

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH- ANH

Sinh viên : Vũ Tuấn Anh

Giảng viên hướng dẫn : Th.S Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG – 2021

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

**A STUDY TECHNIQUE USE IN TEACHING ENGLISH
SPEAKING SKILLS TO 1ST YEAR ENGLISH MAJOR
STUDENTS AT HAI PHONG UNIVERSITY OF
MANAGEMENT & TECHNOLOGY**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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**Tên đề tài: A Study Technique Use In Teaching English Speaking Skills To
1st Year English Major Students At Hai Phong University Of Management
& Technology**

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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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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Họ và tên: Nguyễn Thị Quỳnh Hoa

Học hàm, học vị: Thạc sĩ

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

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Hải Phòng, ngày tháng.....năm 2021

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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 viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

DECLARATION

I declare that the scientific topic "a study technique use in teaching English speaking skills to 1st year English major students at Hai Phong University of management & technology" is my own original work. My investigation and analysis of scientific study findings are completely honest. The documents have been mentioned in their entirety. This topic's content is entirely my responsibility.

Vu Tuan Anh

ABSTRACT

The key factor in communication is speaking. The most significant aspect. Technique in teaching speaking is very important to improve the students' ability in speaking. Therefore, the researcher conducts a study about "a study technique use in teaching English speaking skills to 1st year English major students at Hai Phong University of Management & Technology". The subjects in this research were 30 Hai Phong University of Management and Technology first-year English majors. The data was obtained and evaluated using questionnaires and interviews by the researcher, who utilized action research. The goal of this research was to figure out "how to use teaching method to enhance first-year English majors." According to the results of the questionnaire and interview, virtually all of the students gave favorable replies to all of the techniques for improving their speaking skills. The study's main goal is to find effective ways for improving HPU speech skills in first-year English majors. Furthermore, it is believed that instructors and students at HPU's Foreign Language Department would enjoy more English speaking while they learn and study.

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Hai Phong, June, 2021

Student

VŨ TUẤN ANH

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PART I INTRODUCTION

1. Rationales.

Learning English, particularly learning English speaking, is becoming increasingly essential in the globe as the international interaction between countries develops. People use English for a variety of purposes, including communication and debate in international forums and in everyday life. In Vietnam, being able to communicate in English is also a need for employment. As a result, learning to speak English has become more vital than ever.

However, there are still some issues with teaching and learning English speaking today, particularly at Hai Phong University of management & technology where it is a fact that English majors, particularly first-year English majors, have a weak command of the English language. They appear to spend a lot of time on grammar, writing, and reading while ignoring speaking. The majority of first-year English majors talk in a rather passive manner. Furthermore, they are hesitant to participate in the classroom's speaking activities. As a result, their English speaking ability is frequently limited, and only a few of them can communicate successfully in English.

Clearly, it is high time for teachers to select proper teaching techniques to address the issue. This research will look at the realities of teaching and learning English speaking to first-year English majors at HPU, as well as recommend some key tactics, such as ways to improve the teaching of English speaking to assist students improve their English speaking skills. Students who are studying English speaking may only do it in this manner if they want to be able to converse successfully in English.

In order to help the students at HPU, especially the first year English majors at HPU improve their English-speaking skill, the author of the study has carried on this study with the title: “A study technique use in teaching English speaking skills to 1st year English major students at Hai Phong University of management & technology”. The study is expected to aid students at HPU's Foreign Languages Department, particularly first-year English majors, in improving their English speaking skills in order to master English better.

2. Aims of the study

The aims of this study is to discover acceptable ways for students to enhance their speaking ability, with a particular focus on determining the reality of first-year English majors studying English speaking and providing ideas for improved communication. The author hopes to improve students' attitudes on speaking English and make it more enjoyable for them to do so. The first-year English majors at HPU are expected to consider speaking English to be their favorite pastime

3. Scope of the study

The present research focuses on enhancing the speaking ability of first-year English majors at HPU. In truth, there are several methods for learning English communication. It takes a lot of time and work. However, due to a lack of time, resources, and knowledge on my part, as well as other factors, this study was conducted to determine the reality of teaching English speaking to first-year English majors, the effectiveness of HPU's teaching method, and to offer some techniques to assist English majors at HPU in improving their speaking skills. Thus, the result of study is limited only to those students participating in this study and these findings may impact the generalization to the larger population of all students and they can also be the references for anyone who wants to practice English speaking.

4. Methods of the study

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

- Conceived resources, such as teaching methodology reference books, have been thoroughly examined and assessed.
- To gather information and evidence for the study, a survey questionnaire was sent to first-year English majors at HPU.
- In addition, a qualitative technique was used with two instruments: an informal interview and observation, to make the data obtained more credible and authentic.

All of the study's comments, observations, suggestions, and conclusions were based on the study's data analysis.

5. Design of the study

The study consists of three main points: **Introduction, Development, and Conclusion.**

Part I, Introduction, includes the rationale to the study. It also covers the study's objectives, research topics, and scope of work. Following that, the study's design is presented.

Part II, Development divided into four chapters:

Chapter 1, Literature review, presents a review of related literature that provides the definition of speaking and the problems in teaching and learning speaking, approaches to the teaching of speaking, the roles of the teacher in different stages of teaching speaking and the main factors affecting students' English speaking.

Chapter 2, the study on learning and teaching English speaking skill, focuses on the English learning and teaching environment at HPU, and the survey in which the survey's aims, subjects, and procedures are examined. The results and data analysis, the findings and discussion of findings, as well as the recommendations for enhancing students' learning English speaking in class are all covered in Chapter 2.

Chapter 3, Findings and discussions of findings

Chapter 4, some suggested techniques in teaching English speaking skill for the first year English majors at HPU.

Part III, Conclusions in teaching speaking English through techniques are presented, along with some limitations and suggestions for future research. The last section is references, which are appendices that contain all of the study's papers.

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1. Speaking Skill.

1.1. Definitions Speaking and Speaking Skills.

Speaking is the skill that students will be judged most in real life situation. It is a crucial aspect of everyday contact, and a person's ability to communicate smoothly and fully is frequently the initial impression of that person. Speaking, on the other hand, is an underrated talent in many respects. This is maybe due to the fact that we can virtually all speak and so have a negative impression of it. Speaking is frequently thought of as a common mode of communication. Speaking, on the other hand, is a talent that requires just as much attention as literacy. In order to carry out many of their fundamental transactions, our students frequently need to communicate confidently.

There are several definitions of speaking which are listed as follows.

According to Oxford Advanced Learner's Dictionary (2005), speaking is the activity of using voice to say something.

According to Chaney and Burk (1998), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts."

Meanwhile, According to Bygate (1997) "speaking is often thought of as a ,popular " form of expression which uses the unreligious colloquial register." However, the research focuses on evaluating the definitions provided by Brown (1994) and Burns & Joyce (1997).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown. 1994; Burn & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations

(e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. The relationships among the four skills are represented as follows.

	Spoken	Written
Input	Listening	Reading
Output	Speaking	Writing

Traditionally, when people describe speaking skills, they do so in a context of public speaking. Recently, however, definitions of speaking have been expanded (Brown 1981).

One trend has been to focus on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems. A third trend has been to focus on basic competencies needed for everyday life -- for example, giving directions, asking for information, or providing basic information in an emergency situation

Speaking skill encompass a wide variety of competencies, including public speaking, convincing and influencing people, presenting a case, chairing a meeting, and conveying information.

1.2. Types of Speaking.

According to Burn, A., and Joyce, H. (1997), students must be exposed to three important things in speaking class:

1.2.1. Form-focused speaking.

form-focused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth

When learners begin speaking in another language, their speaking will need to be based on some form- focused learning. An effective way to start is to base speaking on some useful, simple memorized phrases and sentences. These may be greetings, simple personal description, and simple questions and answers. As the learner's skill and experience in the language increase, most of these sentences and phrases may be re-analyzed and included into the learner's system of knowledge of the language; language usage based on memory may be the starting point for more creative language use.

1.2.2. Meaning-focused speaking.

Meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes.

In addition to form-focused speaking, language learners should be exposed to and given chances to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication.

1.2.3. Opportunities to improve fluency

Elements of all of the above should be taught throughout a speaking program, with an emphasis on form-focused education at the elementary levels and meaning-focused training at the higher levels as the learners develop.

1.3. Characteristic of a Successful Speaking Activity.

According to www.iteslj.org/teching speaking and reference from book: a course in language teaching –practice and theory (Ur Penny (1996), a successful speaking activity is characterized as below:

1.3.1 A friendly and enjoyable learning environment.

The class environment can be improved by explicitly defining the goals of the class's work from the start. Students will be more likely to take risks, disclose

weaknesses, practice skills, and share their experiences if they are aware that they will be required to do so. This will necessitate a supportive and respectful environment in order to foster cooperation and help among class members. Each lesson's assignment may be collaborative or competitive, in which case the mood may change. Most students like a nice and pleasant environment since they can easily comprehend and require the lesson.

1.3.2 Maximum foreign talk: when participating in a successful speaking activity.

The students speak a lot in the foreign language. One typical issue with a speaking exercise is that students often make one or two short utterances in the foreign language and spend the rest of the time talking in their native tongue. Furthermore, the teacher spends too much time talking, depriving students of critical practice time. As a result, teachers should keep an eye out for students speaking in their home language and excessive teacher talk.

1.3.3 Even participation.

An effective speaking assignment should promote speaking from as many diverse students as possible, whether the activities take place in front of the entire class or in small groups. Classroom conversation is not controlled by a small group of chatty students; everyone has an opportunity to speak out and contribute to the lesson. Teachers should ensure that students of various levels have equitable access to resources.

1.3.4 Acceptable level of language accuracy.

Learners' utterances are "relevant, expressing themselves well in a speaking activity."

Classroom engagement, in general, plays an essential part in enhancing students' capacity to express themselves. A successful speaking activity is distinguished by students' task, high enthusiasm and even participation, a learning environment, and appropriate language.

2. Teaching Speaking Skills.

2. 1. The relationship between speaking ability and other abilities.

