motivation, both of above actors prevent students in speaking English. It is possibly attributed to the fact that pronunciation is the greatest difficulty that students need to overcome to learning speaking English more effectively.

From the data in the chart, we can see that students also focus on the lack of environment factor. The environment here is outside class, it means that students

have a few opportunities to practice speaking English, especial speaking with native speakers. It is considered as a limitation that prevents students improving language communication through daily conversation with foreigners.

Unfortunately, 15% of the students revealed that they have difficulty in psychological barriers. Some of those students explained that they have a fear of making mistakes, shyness, anxiety and lack confidence that make their speaking skill are not professional.

Lastly, grammar and other reasons represent the smallest figure about 10% and 1%.

Question 5: How often do you speak English?

Bar chart values: Often = 7, Usually = 0, Sometimes = 18, Rarely = 5, Never = 0
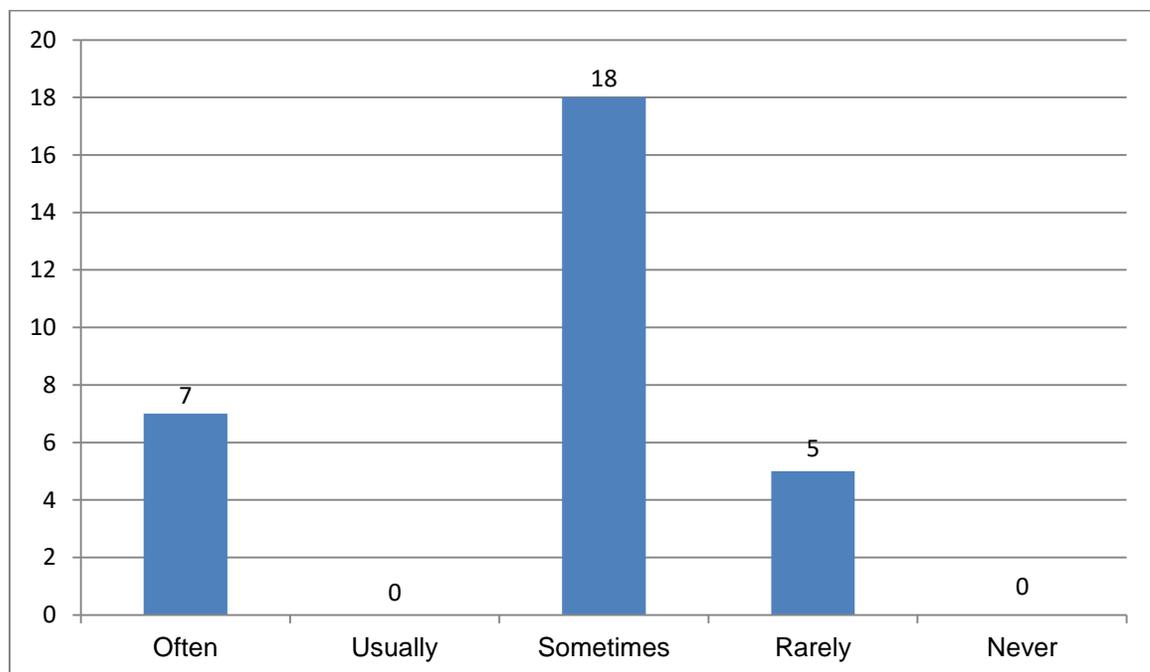
**Figure 5: Student's speaking English frequency**

The chart illustrates the frequency of the habit speaking English of students. Firstly, all of them confirmed that student do not have many opportunities to speak English because the percentage of student speaking English "sometimes" is highest

with 18 students. This figure points out that the students's habit of speaking is a limitation for them to practice speaking English.

Meanwhile, there are 5 students who rarely speak English. They gave the reason that they only use English in the lessons at class and outside, they hardly communicate with others in English.

On the other hand, only 7 students have the habit of speaking English often. They take advantage of opportunities to practice speaking English through speaking with teachers, friends as well as native speakers around their living areas. Besides, we can find out that, "usually" and "never" using English shows no proportion at all.