Language has been split into skill levels. The first two abilities, hearing and speaking, are referred to as oral abilities. The latter two, reading and writing, are referred to as literacy skills. They are seen in Figure 4.1. (Adapted form Forseth ET all. 1994:34)

The four language skills	Receptive skills	Productive skills
Oral skills	Listening	Speaking
Literacy skills	Reading	Writing

As students grow in their language ability and usage, the various abilities are frequently combined with one another such that they are utilized in tandem. When one person is speaking, the other person is listening and understanding, and the hearer replies by speaking.

2.1.1. Relationship with listening.

Clearly, we need to devote more time in class to improving our oral production abilities. Understanding, or hearing, cannot, however, be left to its own devices. We must examine what will happen when students attempt to use the language for themselves outside of the classroom, when they will no longer have any control over what is said to them. Understanding falls apart very instantly. Furthermore, a lack of comprehension frequently causes students to become frightened and, in some cases, unable to communicate. The first thing to note is that just providing the learner with samples of spoken language is insufficient (dialogues or teacher talk). They have been simplified so that students can use them as examples for oral output. There are two main reasons why these are not enough:

a. The students' understanding ability must be larger than their ability to speak (as in the mother tongue), but it is hard to determine how much bigger our receptive knowledge must be. The graphic below should serve as a reminder

that in order to be "comfortable" in a foreign language and so communicate successfully, students must have a large receptive vocabulary.

PRODUCTION
RECEPTION

b. The samples of spoken language in the text book have been carefully crafted for oral production, thus they often lack genuine speech characteristics (e.g., hesitation, incorrect beginnings...). For the development of productive skills, particularly at the starting level, although students will require much more if they are to be able to cope with real-life language circumstances. In summary, they will need to listen to many models of genuine speech. To summarize, students must be taught to listen as well as talk.

2.1.2. Relationship with reading.

Reading, like listening, is a receptive ability, and it has some similarities with speaking in terms of development. Typically, a speaking class begins with a text from which students should gather knowledge for their speaking exercises. It may be a sentence, a magazine, a report, or a book... This demonstrates how reading aids speaking by giving important knowledge. Students must have a sufficient amount of information before they may apply it in their speaking performance. As a result, children should be encouraged to read in order to get not just more information and knowledge, but also to improve their vocabulary.

2.1.3. Relationship with writing.

The relationship between speaking and writing will first examine the variables that influence the decision to talk or write, as well as how these factors influence the style and language employed. Being face-to-face, saving face, permanence, interaction in amateness, and context dependency, in which both speaking and writing may be situated, rather than happening as polar opposites, are among the considerations. The language used in a spoken and written version of the same issue will differ in terms of grammar, lexis, and style.

2. The Importance of Teaching Speaking.

Many students connect being able to speak a language with understanding the language, and hence regard learning the language as learning how to speak the language. As Nunan (1991) put it, “success is measured in terms of the ability to carry out a conversation in the (target) language”. As a result, if students do not learn to talk or do not have any opportunities to communicate in the language classroom, they may get demotivated and lose interest in studying. Speaking in class, on the other hand, can be a lot of fun if the correct activities are taught in the right way, increasing general student motivation and making the English language classroom an exciting and dynamic place to be.

3. The role of the teacher in different stages of teaching speaking

Byrne, D (1986) identified three stages of teaching speaking: the presentation stage, the practice stage and the production one. In each stage, the role of the teacher is different.

3.1 The role of the teacher at the presentation stage

During the presentation stage, the teacher serves as an informant. The teacher provides something new to be learnt and presents it in such a way that the new language's meaning is as plain and remembered as possible. The kids are paying attention and attempting to comprehend. The teacher is in the center of the stage at this point in the lecture. As a result, teachers' time should be spent wisely so that students have ample time to practice.

3.2 The role of the teacher at the practice stage

At the practice stage, it is the students' turn to perform the most of the talking, while the teacher's main responsibility is to create and offer the largest amount of exercise that is both relevant and remembered. The teacher's job is thus very different from that of the presenter. The teacher functions similarly to an orchestra's skilled conductor, allowing each performer to participate and assessing their performance to ensure that it is adequate.

3.3 The role of the teacher at the practice stage

The teacher takes on the role of manager and mentor throughout the last stage, production one. Students are provided opportunity to express themselves freely via language. At this level, students may make mistakes, but these are inconsequential. The most essential aspect is that students have the opportunity to use language as they see fit in order to convey their own views. Furthermore, individuals become conscious that they have learned something personally beneficial to them and are encouraged to continue studying. On the other hand, Students would most likely appear to the teacher to lurch backwards and forwards rather than making consistent progress. It will be more difficult for the teacher to assess students' performance than it was during the practice period, and there will be no easy recipe for success. So, what is needed is flexibility, tolerance, patience on teacher's part- and, above all, an understanding of the learners' difficulties.

To summarize, the teacher should act as a motivator during the speaking class. His or her responsibilities are intertwined with the three phases of learning. Whatever a teacher does in the classroom, his or her ability to encourage students, pique their interest, and engage them in what they're doing is critical. Teacher's own performance—the mastery of teaching skills, which is dependent on the teacher's careful preparation; teacher's selection and presentation of topics and activities; and, of course, teacher's own personality, which, in language teaching, must be flexible enough to allow the teacher to be both authoritative and friendly at the same time.

4. Main factors affecting students' English speaking

4.1 Psychological factor

4.1.1 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. As a result, it is critical for teachers to persuade their students that making errors is neither wrong nor harmful because mistakes may be learned from.

4.1.2 Shyness

Shyness is an emotional condition that many students experience when they are forced to speak in English class. This suggests that shyness might be a cause of difficulty in students' classroom learning activities, particularly in speaking classes. Therefore, paying attention to this element is also very crucial in order to assist students in giving their best performance in the classroom when it comes to speaking (Gebhard, 2000). According to Baldwin (2011), speaking in front of a group is one of the most frequent phobias among students, and the sensation of shyness causes their minds to go blank or causes them to forget what to say. This theory is also confirmed by the findings of this study, which show that the majority of students do not deliver their greatest speaking performance. As they remark, their incapacity to demonstrate their speaking abilities is heavily impacted by their feelings of shyness. In other words, shyness may be considered to play a significant impact in students' speaking performances.

4.1.3 Anxiety

Anxiety is defined as a state of tension, apprehension, or uneasiness linked with the circumstance of learning a foreign language (Horwitz et al cited in

Nascente, 2001). Nascente goes on to say that, among other emotional variables, anxiety is one of the most significant roadblocks to efficient language learning.

In other words, anxiety impacts students' language acquisition. As a result, paying attention to this aspect of learning should also be considered. Other psychologists, such as Horwitz, agree that anxiety plays an essential role in kids' learning (1991). He argues that students' performance might be affected by their worry of speaking a foreign language. It can have an effect on the quality of oral language output and make people look less fluent than they are. This explanation implies that teachers should make an effort to establish a learning environment that provides students with more comfortable conditions in their learning activities.

4.1.4 Lack of Confidence

It is widely assumed that students lose confidence when they find their discussion partners have not comprehended them or when they do not understand other speakers. In this circumstance, they would rather remain mute while others speak, demonstrating the students' lack of confidence in communicating. Nunan (1999) responds by stating that students who lack confidence in themselves and their English inevitably suffer from communication anxiety. This demonstrates that increasing students' confidence is a crucial component of the teacher's focus of attention. This means that the teacher should understand how to increase the students' confidence from both theoretical and actual experience. As a result, teachers should establish a welcoming environment in which students are encouraged to speak English and applauded for doing so.

4.1.5 Lack of Motivation

Nunan (1999) emphasizes the importance of motivation in influencing students' reluctance to communicate in English. In this way, motivation is an important factor in influencing learners' readiness to communicate. According to Zua (2008), motivation is an inner energy. She claims that regardless of the learners'

motive, it will increase their study interest. Many studies have shown that students with a strong drive to succeed can persevere in learning and get higher grades than those with a lower motivation to succeed, demonstrating that increasing students' motivation to learn is an essential priority for all teachers.

4.2 Vocabulary

For students learning English as a second language, learning vocabulary is critical. That is why everyone who studies English or another language should be familiar with the words. When they communicate in English, a large vocabulary can help children talk more effectively. They can also write and translate the meanings of words. They will be unable to talk, write, or interpret in English if they do not understand the meaning of words.

4.3 Pronunciation

It is very usual for non-native English speakers to mispronounce English terms. This can result in misinterpretation or even more catastrophic repercussions. To enhance our pronunciation, we should do our best to study more and practice more.

4.4 Accent

Everyone speaks with an accent. The origin of a person's accent is generally reflected in his or her accent. Accent is also one of the primary reasons why individuals struggle to understand one another, and as a result, many people attempt to modify their accent. People have a hard time getting rid of their accents. They may simply alter their accent by studying another dialect and copying it.

4.5 Listening Comprehension

Listening comprehension is a fundamental ability that any English speaker must possess. Many students, however, strive to enhance their English speaking abilities while neglecting to practice their English listening comprehension skills. Most of them devote a significant amount of effort to learning grammar and vocabulary, yet they are unable to hear while conversing with foreigners.

4.6 Organization of Ideas

Every speech should be delivered in chronological sequence. This not only makes the discourse more scientific, but it also makes it simpler to grasp. The shortest and most passionate speech can be given by someone who can keep things in order. No one likes to chat with someone if they have to listen to them for a long time but don't comprehend what they're saying.

4.7 The Cultural factor

A major component in the cultural clash affects one's spoken English, including religion, the oral habits, privacy and festivals. For instance, certain intimate inquiries such as, 'Where do you go?' or 'How old are you?' don't like outsiders asked. These issues are not uninteresting for outsiders, but private. However, Vietnamese people cannot avoid asking such kind of questions. Due to the culture differences sometimes the foreigners become angry while the Vietnamese begin to feel so bad and decide to stop learning English to avoid any trouble. Culture is the carrier of one country, which cannot disappear gradually, so what people need to do is to adapt themselves to such kind of new culture and environment. Paying attention to the cultural difference, one can avoid making mistakes in their life.

4.8 The Lack of Target Language Learning Environment

If a person remains in a foreign country for a short period of time, perhaps a few months, he or she will be able to improve their oral English. The majority of college students opt to study abroad for this reason. Domestic students, on the other hand, do not have access to this ideal target language learning setting, which has a significant impact on their oral English. Students cannot learn Standard English because English teachers are primarily native Vietnamese speakers who cannot speak as fluently as native foreigners.

CHAPTER II: RESEARCH METHODOLOGY

A STUDY TECHNIQUE USE IN TEACHING ENGLISH SPEAKING SKILLS TO 1ST YEAR ENGLISH MAJOR STUDENTS AT HAI PHONG UNIVERSITY OF MANAGEMENT & TECHNOLOGY

This chapter demonstrates the views and expectations of HPU 1nd-year students about the education of English speaking skills. The reality is revealed in the first portion of the chapter, and the findings and analysis of the data obtained from survey questionnaires are covered in the second.

1. Reality.

1.1. Teaching Staff.

The HPU teachers in general and the Foreign Language Department in particular are highly qualified and responsive. All of the teachers in the Department of Foreign Languages are not just highly qualified, responsible, and passionate. They also have a current professional teaching style, are extremely pleasant, and understand the students. Talking and sharing their experiences with the students assist both professors and students to have a deeper understanding and improve the quality of the lectures. Another important factor is the attendance in English lessons of foreign lecturers. Students have the opportunity to practice with native speakers in order to improve their English skills if they know how to take advantage of these chances.

1.2. The Students.

More than 2,000 students are enrolled in 14 different departments at the institution. At the moment, 24 English majors are in their second year of university. The majority of them have been studying English for around 7 years, and other kids have had English as part of their high school curriculum. It was easy to notice their activeness and excitement in an English class. Furthermore, they are extremely adept at learning English, despite their lack of proficiency in the language. They understand the significance of English in their lives.

However, they appear to pay greater attention to written or read English than to spoken English. This is due in part to the fact that they all need to study in order to pass the exam. As a result, throughout my time at HPU, I discovered that a novel and unusual approach to teaching English is critical. Students look forward to their English classes because they are filled with exciting activities that help them remember the words and phrases they are learning.

1.3. English Teaching and learning Condition at Hai Phong University of Management & Technology

Each classroom of second-year English major students at Hai Phong University of Management & Technology is equipped with a radio for English lessons. In addition, teachers will occasionally use a projector to make English courses more engaging and successful. Teachers frequently hold English competitions to encourage students to demonstrate their talents. Moreover, there are many useful activities such as organizing some small festivals such as: Christmas, Valentine's... to play together, exchange knowledge and relax. Sometimes, they have many chances to talk and study with foreigners. This is a significant benefit and a favorable circumstance for them to develop their English-speaking ability. It can be claimed that the study circumstances are enough and convenient for students to efficiently study English. These characteristics have a significant impact on students' grades in general, and second-year English major students in particular.

In fact, they have recently graduated from high school and are now enrolled at university to study in a completely new environment. Their English is, without a doubt, quite common. They don't know much about any particular area, particularly speaking skills, therefore they interact with the textbook through various amusing activities. They are taught according to specific themes in order to practice and enhance their speaking skills. As a result, kids have more possibilities to broaden and develop their English skills.

1.4. The design and focus of the book “Discussions A-Z Intermediate” resource book of speaking activities.

Summary

- **Structure:** there are 10 topic-related for 2 terms units-one for each letter of the alphabet. Topic overlap between units, which means that you can pass from one unit to another giving your students a sense of thematic continuity.
- **Level and use:** „Intermediate“ covers an incredibly wide spectrum of levels.

You may find that you have to skip some exercises (eg. Some of the listening and reading passages) as they may be too difficult for your intermediate class

Discussion groups: most of the discussion exercise work best in pairs or small groups.

- **Speaking:** most exercises on the students“ page consist of a set of questions to discuss. When these questions are preceded by an introductory reading passage they should not be treated as comprehension questions but as a springboard to discussion

▪**Reading:** most of texts are authentic and come from a variety of source; some have been condensed or slightly modified. They have been kept deliberately short and are not designed to develop specific reading skills. Encourage students to guess:

- Where the texts come from-newspapers, scientific journals, women’s magazines, letters, interviews, and literary works
- Why they were written- to inform, instruct, convince, advice, shock, amuse, deceive.
- Who they were written for- age group, sex, nationality, specialist, casual reader.

▪**Listening:** the listening exercises vary in level to a much greater extent than the reading and speaking exercises and can be used with a good range of classes.

These exercises are also designed to provide information and provoke discussion, through some listening can also be used as free-standing exercises to improve listening skills

2. The survey questionnaires

2.1. Introduction.

Nunan (1992) reminds out that "a questionnaire is a tool for gathering, generally in written form, open and closed questions and other samples that need the participants to answer." Richards et.al (1994) also characterizes the surveys as an efficient means of gathering information regarding "affective elements of learning and teaching, such as faith, behaviors, motivation, and preferences. Additionally, using the same notion as Richards, Seliger and Shohany (1995), a questionnaire is an interesting way of gathering information on phenomena that are not immediately seen, for example motivation, behavior, usage of language learning strategies, etc.

2.1.1. The University.

On September 24, 1997, Hai Phong University of Management & Technology was established. It is Vietnam's newest non-state-owned university. However, it has built a name for itself as a result of its competent teaching team and glitzy facilities, with the slogan "training is vitality." It has partnered with a variety of organizations and universities throughout the world, such as GAP for a teacher exchange program

2.1.2 Class size, time available.

The university has 1 classes of 1nd -year students at the moment. Each class has about 20-25 students. Each week, there are 5 periods of speaking lesson in 50 minutes/period.

2.2. Methodology.

The main objective of the present section is to explain the methodology employed in the research and show that the researcher has followed accepted methods in this investigation. It will explain why the approach has been chosen and discuss in full the conduct of the study.

2.2.1 Rationale behind the use of survey questionnaire.

For four main reasons, the survey questionnaire was used for this investigation. First, the survey questionnaire is thought to be an economical means of collecting data from a potentially large number of respondents. Secondly, in a relatively short period it can reach many individuals. It is beneficial to 'gather information on affecting dimensions of teaching and learning, including beliefs, attitudes, motivation, preferences, and allow a teacher to acquire a great many information very fast,' as Richards (1994, p. 10) observed.

Another advantage of this method is that the data obtained can be summarized and reported very easily, as all informants answer the identical questions. Last but not least, the survey questionnaire provides students a chance to express their views and demands without fear of being humiliated or penalized, is one of the key reasons to use this tool. Students do not need to write their names in response to inquiries, as Vietnamese students are typically frightened of making their names known.

2.2.2 Purpose of the survey questionnaire.

A survey will be performed in HPU in order to provide a complete overview of the true condition of teaching speaking. The study's main objective is the collection and analysis of information on speak recognition and use. For the following objectives, this chapter is intended:

-Find out the teachers' convictions and attitude on the need to enhance their English-speaking skills.

-To address the understanding of the relevance of English language abilities by the English major.

-To study how speaking skill is taught in class.

The findings are served as the cornerstone for the technique suggestion in the next chapter.

2.2.3 The design of the survey questionnaires

This study selects questionnaires as the primary data collecting tool, as they give data and information on the first-year English language skills at the HPU. Its purpose is to investigate the attitudes and expectations of students regarding their English language skills. Including eight questions as follows:

Question 1 gives the English learning time of the students. The author wishes to learn more about the bonding period of students with English. The author can obtain the proper information and provide them an adequate approach on the basis of this knowledge.

Question 2 is about the students' attitude on learning English speaking skill. Not every student learns speaking English because of their love to it. By understanding exactly how they love speaking English the author can have some more methods to strengthen their passion on studying English speaking.

Question 3 wants to know about students' perceptions of the value of speaking English. The researcher is interested in hearing from students about their thoughts on the subject.

Question 4 and 5 ask how often they speak English in class and what they think about English speaking classes. These can provide more detailed information and enable the author to have a better understanding of the students' perspectives on English speaking lessons as well as their frequency of speaking English.

Question 6 asks about the effectiveness of certain teaching and learning approaches for speaking English. This can assist the study become more legitimate and trustworthy by providing more detailed information.

The questions 7 and 8 are about the students' thoughts and expectations about the present teaching approach, which may assist teachers meet their students' needs and make them love speaking English more while also improving their English-speaking skills.

2.3 The data analysis

2.3.1 The result from the students' English learning time

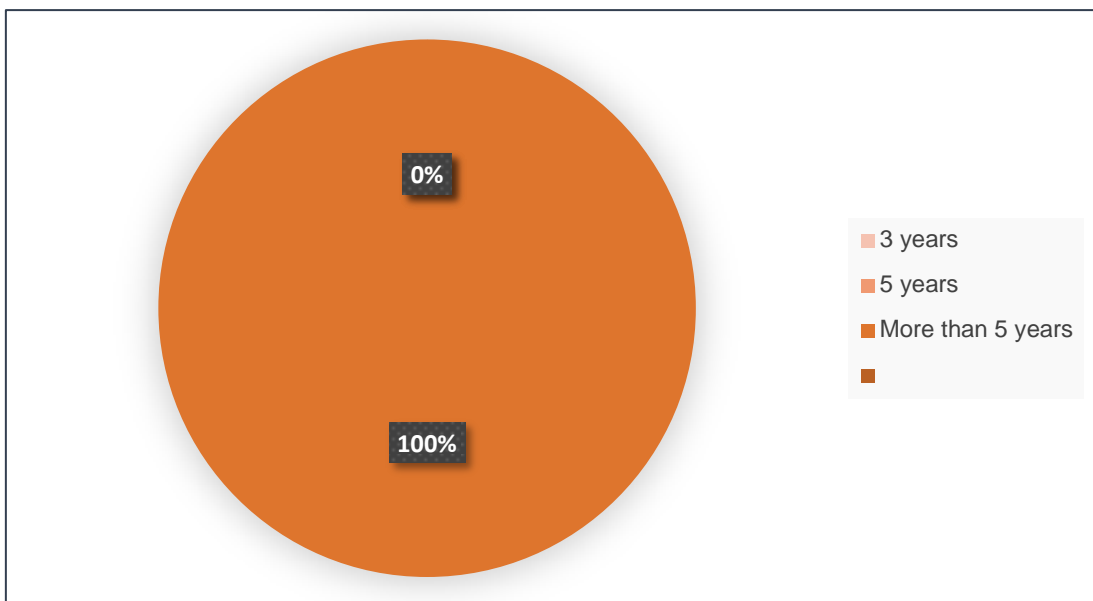


Chart 1: Students' English learning time

Chart 1 shows that 100% of the students replied that for over 5 years they have been learning English which is quite long, and that English is a very important task and a major concern for all and attracts large numbers of students. Furthermore, it is a required subject in most schools, from elementary schools to universities. As a result, they are completely aware of the importance and necessity of English for them.