**Question 6: How do your teachers motivate students in speaking lessons?**
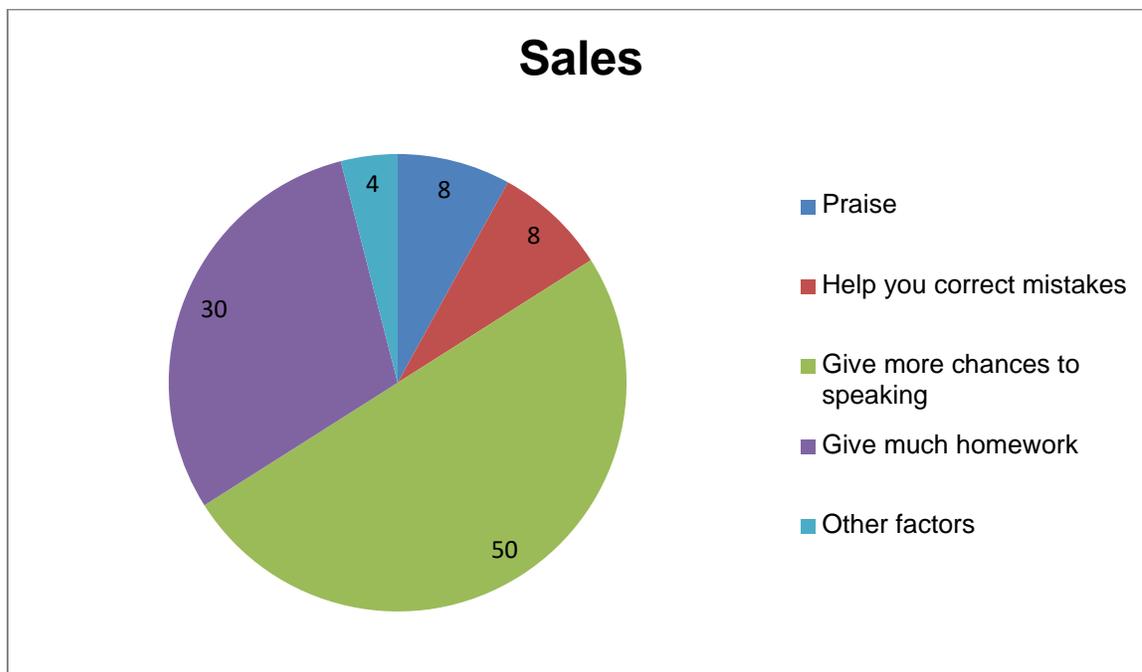
Figure 6: Students' opinion on teachers' techniques to motivate their speaking

The purpose of chart 6 is focusing on the students' opinion on teachers' techniques to motivate their speaking. The first impression when we look at the chart is that having chances to speak seems to be favored by almost students, which occupies 50% of students. To explain for the fact, students openly said that in spite of lacking of confidence, they cannot deny that speaking in front of crowd encourage them to practice speaking English effectively.

This proportion is more double in comparison with being given homework to do at home around 30%. Some of those students explain the reason why they support to this technique is that the time of learning English at class is not long enough for them to practice speaking. Besides, without the habit of self-learning, given homework are compulsory task that force them practice speaking English outside class.

According to the result showing on the chart, the praise, help with correcting mistakes and other factors are % and 4%.

Question 7: How do you improve your own speaking skill outside the class?
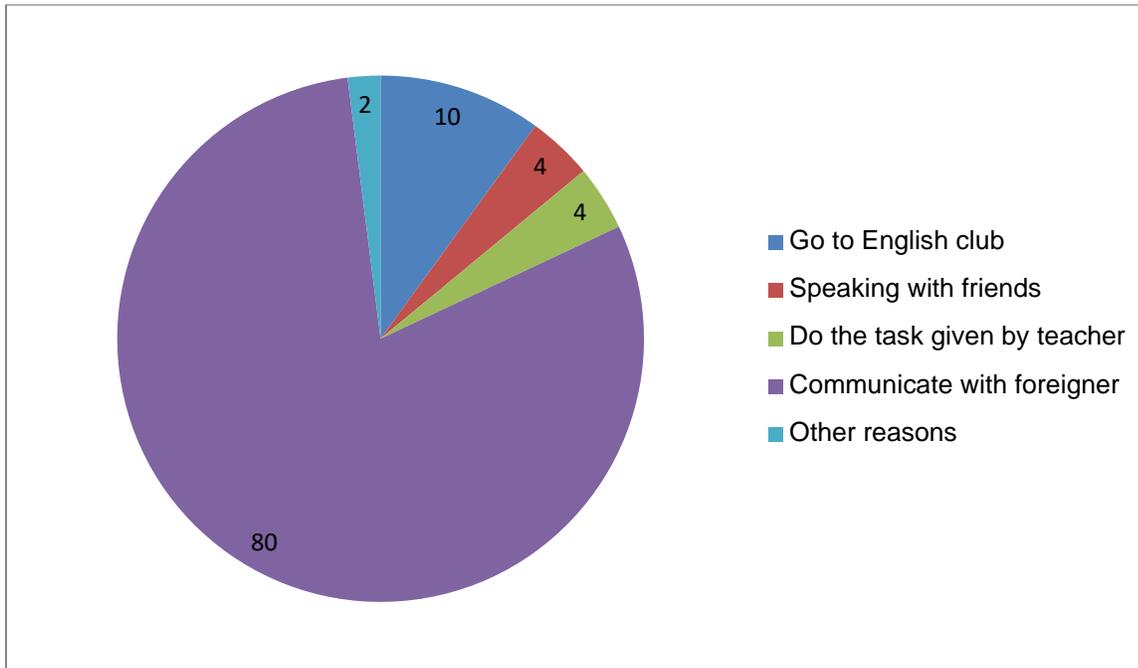