2.3.2 The result from students' attitude toward learning English speaking

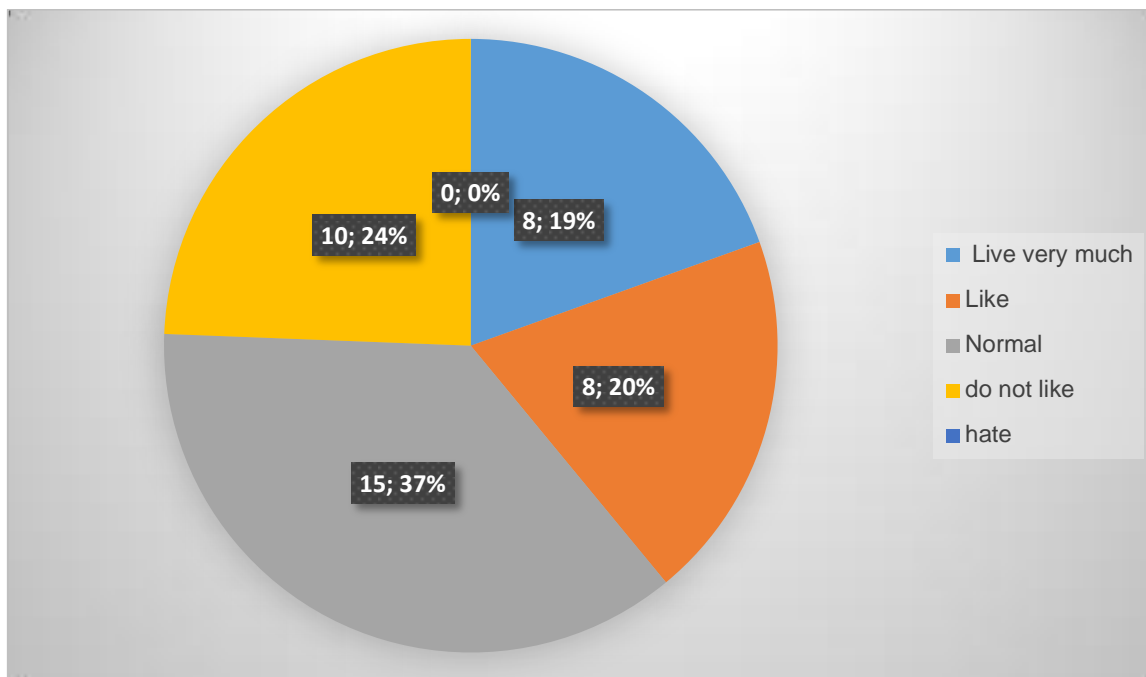


Chart 2: Students' attitude toward learning English speaking

The chart above shows that 40% of students (20%: very much like, 20%: like) are very good at learning English. This result is not surprising, and it shows that they certainly know how interesting and important English is for them. However, because it has occupied 24 per cent, the number of students who do not like to learn English remains high, or else nearly a quarter of the students do not care to learn English, and about 37 per cent of students find that they learn English normally. The question therefore is how to make the process of leaning interesting in attracting these students.

2.3.3 The result from students' perceived importance of English speaking

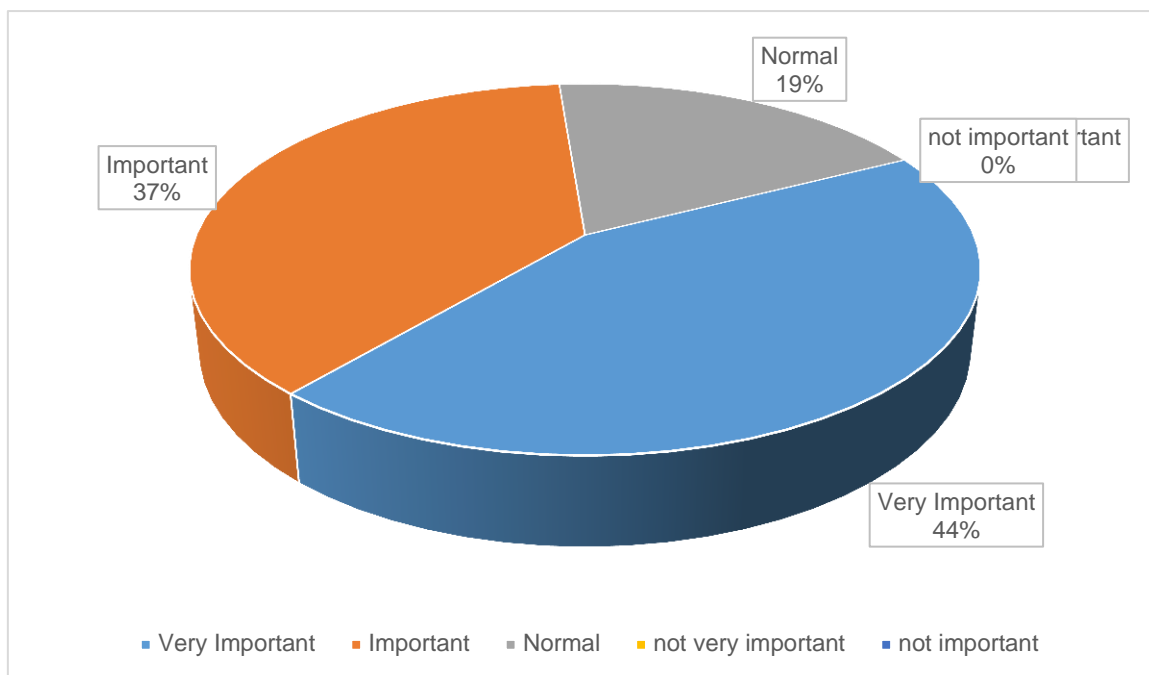


Chart 3: Students' perceived importance of English speaking

As seen in chart 3, a large majority of respondents (44%) thought speaking ability was very important to them, while just 19% thought it was normal. Speaking was cited by 38% of the respondents as being important. The majority of students understood the significance of speaking English in their studies. Some of them, though, refused to confess it. As a result, the teacher's responsibility is to identify ways to improve the students' attitudes regarding English speaking so that they can participate more actively in class learning.

2.3.4 The result from students' frequency of speaking English in class time

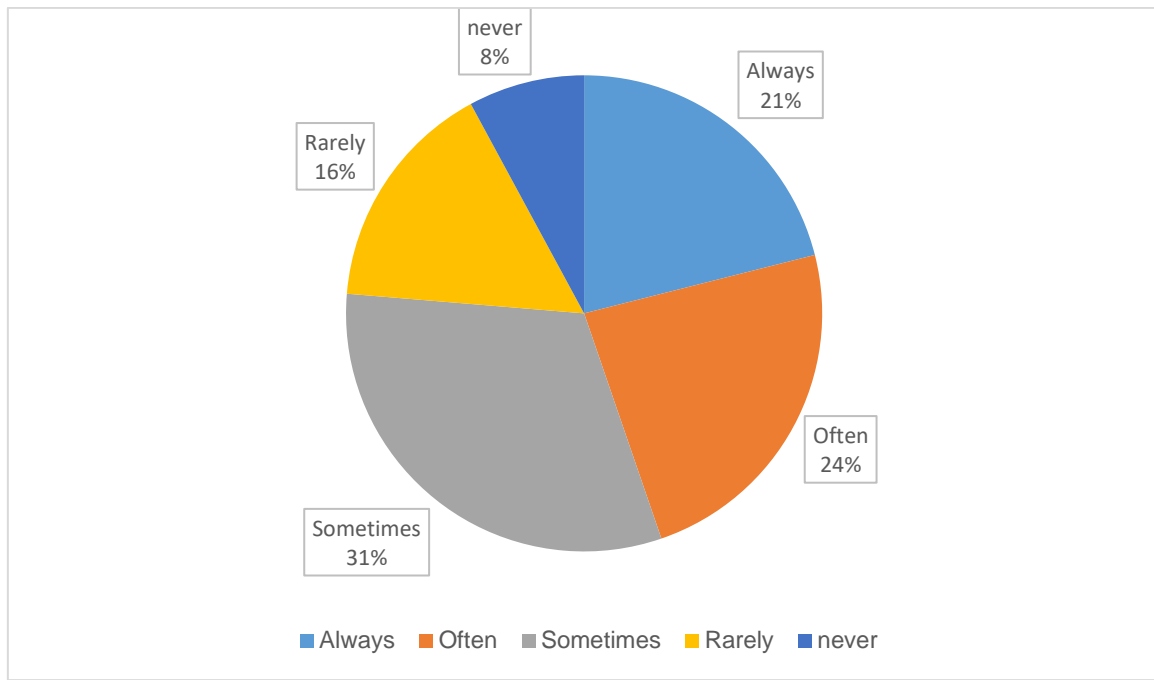


Chart 4: Students' frequency of speaking English in class time

The frequency with which students speak English in class reflects how serious they were about mastering English. According to Chart 4, just 50% of respondents spoke English willingly, 16% talked it only rarely, and 8% never spoke it unless the teacher asked them to. In addition, 32% of them indicated they spoke English on sometimes.

2.3.5 The result from students' impression on the English lessons

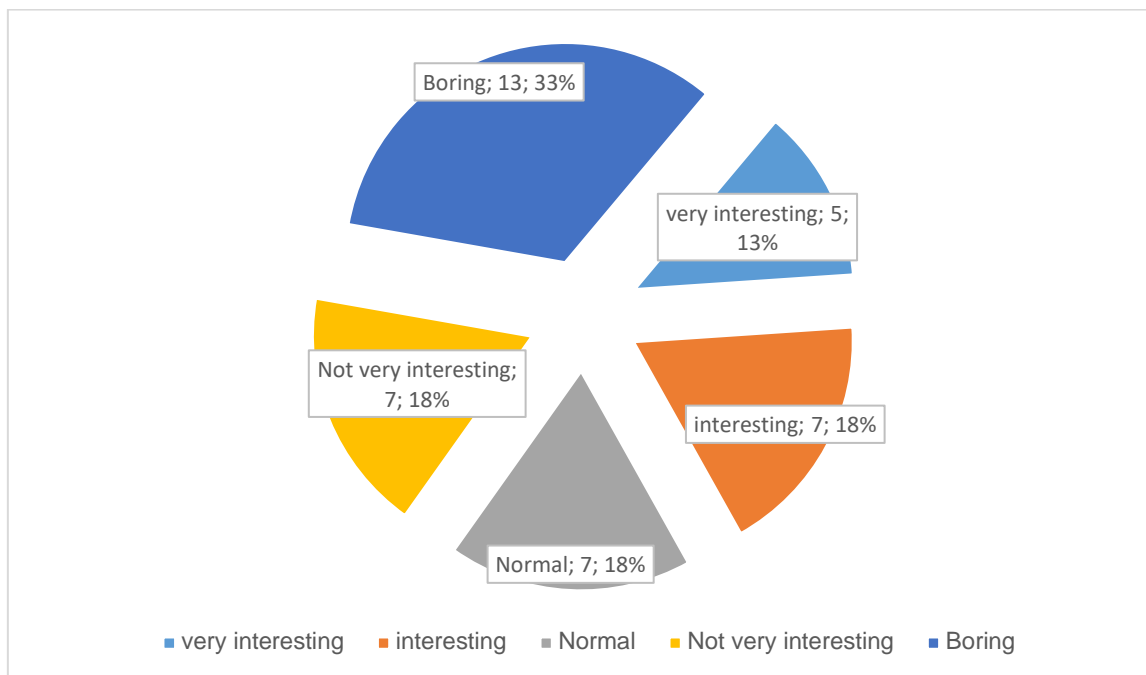


Chart 5 reveals that the majority of the students are not interested in learning speaking in the class. 33% of the students had low interest. Not many students (18%) thought that the classroom activities were very interesting, and a small number of students said that they are interesting or very interesting. This finding supports the researcher's assumption that a high number of students were bored with English classes due to the lack of interesting classroom activities. These activities did not pique the students' attention. They learned English because of external pressures such as teacher and parent expectations, the necessity to pass an exam... not because they wanted to. The number of students who said they were interested was low (13%), but the percentage of students who said they were not interested was much higher.

2.3.6 The result from activities used by teachers and students' preferences

Techniques	The techniques applied by the teachers (responded by the students)		No of Students enjoyed the techniques	
	No of Students	Percentage	No of Students	Percentage
Pair work and group work	30	100%	25	83.3%
Role play	6	20%	22	73.3%
Interview	6	20%	25	83.3%
Games	12	40%	30	100%
Free discussion and problem solving	30	100%	6	20%
Completing dialogue practice	30	100%	12	40%
Making up sentences orally	30	100%	6	20%
Picture description	6	20%	25	83.3%
Topic based discussion	30	100%	16	53.3%
Debate	30	100%	20	66.6%
Record and replay to correct	3	10%	21	80%
Visual aids (pictures, maps, music, handouts)	16	53.3%	28	93.3%
Rearrangement	4	13.3%	16	53%

Table 6. Activities applied by the teachers and students' preferences

As can be seen from table 6, the activities preferred by most students were “Record and replay to correct” activities (80%), Visual aids (pictures, maps, music, handouts) (93.3%), role play (73.3%), pair work and group work (83.3%), Interview (83.3%) and games (100%). In addition to visual aids, topic-based discussion, pair work and group work, completing dialogue practice, making up sentences orally, and question and answer exchanges, most students stated that their teacher gave them visual aids, topic-based discussion, pair work and group work, completing dialogue practice, making up sentences orally, and question and answer exchanges on a regular basis.

It is obvious that “record and replay to correct” and games were enjoyed by most students (80% and 100% respectively). Students stated that they loved games in speaking classes because they helped them relieve tension and inspire them to participate in the tasks. Just 40% of students stated that their teacher employed games in their speaking class. Teachers seldom utilized games and "record and replay to correct" in speaking lessons since they took too much time and were not profitable. Not only games but also visual aids such as pictures, maps, music and handouts caught up the interest of 93.3% of the students meanwhile only 53.3% of the students reported that the teachers used them. In fact, when being asked about games and visual aids in speaking lesson, all interviewees supposed that visual aids and games strongly attracted their intension, involvement, interest, and motivation in learning. Picture description, interview and role play were enjoyed many students (83.3%, 83.3%, 73.3%, respectively). Nevertheless, only 20% of the students remarked teachers often used in the speaking lesson. Rearrangement was fond of by over half of the students (53%), yet it was rarely used by teachers (13.3%). Free discussion and problem solving, and project- based learning and were often used by teachers because they provided students with good chances to express their own ideas, made them more self- confident and required them to think deeply. Yet these activities were rarely enjoyed by students (20%) because most of them lacked

vocabulary of English and social knowledge. Besides, they usually felt not self-confident enough to interview their classmates, for examples.

In brief, several speaking activities were also often chosen by students and teachers, such as visual aids, project-based work, teamwork and questions and exchanges of answers. However, the ways in which the teachers motivated students were still different to the way the students enjoyed them. Professors therefore need to understand and analyze the demands of students to lead and instruct them in the appropriate manner.

2.3.7 The Results from student's opinions on the current teaching methods

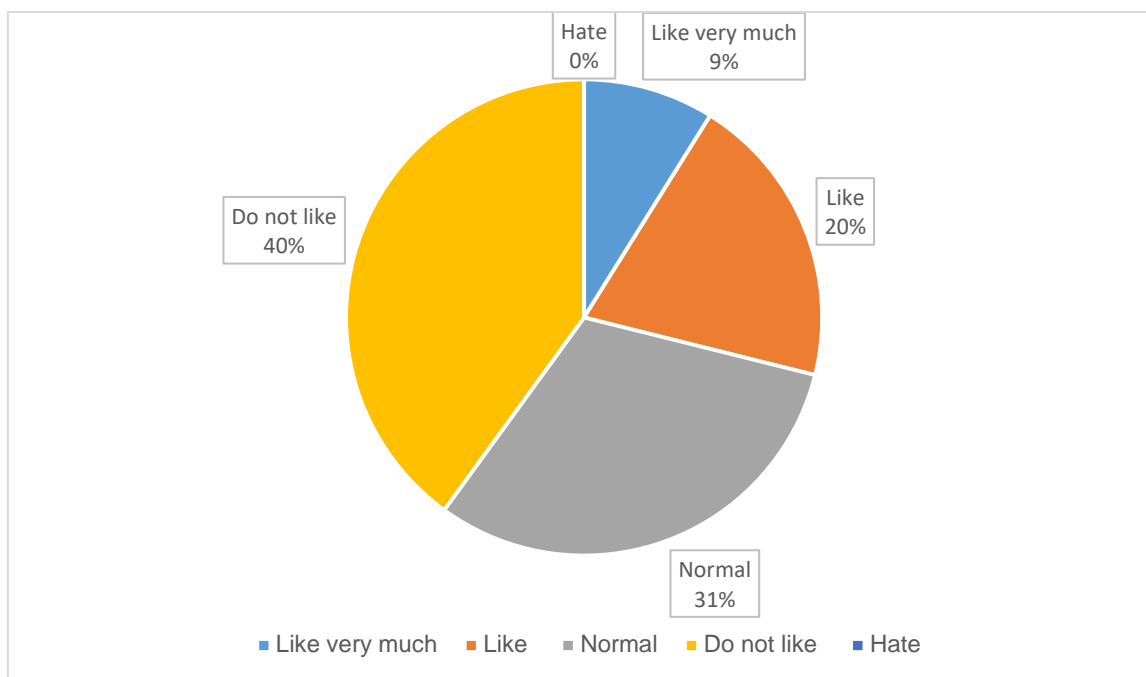


Chart 7: The result from students' opinions on the current teaching method

The number of students who do not like the present techniques is varied. 71 percent of students say the present techniques are not pleased (40 percent : Do not like; 31 percent : Normal) (40 percent : Do not like; 31 percent : Normal). They want to enjoy English in a different way, one that is neither topic-oriented or dependent on questions and answers. And the number of student agrees with the existing techniques is just 20 percent.