Figure 7: Students' techniques to improve their speaking

Chart 7 reveals the survey students' techniques to improve their speaking skill. On looking at the chart, one could, without much effort, observe the fact that a large number of students wish to speak native speaker to motivate them to speak which represents the highest proportion over 80%. Students openly discussed that they thought short daily conversation with foreigners contributes them practice the habit of speaking English effectively.

While other students assume that going to English club is also an effective way to practice English; it takes up to 10%. Speaking English with friend, doing homework and other reasons are not highly appreciated by students accounting for 4%, 4% and 2% respectively. To explain for the fact, students themselves remained the idea that they are not keen on these cativities due to their boring and ineffectiveness.

Question 8: Which pre-speaking activities do you prefer in the class?

Sales
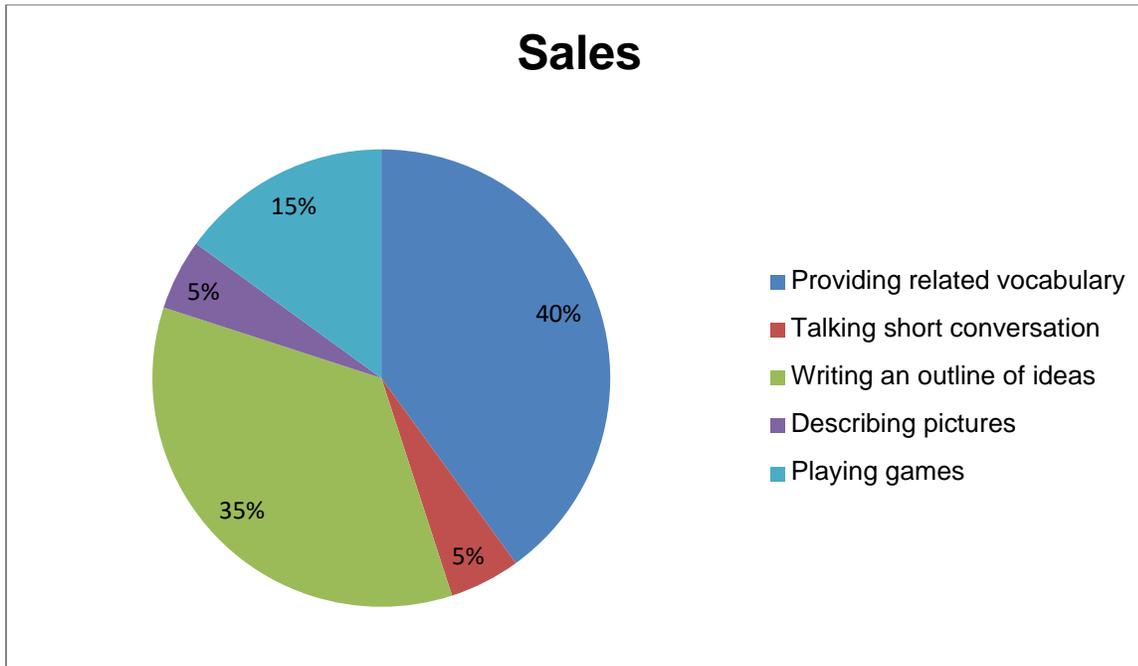
Figure 8: Students' point of view on pre speaking activities in the class

Chart 8 shows the most suggestion made by the students concentrated on what should students done to make learning speaking in the class more effective and useful. In the interview, students reflected their expectation to be provided some vocabularies that related to the topic speaking. There is 40% of the students show that there should be a material suitable with their topic. Next, making ideas will be easier when students have more words related to the topic that they will speak about.

The result given in the chart also validates that 35% of the students pay attention to write an outline before speaking. Most of them have difficulty in arranging and connecting the ideas when speaking English without an outline.

The students (15%) also stated in the questionnaire that they hope have some warm-up games for pre-speaking activities. The reasons why they supported the

idea seem to be the fact that thanks to game, the students are aroused in the topic at beginning of the speaking lesson. There is no longer depressed and boring feeling from students. Not only games help students reminisce some of useful language and structures but also provide background to the topic of the new lesson.

Meanwhile, the percentage of describing pictures activity is 5% and only 5% of the students would like talking short conversation for pre-speaking activities.

**Question 9: which while-speaking activities do students like most?**
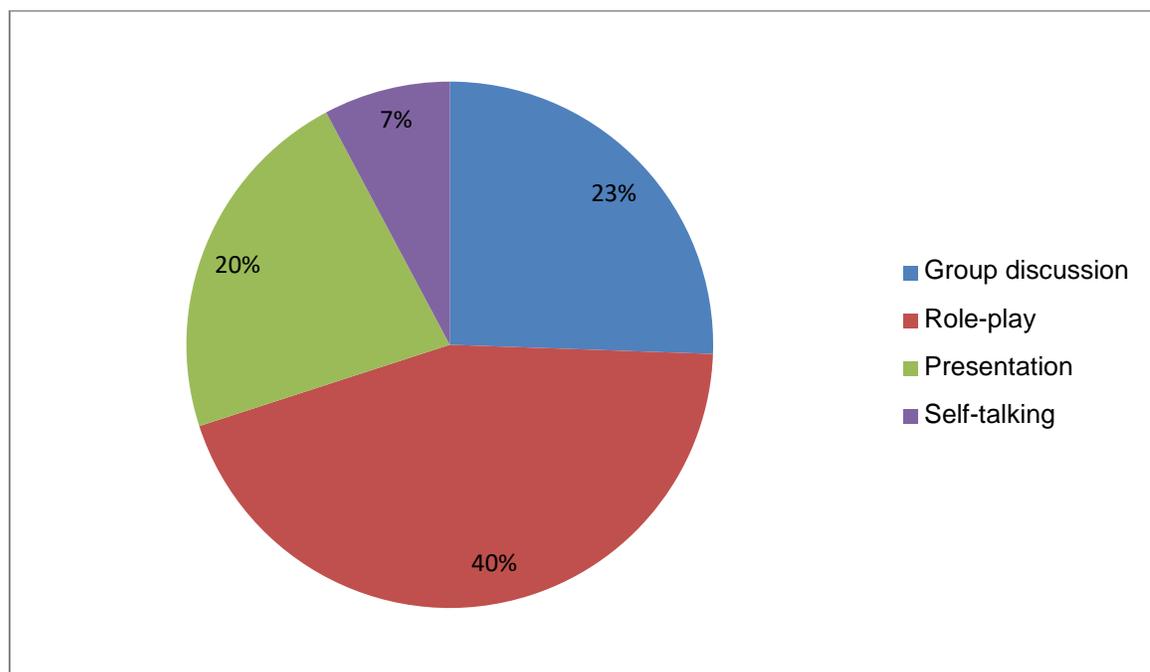
Figure 9: Students' viewpoint on while-speaking activities

Question 9 aims at exploiting the students' viewpoint on what they expect for while-speaking activities. In the interview, students reflected their expectation to be put into context to practice English. They supported the idea of learning English into a context, therefore, 40% of the students agreed that role-play is the useful technique to practice speaking English. The main benefit of role play from the point of view of language teaching is that it enables a flow of language to be produced that might be otherwise difficult or impossible to create.

According to what stated in chart, group discussion is also a favorite activity when accounts for 23% of students. The reason why students support that it creates the environment and students have chances to exchange their individual opinions to their classmate.

On looking at the table, other while-speaking activity be also mentioned is presentation with 20%. Students further explained that one of the useful techniques contributes them improve speaking skill is presentation because in order to present in front of crowd, they must have good preparation about ideas, grammar, structures that makes them more confident when speaking. The last activity for while –speaking is self-talking with the proportion about 7%. Some of students explained that this activity is absolutely the fear of making mistake or being shy.