2.3.8 The result from students' expectations on the extra techniques

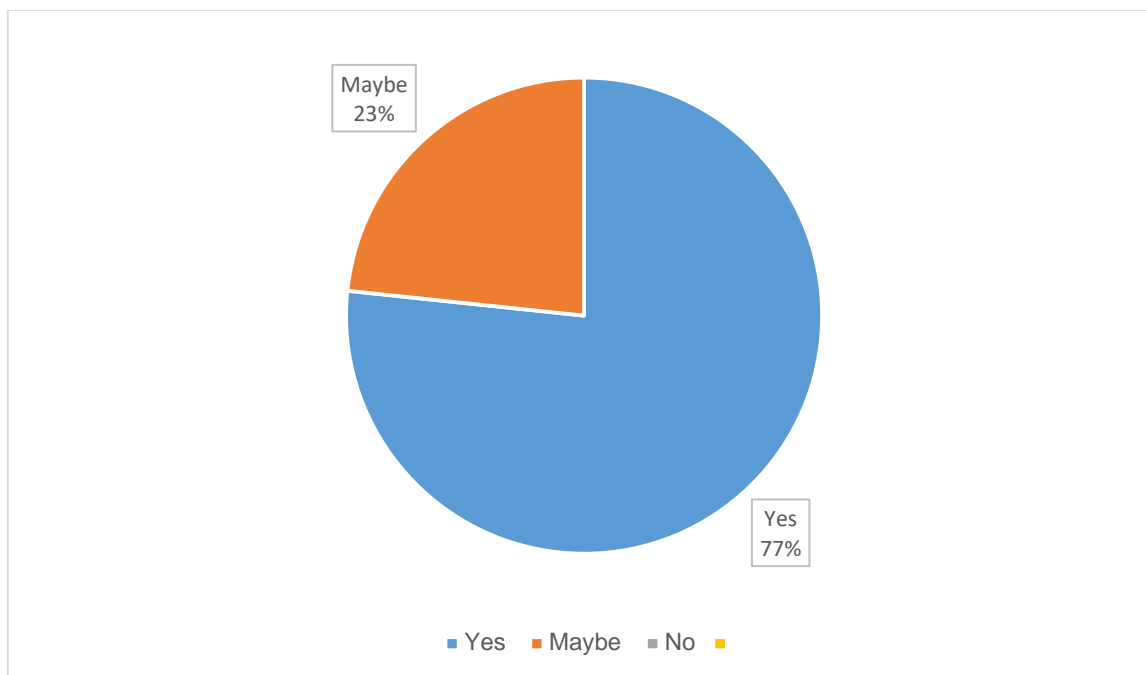


Chart 8: The result from students' expectations

Look at the above chart with the question, "Would you like to learn more English more effectively?." 77% of the students have responded 'yes' while 23% say 'maybe' Therefore, I decided to interview these young people informally, who said, "May be" and they stated to me, "I think I like this technique." But a time later they remarked to me, "I think I should try, however, whether the new techniques make us feel excited and delightful!." Requiring different techniques of teaching does not imply that they do not like your professors, but that means that they want to have a greater understanding of English. So, I think, applying more activities in teaching English speaking for students is very necessary, especially for the first year English major students. Students will like English periods more and teachers will feel more relaxed in each lesson.

CHAPTER THREE 3. FINDINGS AND DISCUSSIONS OF FINDINGS

1. Findings and discussion from the questionnaire

As the survey was answered by only 37 students, the result cannot reflect the whole situation of teaching and learning English speaking at. However, it is only partially beneficial to make ideas for employing intriguing approaches.

All of the students (100%) have been studying English for more than 5 years. This is a benefit for teachers since the time spent learning is sufficient for students to achieve a particular level of English. Many of them say that they like learning to speak English.

It means that teachers will have so many advantages in the classroom. The most of them (81 percent) recognize the value and necessity of learning English speaking. Furthermore, they all believe that learning English speaking is an essential part of learning English, and that learning a language requires learning to talk. This indicates that the students are taking English speaking seriously and are fully aware of its importance and need.

However, many of them (33%) dislike their English classes, which necessitates teachers developing acceptable ways for teaching speaking in order to satisfy their students. Furthermore, just 11% of them stated that they always speak English in class, while 16% stated that they rarely do so. As a result, the teacher should devise suitable techniques to regulate the frequency with which students talk in class. Furthermore, learning English speaking skills through games allows kids to gain knowledge more quickly and excitingly.

Furthermore, working in pairs and groups, as well as learning through visual aids, especially storytelling, picture description, interviews, and role play, creates a pleasant atmosphere in class; most students enjoy these techniques. It is also an excellent chance for them to collaborate in a learning setting. The questionnaire results reveal that teachers rarely use Rearrangement and “Record and replay to correct pronunciation” for learning, which are very interesting to

students. As a result, teachers should incorporate more effective English teaching techniques.

2. Recommendations for improving students' learning English speaking in class

All of the HPU teachers are concerned about encouraging students to speak up in class. Following that, the researcher presents several methods in the hopes of assisting students in speaking English.

2.1 Understanding students' expectations

Firstly, teachers should know the interest and expectation of their students to study English. There was a difference between teacher techniques and students' expectations, such as teachers' favorite activities, but the students did not like them, the professors had pleasure in talking about them, but a lot of students didn't like them. Teachers should thus examine how students desire their methods of education and the information they apply to students to be adequate or not.

Secondly, because of the educational requirements and future objectives, most students study English not for their own enjoyment. Teachers should thus compel them to complete the compulsory teaching activities so that their test and assessment can provide good outcomes. In addition, teachers can incorporate English and custom into the language classes. And even for some students teachers should discuss with them about how each task helps them to achieve their goal for their future. Through listening to English music and watching English films teachers enjoy English. They should also enable them to achieve their goal, like the aim of a week or a half Teachers might provide different activities, assignments and resources to other better students to improve their level of interest. It is a terrific approach to foster your love of English by providing reference materials and some web sites on the internet in English.

Thirdly, self-confidence determines how much work and time students spend on learning and how persistent they are, so that the self-confidence of the students in language acquisition may be increased. Teachers should let students feel that English speaking skills are variable and controllable as long as they make sufficient efforts to study. Teachers can also routinely give students with some success experience and underline what students can do instead of doing. Furthermore, teachers' support can boost students' trust and lessen their nervousness in speaking at the proper time. Making use of learners' strengths, furthermore, is what teachers should concern. They should let students with different strengths work together in order that they can take advantages from partners'. For examples, the more confident students can work with the less ones or the students with academic strengths can work with the ones with interesting life experiences.

2.2. Varying speaking activities

Teachers could encourage students to speak by offering them a range of speeches. The first thing to do is to work together and in a group is to talk courses extremely beneficial. Teachers assist minimize boredom and weariness among students through pairs of work and group activity. In big courses teachers are simple to regulate and encourage students by setting up routines for work with pairs and group work activities. Each student has an opportunity to participate in the lesson and other group members or partners can rectify errors. Students in multi-level classrooms can exchange ideas and frameworks with others when working in groups or pairs. The students with less knowledge can be helped by the older ones. Teachers may also assist certain students get out of their quiet by giving them jobs or having them decide on management tasks when working in groups. The functioning of students may be the timekeeper, the note-taker and somebody who reports at the conclusion of the group activity to the whole class. The assignment of various responsibilities to all the students in groups can assist teachers encourage quieter students and allow all students to engage and communicate equally. In addition, working in groups or pairs is

highly helpful for impulsive and reflective learners. They have time to consider attentively before talking and plan their speech ideas. You feel extremely confident then. In contrast, the impulsive have time to concentrate on the precision of their reactions, they may then verify errors and obtain feedback from others.

Secondly, the teachers should be concerned with making maximum use of games and visual aids. Games allow students to relieve stress which genuinely helps student motivation teachers. Teachers can play games in any stage of the speech session, but games are believed to be the most effective if utilized during the warm-up period. In order to provide a fun and engaging learning environment, visual supports, such as music, images, and maps excite and encourage student interests and attention during the session. Therefore, visual aids should also be used at all phases of the course. Then talk, tale telling, interview, description of picture, games, Should be introduced to the students so that they are not fed up with the same activities they have to do every day.

2.3. Managing speaking turns in class

Some class students frequently are shy or concerned about speaking the target language, others tend to dominate the contact across classrooms. Their personalities, cultural problems or any combination of these variables might be very important to these students. Therefore, teachers should balance the speaking time of the students to obtain "fair share" of the time of speech.

Firstly, teachers should extend students' wait time. The reluctant students then have time to consider carefully and ensure that their responses are right. You are certain that you will talk.

Secondly, their questioning method should be improved for teachers. She asks all students in the class and asks randomly. Thus, teachers need students to instantly ponder and answer these questions so that reluctant students are ready to speak and minimize the time spent on dominating students. In addition, when

working in groups, teachers should give tasks like note-makers, markers and so on to students. Some reluctant students must be appointed. Teachers reject the hesitation, nervousness and faint-heartedness of the students and offer an opportunity for all students to attend the class.

Teachers should also accept answers from students. Some students are often afraid and mocked when professors don't accept their responses. Teachers might demotivate them and reduce their attendance in the classroom by negative comments. Lobbies from teachers are often helpful at the proper moment. It promotes the passion and inclusion of kids in learning and makes students more confidence in their own skills.

2.4. Setting up a co-operative atmosphere in class

A tense atmosphere in the classroom is the driving force behind students' anxiety and effectiveness in learning English whereas co-operative atmosphere in the school promotes their opinion, strengths and weakness, and does not make students humiliated when making errors. Teachers should thus construct a friendly environment in which students and teachers have a strong connection.

In order to participate in communicative activities with the students, teachers play not only the function of the student's facilitator, the school activity manager, the adviser for answering questions from students and monitoring their performance, but also operate as the "co-communicator." On the other hand, students are not passive listeners, but are active assistants to other students, and contribute to the teachers' instructional practices in time.

2.5. Combining the textbook and the materials involved

The textbook is regarded as appropriate, reasonable, and authentic in contents and information up-to-date and further teaching and learning material is certainly needed. Teachers should give handouts or photocopying documents in order to make the class more engaging alongside the textbook. In addition, teachers should force students to get related material, such as sunflower, Vietnam News, English novels and other information on the web before every class to make sure that the subject is understood by all students. Teachers, also, can introduce some good students to listen to VOA special English or BBC on FM channel on the radio in order that students can practice English listening as well as get more information for speaking.

2.6. Recognizing the potential usefulness of the school's and Internet's accessible resources

Lessons without the use of facilities might get tedious at times. As a result, teachers should take full advantage of the school's existing facilities and overcome the challenges of teaching speaking in a bad facility setting. Teachers can, for example, use a tape player to inspire students in the warm-up stage with some songs or current events, or use a projector to make the lecture more engaging and appealing with vibrant visuals and video clips. Teachers can provide students with helpful Website addresses for learning since schools offer language laboratories and can give students with Internet access at the school library.

First, teachers encourage students to use the Internet to find resources such as news, weather reports, English music, blogs, and sports reports. These texts provide a wide range of grammatical structures and terminology that students can hear or read in context. Teachers can then double-check by assigning students projects requiring them to discover specific material on the Internet.

Additionally, there are now a variety of Websites that teach students about speaking, which teachers may present to students and encourage them to use

these resources to further their education. Furthermore, encouraging students to talk with foreigners, particularly in voiced chat, is a fantastic way to proceed. Students can communicate with English learners or teachers by conversing with foreigners and attempting to comprehend their pronunciation and what they say. As a result, students may improve their English understanding as well as their speaking ability.

2.7. Being enthusiastic, tolerant, helpful, creative and active

The qualities of teachers are crucial to improve the interest of students in English speaking. The teacher loves to learn, students loves helping, kind, and enthusiastic. Furthermore, the tolerance of the teacher also allows students to feel warm in their hearts and reduces tension and leaves the threat to feel. In addition, one of the criteria that decide the effectiveness of teaching is its activity and creativity. The professors who are energetic and creative constantly provide lively and stunning lectures which captivate everybody. They also always attend to the class to see students, encourage them to study and support them.

CHAPTER IV: IMPLICATION

1. Reasoning.

The present situation of English-speaking learning and study at Hai Phong University of Management & Technology has been revealed. Teachers usually employ tactics in favor of students, such as conversation, image, and game, according to the findings of the study. Using group projects... In reality, there are several intriguing methods for learning English.

Speaking, for example, studying from talking with foreigners, listening to the news on TV, on interest... These are simple and popular ways to study speaking with a better result.

Each of them may be used in a variety of small technique. For the sake of this research paper's limitations, I will only discuss the usefulness of a few approaches in the study of English speaking. The applicability will focus on some proposed ways for employing group work to assist 1st year students practice English speaking with more enjoyment and effectiveness.

2. Some suggested techniques in teaching English speaking skill for the first year English majors at HPU

Teaching English speaking may be difficult; issues appear to emerge from every aspect. This obstacle, however, may be surmounted. The following are some ideas and strategies for making English classes more engaging and successful in the classroom.

2.1 Repeat and Re- phrase

The repeat and re-phrase technique is effective in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. Using this method, the teacher introduces the learner to new language that may be linked with the old to gain meaning. The learner benefits from both repetition as a source of new vocabulary and the use of existing vocabulary to construct a re-phrased inquiry in order to get a fresh and improved grasp of the English language.

This approach can be utilized during spoken instruction to the entire class or to a single student. It may also be used during question-and-answer time in class, and it is ideal for this purpose since it allows students to better grasp the topic and answer it without assistance.

In the classroom, the repeat and re-iterate method is used to encourage, accomplish, or assure knowledge of a certain topic, standard, or issue. For example, if a student does not comprehend the question "what does an adjective mean?" The teacher can then react by either repeating the question or, if understanding is still not achieved, rephrasing the inquiry to encourage the student's application of knowledge. The question might be rephrased as "What is the function of an adjective?" This also aids subsequent inquiries since the learner will have a better understanding of the meaning of the presented question.

Furthermore, the repeat and rephrase technique may be used to assess for understanding by rephrasing a statement to see if the learner grasped the meaning of a certain term or idea.

2.2 Music and songs

Because music and songs are simple to become caught in one's brain, they are useful in the classroom. Consider how much you learnt as a youngster only via song. Furthermore, it provides the class with a pleasant method to retain or recall often dull material, resulting in a more engaging and enjoyable atmosphere for learning difficult topics and concepts.

Music and songs can be utilized to help in memory. As a way to learn new words or brief ideas through involvement. Remembering lists, regulations, and similar information. This is an excellent approach to learn the alphabet, periodic table, states, nations, and other important information. Students should be able to recall significant quantities of important information more readily as a result of this intervention. Students will be participating in a fun and engaging way in

the presentation of new content. This is especially useful for students who are younger.

- For example:

Fill in the blanks:

I Lay My Love On You

By: Westlife

Just a smile and the (1) _____ is gone
Can hardly believe it (yeah)
There's an angel standing next to me
Reaching for my heart

Just a (2) _____ and there's no way back
Can hardly believe it (yeah)
But there's an angel calling me
Reaching for my heart

I know, that I'll be ok now
This time it's real

I lay my love on you
It's all I wanna do
Every time I breathe
I feel brand new
You open up my heart
(3) _____ me all your love, and walk right through
As I lay my love on you

I was lost in a (4) _____ place
Could hardly believe it (yeah)
Holding on to (5) _____
Far, far too long

Now I believe it's ok cause
This time it's real

I lay my love on you
It's all I wanna do
Every time I (6) _____
I feel brand new
You open up my heart

Show me all your love, and walk right through
As I lay my love on you

I never knew that (7) _____ could feel so good
Like a once in a lifetime
You change my world

I lay my love on you
You make me feel brand new
Show me your love and (8) _____ right through (oh, yeah)
As I lay my love on you

I lay my love on you
It's all I wanna do
Every time I breathe
I feel brand new
You open up my heart
Show me all your love, and walk right through
As I lay my love on you

I lay my love on you
You make me feel brand new
Show me all your love and walk right through
As I lay my love on you

As I lay my love on you

Answer : (1). Rain (2). Smile (3). Show (4). Lonely (5). Yesterday (6). Breathe
(7). Love (8). walk

2.3 Role play.

Any speaking action in which you either put yourself in someone else's shoes or stay in your own shoes but put yourself in an imaginative circumstance is known as role-playing.

Role-playing gives students the opportunity to 'become' whomever they choose for a short period of time. The President, the Queen, a millionaire, a music star, the list goes on and on! Students might also adopt the viewpoints of others. 'For and Against' discussions can be utilized, and the class can be divided into those who support the topic and those who oppose it.

Imaginary situations - Functional language for a multitude of scenarios can be activated and practised through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Why use role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way
- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Role play can also help students replicate the language they used in various situations, such as those they would encounter outside of the classroom. Role play helps students to prepare and rehearse for possible future scenarios by mimicking reality.

Role-playing ideas might come from situations that teachers and students experience in their everyday lives, from books, television shows, and movies, or from their daily interactions with others at school, university, or at work.

After deciding on a setting for a role play, the following step is to brainstorm scenarios for how this event may play out.

When adopting and executing role play exercises in the classroom, it is critical to consider the learners' level of language competence. While taking on a character is an important part of theatre, it is so adaptable that it may be used in education to accommodate a wide range of personalities and educational situations.

- In general, role-playing is acting out a fictional character in a hypothetical or real-life setting. Role play is a classroom exercise that allows students to practice the language components of role-playing, as well as the real role they may require outside of the classroom.

As a result, we may conclude that role-playing is an activity that needs a person to assume a real or imagined role. It entails individuals interacting spontaneously while attempting to finish a task. Role play comes in a variety of forms. Dramatic plays, tale dramatization, and sociodrama, as well as seminar-style presentations, debates, and interviews, are all available. They range in difficulty from beginner role play for less capable students to advanced role play for more capable students. Different forms of role play necessitate various techniques, which necessitate students conversing in the classroom while playing various roles and responsibilities.

2.4 Simulation

A simulation activity is one in which students talk about an issue in a defined environment. The students play themselves or someone else during simulation exercises. Simulation exercises also include interactive activities with different dialog types. Social forms and dialogs like greeting, separation, introductions, praises and complaints would be one type. Simulation exercises can enable students to work with the proper social benefits in a social environment.

For example:

Students can practice how to go to the bank to make transactions

Students learn how to deal with situations such as shopping, purchasing a bus ticket, and so on.

A clear line cannot be drawn between role play and simulation. These two drama activities overlap. In language teaching the differences between role play and simulation are not that important.

The purpose of a simulation is to allow players to practice playing certain parts and improvising in specific scenarios, with the expectation that with practice, they would be able to play their roles more successfully in real-life situations requiring similar abilities. Students can practice asserting themselves, expressing ideas, persuading others, debating, eliciting viewpoints, group problem-solving, evaluating circumstances, and other communication skills in a simulation activity.

In addition to the techniques mentioned above, I would like to provide some more approaches in the hopes that they would assist both teachers and students feel more at ease in English speaking sessions. After that, I want the students to be able to overcome their fears, shyness, and anxiety when learning in a new setting. Students should give it their all and assist one another in order to advance in their studies of speaking English.

2.5 Re-order tables and decorate classroom

Many students are really too shy to talk in English when studying English. First, to discover the root causes of the problem, we should solve it.

While cultural reasons are involved, teachers can assist the students in breaking cultural barriers by setting up a specific atmosphere like the British culture. (Students from Vietnam are generally frightened when conversing to the public and also embarrassed to speak in English with others.) This can make English speaking a common practice. It's not at all expensive. Teachers and students can distinguish the classroom from other classrooms by placing tables and chairs differently in classroom (arranged in a U shape instead of rows of desks lined up

before.). Teachers and students can also decorate the room in English with a promotional poster

2.6 TV and Video

You can use TV and video to take advantage of the visual aspect that is so important in face-to-face communication. Watching TV shows that involve a group of people in conversation is one method to leverage the visual component of communication. Keep an eye out for things like how the speakers signal that they want to talk next or that they are about to complete what they are saying. It will be easier for you to engage in English discussions if you can recognize these 'turn-taking' signs.

2.7 Cooperative Groups, Peer Coaching:

This technique optimizes individual student learning time, since every student may receive customized attention, even when the teacher does not offer it. This is especially useful if the teacher is not supposedly at the center of activity, but may go from table to table and assist as necessary. It fosters a communal environment and enables students to help and learn from one other. Cooperative groups function because students may be divided into individual groups in numerous ways that enable them to take individualized lessons.

In the English Language Learner classroom when students are or are able to acquire various levels of English, placing students in cooperative groups or employing peer coaching is very effective. In this scenario, the ideal way to put them in groups determined by the teacher is to place students of higher and lower level. This enables the student at the higher level to study, practice and perfect methods through education while the student at the low level gains new knowledge and receives support from a peer. This may also be used to group higher-level students to work on an assignment while the lower-level students acquire new information from the teacher. In this approach the teacher may optimize learning by providing fresh knowledge on both levels without really needing to use information below or above the level of learning.

Students are able to take in more knowledge at one time as a result of this strategy, while also building bonds and communities amongst themselves. Furthermore, by employing this approach, students would be able to learn from one another. Youths are more likely than adults to listen to their peers. Naturally, this caters to such ideas and enables students to learn the necessary knowledge in a more enjoyable manner. Working in groups also gives the teacher a variety of different lesson ideas to keep the classroom lively and interesting.