Question 10: What do you prefer for post-speaking?
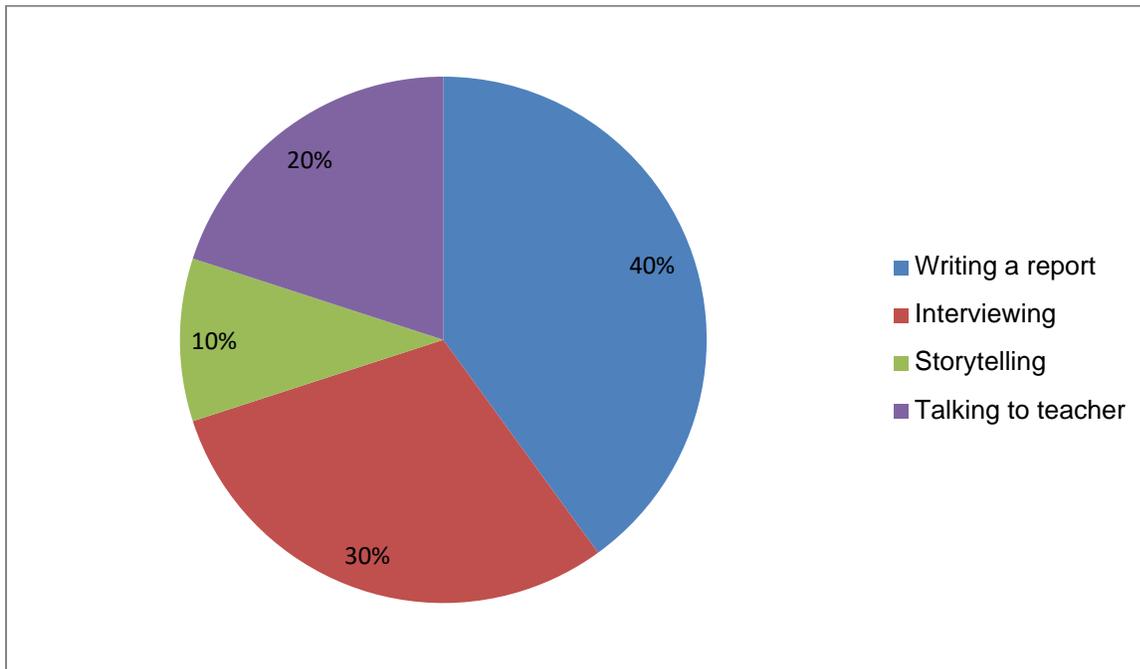
Figure 10: Students' attitude toward post-speaking activities

Chart 10 reveals the surveyed students' attitude toward post-speaking activities. Based on the available data, it can be clearly seen that almost students are fully aware of the activities for post-speaking. The chart shows 40% percentage of students more attention on writing. Many of them added that the reason why they prefer this activity is that after they speaking, by writing a report or essay, they will review all their ideas that they spoke and rearrange them follow the good series.

Looking at the table, one could, without much effort, observe the fact that other the most preferable activity for post-speaking is interview with the percentage 30%. Interview is an effective technique in learning speaking that poses a number of advantages.

From what has been gathered, we all see that talking to teacher activity will be paid attention by lost of students with the proportion account for 20%. Some students openly discussed that teachers will point out the mistakes about pronunciation, grammar as well as sentence structures and help students correct them. It is extremely essential for students to realize their mistakes that they face up with in speaking in order limit the relapse.

The result given in the chart also validates that there is 10% of students prefer storytelling for post-speaking. This activity encourages students to actively speak up, improve their vocabulary, and train their pronunciation and fluency.

2.4. Finding and discussion.

After taking the survey, it goes without saying that the speaking skill chosen by students was the most important skill; However, students who are still passive, not self-conscious in speaking practice cannot learn to speak English, majoring in English at HPU has many difficulties including psychological barriers, lack of

environment, pronunciation, and grammar. and lack of motivation. Therefore, most students consider some of the teacher's techniques the best motivation to motivate them to speak English in class. The findings above provide a number of suggested activities for speaking before, during, and after speaking in order to increase the effectiveness of learning to speak. Among them, playing warm-up games, writing outlines or providing related vocabulary are some of the activities that students look forward to when they practice speaking in order to be well prepared for speech, meanwhile, for With speaking activities, students enjoy participating in some activities such as group discussion, role-play, and presentations. Report writing and interviews are some of the favorite activities students choose after talking. The next chapter will suggest some techniques to motivate students to improve speaking skills.

CHAPER 3: SUGGESTIONS TO DEAL WITH STUDENT'S SPEAKING ERRORS

In this chapter, the researcher will propose a number of methods and work effectively after analyzing the survey and finding common difficulties faced by students in speaking. Most of the students in the survey agreed that they are facing difficulty learning to speak such as lack of environment, confidence, or inappropriate pronunciation, etc. Therefore, the methods and activities are adopted with the author's experience. If students practice those methods on a regular basis, their speaking skills can be significantly improved.