2.8 Game

An excellent game makes it ever simpler to learn English. Games help to connect the class and to make the classroom interesting and enjoyable. English speaking is full of challenges for the learner and difficulty in playing games may enable students to learn via blocks so that they can appreciate something that they have found very hard. Whether the class spends quiet games alone or exciting team games

2.8.1 Game 1: Board Race

Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.

This is best played with 6 students or more - the more, the better. I've used it in classes ranging from 7-25 years of age and it's worked well in all age groups.

- **Why use it?** Revising vocabulary; grammar
- **Who it's best for:** Appropriate for all levels and ages

HOW TO PLAY:

- Split the class into two teams and give each team a colored marker.

- If you have a very large class, it may be better to split the students into teams of 3 or 4.
- Draw a line down the middle of the board and write a topic at the top.
- The students must then write as many words as you require related to the topic in the form of a relay race.
- Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

2.8.2 Game 2 : Call My Bluff / Two Truths and A Lie

Call My Bluff is a fun game that's excellent as a game at the beginning of the semester. It is also a fantastic ice breaker for students if you teach classes that don't know one other – particularly when they are small.

The game is good for speaking skills, but save time for any faults students may have made during the match after the match. (I like to keep this typically until after the game, so you don't interfere with their fluency while you're talking about it).

With older groups you can have some real fun and you might be surprised what you'll learn about some of your students when playing this particular EFL game.

- **Why use it?** Ice-breaker; Speaking skills
- **Who it's best for:** Appropriate for all levels and ages but best with older groups

HOW TO PLAY:

- Write 3 statements about yourself on the board, two of which should be lies and one which should be true.
- Allow your students to ask you questions about each statement and then guess which one is the truth. You might want to practice your poker face before starting this game!

- If they guess correctly then they win.
- **Extension:** Give students time to write their own two truths and one lie.
- Pair them up and have them play again, this time with their list, with their new partner. If you want to really extend the game and give students even more time to practice their speaking/listening skills, rotate partners every five minutes.
- Bring the whole class back together and have students announce one new thing they learned about another student as a recap.

2.8.3 Game 3: Hangman

This traditional game is a favorite for everyone, although it's pretty fast dull. This game is best utilized for 5 minutes at the beginning, if there is still time, for warming the class up or 5 minutes at the conclusion. It works regardless of how many students there are.

- **Why use it?** Warming up / winding down class
- **Who it's best for:** Young learners

HOW TO PLAY:

- Think of a word and write the number of letters on the board using dashes to show many letters there are.
- Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.
- Continue until the students guess the word correctly (they win) or you complete the diagram (you win).

2.8.4 Game 4: Hot Seat

Hot Seat enables students to develop their vocabulary and fosters classroom rivalry. They may also practice their speech and hearing abilities and can be utilized for any learner level

- **Why use it?** Vocabulary; Speaking and Listening
- **Who it's best for:** All ages and levels

HOW TO PLAY:

- Split the class into 2 teams, or more if you have a large class.
- Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
- Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.
- Continue until each team member has described a word to the student in the Hot Seat.

2.8.5 Game 5: Where Shall I Go?

This game is designed to assess movement preparations and should be performed after the topic in the classroom is given. This game is really entertaining, yet a bit hazardous as one student is blinded in every pair while the other leads you. Have your eyes open, then!

It's also very good for teens or for adults as a foreign language classroom.

- **Why use it?** Prepositions; Speaking and Listening
- **Who it's best for:** All ages and levels

HOW TO PLAY:

- Before the students arrive, turn your classroom into a maze by rearranging it. It's great if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze.
- When your students arrive, put them in pairs outside the classroom. Blindfold one student from each pair.
- Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.

2.8.6 Game 6: Communication Games

Learning to speak in English requires both vocabulary and pronunciation. Learning enjoyable and entertainment in the classroom develops the creativity of a student and playing as a team can help to alleviate the strain on timid or hesitant students. Whisper is performed in the classroom with two or more teams. Whisper to the first student in each squad a word or a brief phrase. The students blush the word till the final student speaks out. Provide the same term to both teams. The team which closest to correcting the pronunciation wins the round. Have the students who speak go to the beginning of the line for later rounds so that all students get a turn to speak aloud.

2.8.7 Game 7: Spelling Games

Spelling games help in the teaching, reading and speaking of vocabulary using English. An energetic, dynamic play in the teams is a traditional replay. Start the game with one column for each team dividing the board of the classroom. Write the name of each team over the column and then put a sign or a crack on the board for each team member. A word is stated by the teacher, then the team members take turns and write a letter. The team who completes the word most rapidly and with the right orthography wins the round.

2.8.8 Game 8: Bingo

Bingo is a helpful tool for learning since you may adjust your level of difficulty according to your class. For example, in place of the usual letters and numbers you may use bingo boards which have words on them or locate boards with pictures matching the terms you want to teach. You may even design your own bingo game utilizing individually customized themes. Students should take turns picking up their card and calling out their items to encourage participation.

PART III: CONCLUSION

1. Conclusion

To sum up, it is extremely important to teach English by means of appropriate approaches during the first year. I previously looked at their views towards learning English speaking on the basis of investigating the reality of present teaching and learning English in HPU of the 1st year. After this research paper is finished, I want to provide some suggestions in support of major English students who are learning English in their 1st year with the expectation that this research paper will contribute some useful skills for the study of English.

Actually, Vietnamese students and HPU students are better than speaking. Some English majors in HPU in particular cannot communicate in English. I chose to conduct out this investigation in such a big situation. In addition to utilizing survey questionnaires as the main data collecting tool, I also employed observation and informal interviews as additional instruments to increase the reliability and validity of this study.

The main objective of the study is to identify adequate strategies to improve HPU speech skills for the first year of English majors. In addition, it is hoped that HPU Foreign Language Department professors and students would enjoy more English speaking throughout their learning and study.

In conclusion, the study is sincere thanks to HPU and my loved teachers here in the department of foreign languages. I only wish to help big generations of English students enhance their speech skills to help them achieve success more readily in the future

2. Limitations and suggestions for further study

A considerable amount of effort has gone into determining the techniques that may be used to help first-year English majors in speaking English at HPU. Because of their limited time and skills, however, the researchers cannot cover a number of relevant topics in the study. First, just the limited number of HPU students are subjects of the study. Second, the researcher focusses on studying students' speaking techniques, rather than other associated skills such as speaking, writing, and listening. Furthermore, the above-mentioned techniques are only a small part of the overall English language teaching and learning process, which should be utilized creatively and flexibly in each session. With the associations in memory in mind, I hope that future study on the subject will involve more students and extend to additional English abilities in order to assist students learn English more effectively.

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APPENDIXES

APPENDIXE 1.1: SURVEY QUESTIONNAIRE

QUESTIONNAIRE FOR THE 1ST-YEAR ENGLISH MAJORS AT HAI PHONG UNIVERSITY MANAGEMENT & TECHNOLOGY DEPARTMENT OF FOREIGN LANGUAGES

This survey form is designed to find out how you feel about speaking classes and what you expect from them. Your responses will be utilized in the research of “A study technique use in teaching English speaking skills to 1st year English major students at Hai Phong university of management & technology” was the title of my graduation paper.

Your participation in this questionnaire will provide significant information on my research, and your contribution will be extremely beneficial to the completion of my dissertation. Please be as honest as possible when answering the following questions.

1. How long have you been learning English?		
a. 3 years	b. 5 years	c. more than 5 years
2. Do you enjoy studying English as a second language in general?		
a. Like very much	b. like	c. Normal
d. Do not like	e. Hate	
3. In your opinion, how important is English speaking skill?		
a. very important	b. important	c. normal
d. not very important	e. not important	
4. How often do you speak English in English class time?		
a. Always	b. Often	c. Sometimes
d. Rarely	e. Never	
5. What do you think about your English speaking lessons?		
a. Very interesting	b. Interesting	c. Normal
d. Not very interesting	e. Boring	

6 In speaking lesson, which of the following activities does your teacher often use to teach you and which do you feel enjoyable?

Techniques	The techniques applied by the teachers (responded by the students)		No of Students enjoyed the techniques	
	No of Students	Percentage	No of Students	Percentage
Pair work and group work				
Role play				
Interview				
Games				
Free discussion and problem solving				
Completing dialogue practice				
Making up sentences orally				
Picture description				
Topic based discussion				
Debate				
Record and replay to correct				
Visual aids (pictures, maps, music, handouts)				
Rearrangement				

7. Do you feel excited about the current method?		
a. Like very much	b. like	c. normal
d. do not like	e. hate	
8. Do you want to have more activities to learn English speaking more effectively?		
a. Yes	b. Maybe	c. No

Your comments:

.....

.....

.....

.....

Thank you for your co-operation!

APPENDIX 1.2 : CLASSROOM OBSERVATION CHECKLISTS

1. Aims:

2. Setting:

- Time allowance:

- Class:

- Unit:

Observation

Aspects observed	Comments
Students' motivation on the speaking lessons	
Students' attitude towards speaking activities	
Students' involvement in the speaking activities	
Students' reactions to teacher's techniques	
Students' preferences for teacher's techniques	
Students' interaction with each other while completing the tasks	
How the teacher deals with noise and silence in class	
Overall comments:	

APPENDIX 1.3 : INFORMAL INTERVIEW QUESTIONS

1. What motivates you to study English?
2. Is the English language of your future extremely important? Why?
3. Do you often prepare lessons in before of class?
4. Does your teacher often encourage you to speak English in class?
5. Which of the activities listed below do you like your teacher to use in your speaking class, and why?
 - Completing dialogue practice
 - Role play
 - Interview
 - Games
 - Free discussion and problem solving
 - Making up sentences orally
 - Question and answer exchanges
 - Picture description
 - Project- based learning
 - Story telling
 - Rearrangement
 - Visual aids (pictures, maps, music, handouts)
 - Others
6. Which of following activities do you like most in a speaking lesson and why?
 - Working individually
 - Working in pairs
 - Working in groups
7. What should your teacher do to motivate you to speak?