3.1. Suggestions to improve listening skill

3.1.1. Favorite topic

The first thing when you learn listening skills is that you listen to things you enjoy. The guide here is to choose the topics that have your favorite content to listen to.

For freshman foreign language students, it is quite difficult to focus on listening to a long conversation. Therefore, when starting to learn listening skills, choose short conversations or topics with short content to listen to. The next step is listening sources, you can find a lot of resources on the internet or TV. If you love programs, you can look to foreign programs on channels such as Discovery channel, Fox esport, Nat Geo channel, ... Or you are a movie lover, you can look to Netflix, HBO, Fox movie .. If you like daily news, you can choose to go to channels like CNN, BBC, VOA on the website.

And the last thing when you enter listening practice, remember that each program or channel has content or information with a different difficulty level. So when you start choosing, you should choose programs with content suitable for your current listening level.

3.1.2. Dictation

Dictation is inherently a difficult skill for freshmen because listening and writing skills are quite slow. But this will be the practice that will improve students' listening skills quickly. Although the improvement is a bit slow in the early stages, it should improve in later stages. The most important thing is that students must not be discouraged, practice one lesson over and over, and then proceed to other lessons. This practice method will not only improve students' listening skills but also writing skills.

3.1.3. Music and songs

Many studies have shown that music can lighten our mood and it is undeniable that the role of music to mankind is absolutely significant. Moreover, for English learners, learning English through song is really a highly recommended way because by listening to music it is more likely that learners are relaxing rather learning so the efficiency seems higher. Learning English through the song is really an appropriate way to improve language competence not only speaking skill, vocabulary, pronunciation and so on. When we listen to any English song, it might contain a range of new vocabulary which might help people to memorize it longer due to its rhythm. Thanks to is rhythm, learners are refreshed more and tend to have a ready mood to learn. Moreover, learning how to sing a song is also helps learners improve their pronunciation by imitating the singer's words. Those elements are really necessary for improving speaking skill.

3.2. Solutions to improve speaking skill

3.2.1. Pre-speaking activities

3.2.1.1. Warm-up games

A good game always makes learning English easier. Games help to bring the class together and make the classroom a place of fun and laughter. English speaking is fraught with problems and difficulties for the student, and playing games can help students over learning block so that something they found hard work can become a source of enjoyment.

Game1: Fact or Fiction

In this game, one person tells a short story about themselves or someone they know or heard about. Usually it is something funny or crazy. It can be a true story, or something made up.

Example: Josh tells a story about his Uncle Leo who sleeps in the nude. One day Uncle Leo was sleepwalking and he went outside and took his dog for a walk. The next door neighbour was coming home late from work and saw him! She called the police and he got arrested for being naked in public.

Everyone around the room has to say whether they think Josh's story is fact (true) or fiction (made up). Josh reveals the truth when everyone has guessed. Members can take turns telling a story.

Game 2: 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.

Game 3: Draw the Picture

In this activity members split up into pairs or small groups. One person looks at a scene from a magazine or book (the leader should cut out enough pictures, or bring in enough magazines for the club). The other person has a pencil and a blank piece of paper. The person with the picture will try to describe everything he sees to the drawer. This is good practice for using prepositions of place. When the describer is finished, compare the drawings to the real thing! Whose is the closest to the original?

Game 4: Categories

For this game, one person thinks of a category, such as MOVIES. In a circle, everyone must take a turn thinking of a Movie title (in English of course). If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game. For example, if the

category is VEGETABLES and someone says "banana" that person is out. The game continues until only one person is left!

Game 5: Who am I?

In this game, the leader prepares cards with famous people's names on them. The leader tapes one card on the back of each member. Then everyone pretends they are at a party and asks each other questions to find out their own identities. When someone guesses their own name correctly, the name-tag gets taped to their front and they continue to chat with the party guests until everyone is wearing the nametag on the front.

Game 6: Jeopardy

In this game, which is based on the famous gameshow Jeopardy, everyone writes down ten answers to questions about themselves. After writing down the answers, people have to form pairs or small groups and try to find out what the questions are.

Example: (answer = purple) "What is your favorite colour?" "Blue." "What colour do you hate?" "Green." "What colour is your underwear?" "Purple!" You can stop at three guesses if you want, or keep going until someone in the club can guess the question.

Game 7: Hot Seat

In this game, the club is split up into two teams. One member from each team sits facing the group. The leader holds up a word (or writes it on the board if you are in a classroom) for all of the team members to see except for the two players in the hot seats. The teams must try to get the person in the hot seat to guess the word or phrase. The first person to guess correctly gets to stand up and a new member from their team takes the hot seat. The person on the other team has to remain in the hot seat until she gets an answer first. You can keep score or just play for fun. This game can also be played in pairs. One pair member closes their

eyes while the leader shows the word to the other pair members. The first pair to get the word right gets a point. Warning! This is a loud game because people tend to get excited and yell!

Game 8: Broken Telephone

This is a listening and pronunciation activity that always gets people laughing. The leader first must think of a sentence or phrase and whisper it to the person beside her. That person will then whisper what she heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. Oftentimes the message will be completely different when it reaches the end. Try to find out where the chain broke! In a big group you can send the message two ways and find out which team comes closest to the real message. (A famous example is the army message that started as "Send reinforcements, we're going to advance" and ended as "Send three and fourpence, we're going to a dance.")

3.2.1.2. Outline of ideas

From the findings, there is a fact that our students have difficulty in arranging and connecting the ideas when speaking despite having lost of great and creative ideas related to topic. When students think about any topic, they seem to be lost because they do not know where to begin with lost of ideas going on their head at once.

In student's opinion, if they have time to write an out line before speaking, they will have a good arrangement of the ideas, moreover, they also have more time to focus on grammar as well as sentence structures that make them feel more confident when speaking. As a result, some psychological barriers including the fear of making mistakes and lack of confidence as well will be reduced. In addition, when students speaking following and outline, they can avoid omitiing the idea and create the good fluency and alignment for their speech.

On the whole, writing an outline of the ideas is an essential step for almost of students in order to have a great preparation before speaking.

3.2.2. While-speaking activities

3.2.2.1. Self- talking

First of all, the best occasions for speaking English with yourself is when you're alone or when there's no-one in close proximity. That way you'll make sure no-one overhears you and you'll avoid embarrassing situations. I'm pretty sure that anyone has at least 10, 20 minutes a day when you're completely on our own and that time can be very well spent improving your spoken English. Secondly, you don't actually have to talk out loud as you'd normally do when communicating with others. Just a slight whisper would suffice to exercise your vocal cords, so even if you're overheard on rare occasions, it's not going to sound bizarre. Let's say for instance, that you're working at an assembly line in a manufacturing plant. Most likely you spend your working day thinking about all sorts of things and daydreaming. What I'm saying is – why not use at least part of that time practicing English with yourself? There would be no-one to hear your quiet whisper at the assembly line anyway, right? But if you think it's not really necessary to engage in weird activities like thinking out loud in English because you get to speak some English with your English speaking supervisor and you also watch some English TV channels in the evening. You simply have to speak as much English as you can, and no amount of time spent in front of TV and reading newspapers will make you into a fluent English speaker. Besides, those few sentences you swap with your supervisor count for virtually nothing considering that an average person speaks at least a couple of thousand words a day. And you should also bear in mind that by practicing spoken English as often as you can you'll facilitate your ability to think in English and you'll add more words and phrases to your active English vocabulary.

3.2.2.2. Group discussion

This method is highly recommended for the following reasons. First, it provides an environment for students to participate in discussions according to their own interests. Imagine, a class lasts for a period of time and students have to listen to lectures all the time, it can be very boring and students tend to be indifferent to the lecturers' lectures.

3.2.2.3. Role-play

Role-playing allows participants to deepen their previous experience and translate it into non-plot characters. In this way, participants can accept roles that are unfamiliar to them and try how it feels to be on the other side once. The main benefit of role-playing from the point of view of language teaching is that it allows the creation of a language stream that can be difficult or impossible to create. Role-play can also help replicate the language the student uses in different situations, the kind of language the student may need outside of the classroom. Using realistic simulation, students play a role-play to prepare and practice for possible future situations.

3.2.2.4. Simulation

A simulation is one in which a learner discusses a problem in a defined context. In simulation activities, students will play the role of themselves or others. Simulation is also an interactive activity with many different types of conversation. A category would be social formulas and dialogues like greetings, reviews, referrals, compliments and complaints. Simulation exercises can teach students how to function in a social situation with appropriate social characteristics.

A clear line cannot be drawn between role play and simulation. These two drama activities overlap. In language teaching the differernces between role play and simulation are not that important. The function of a simulation is to give particpants the opportunity to practice taking on specific roles and improvising

within specific situations on the assumption that with practice the prarticipants will play their roles more effectively when situations involving similar skills occur in real life.

3.2.2.5. Presentation

In the term of learning speaking English, presentation which is an indispensable skill play a very important role . It is difficult to write a speech in English, however, how to express and present it to people to understand it more difficult. Presentations are not simply holding up a sheet of paper and reading, it requires people with sufficient knowledge and enough confidence to present and attract viewers. In order to present in front of the crowd, students have a long enough time to prepare the essay, practice speaking. This is an extremely beneficial way not only to practice speaking English accurately and effectively, but it also helps students practice self-confidence in communicating.

3.2.2.6. Management speaking opportunity

Some surveys show that the habit of using amount of Vietnamese in English lessons is also a frequent problem. Unless required, otherwise, students think and say everything in Vietnamese and they are completely passive in approaching and practicing English communication. That is the reason that students with poor speaking skills afraid to communicate in English. When students do not have the habit of using English, they have very few opportunities to practice speaking English with others that will help them improve speaking skill. Therefore, it is very essential to ask students to completely use English in English lessons to create the habit of thinking and communicating in English. Students will have more opportunities to practice speaking English, from simple to complex sentences and the rapid reflection skills in the English environment will be significantly improved.

3.2.3. Post-speaking activities

3.2.3.1. Reporting

One of the popular activities in the class after speaking is writing a report or essay to review and summarize all the ideas. Writing and speaking have a close relationship within language that help everyone to get better at the language. Speaking allows you to make mistakes which writing does not. In speaking, no one will know if you do not know how to spell a word or if you confuse two similar sounding words, however, these problems need to be ironed out when writing. Putting pen to paper forces you to focus on the grammatical and spelling which may have gone unnoticed when speaking. And of course, writing also gives you chance to check again that is not available with speaking. As a result, it seems to be necessary to write a report after speaking that helps students correct some mistakes about grammar, spelling as well as sentence structures in order to complete their speech.

3.2.3.2 . Interview

Interview is an effective technique in learning speaking that pose a number of advantages. Through this work in pair or group activity, students can ask each other some question to which they do not sure about the answers. It contributes to move students from working in a more structured environment into a more communicative environment. They are expected to use lots of in English language and in the process discovering where they have gaps in oder to give them a direction to improve.

Furthermore, conducting interview with partners gives students a chance to practice their speaking ability not only in the class but also outside, help them become socialized and provide immediately feedback for the students.

Part III: Conclusion.

In short, this graduate paper is designed to investigate the learning situation at HPU and find out students' difficulties and common mistakes, especially speaking skills. Methods and strategies can then be proposed to address students' problems and motivate them to speak.

The purpose, scope and rationale of the study are presented in chapter 1 for the introduction. Then there are some theoretical definitions such as definitions of speaking, some difficulties in speaking English, to answer students' difficulties in learning English in general and skills in particular, hoping to encourage students to practice at home as well as in class, has been recommended in chapter 3.

In this graduation paper, due to the researcher's limitation of time knowledge and many other factors, it can cover the scope to improve speaking skill only. Finally I hope that my graduation paper might be somehow an encouragement for anyone interested in speaking skills.

APPENDIX 1: THE SURVEY QUESTIONNAIRE FOR STUDENTS SURVEY.

Using projects to motivate speaking skills for 1st year English major students.

1. How long have you been learning English?

☐ 5 years

☐ 5-10 years

☐ More than ten years

2. Which skill do you like most?

☐ Speaking skill

☐ Listening skill

☐ Reading skill

☐ Writing skill

3. In your opinion, how important is speaking skill?

☐ Very important

☐ Important

☐ Neutral

☐ Unimportant

4. What difficulties related to speaking do you face up with?

☐ Pronunciation

☐ Psychological barriers

☐ Fluency

☐ Grammar

☐ Lack of environment

☐ Other reasons

5. How often do you speak English in the class?

    □ Often

    □ Usually

    □ Sometimes

    □ Rarely

    □ Never

6. How do you teachers motivate students' speaking in the class?

    □ Praise

    □ Help you correct your mistakes

    □ Give you more chances to speak

    □ Give homework to practice at home

    □ Other reasons

7. How do you motivate yourself to speak outside the class?

    □ Go to English club

    □ Speak with friend

    □ Do tasks given by teacher

    □ Communicate with foreigners

    □ Other reasons

8. Which pre-speaking activities do you prefer in the class?

    □ Playing games

    □ Providing related vocabulary

    □ Talking short conversation

    □ Writing an outline of ideas

□ Describing pictures.

9. Which while –speaking activities do you like most?

□ Group discussion

□ Role-play

□ Presentation

□ Self-talking

10. What do you prefer for post-speaking?

□ Writing a report

□ Interviewing

□ Storytelling

□ Talking with teacher

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