

**HAI PHONG PRIVATE UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES**

GRADUATION PAPER

**HOW TO ATTRACT INTERESTS AND
INVOLVEMENT OF THE 9TH GRADERS IN A
SPEAKING LESSON AT MINH THANH SECONDARY
SCHOOL IN QUANG NINH**

By:
Nguyen Thi Thanh Tam

Class:
Na 903

Supervisor:
Nguyen Thi Huyen, M.A

Hai Phong - 2009

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên:

Mã số:

Lớp:

Ngành:

Tên đề tài:

.....

.....

.....

NHIỆM VỤ ĐỀ TÀI

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

.....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

.....

3. Địa điểm thực tập

.....

.....

.....

.....

.....

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:

Học hàm, học vị:

Cơ quan công tác:

Nội dung hướng dẫn:

.....

Người hướng dẫn thứ hai:

Họ và tên:

Học hàm, học vị:

Cơ quan công tác:

Nội dung hướng dẫn:

.....

.....

Đề tài tốt nghiệp được giao ngày..... tháng năm 2009

Yêu cầu hoàn thành trước ngày.....tháng..... năm..... 2009

Đã nhận nhiệm vụ Đ.T.T.N

Sinh viên

Đã giao nhiệm vụ Đ.T.T.N

Cán bộ hướng dẫn Đ.T.T.N

Hải Phòng, ngày.... tháng.....năm 2009

Hiệu trưởng

GS.TS. Trần Hữu Nghị

PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

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

.....

.....

.....

.....

.....

2. Đánh giá chất lượng của Đ.T.T.N (So với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T.N trên các mặt lí luận, thực tiễn, tính toán giá trị sử dụng, chất lượng các bản vẽ)

.....

.....

.....

.....

.....

3. Cho điểm của cán bộ hướng dẫn:

(Điểm ghi bằng số và chữ)

.....

.....

.....

.....

.....

.....

Hải Phòng, ngày..... tháng..... năm 2009

Người hướng dẫn chính

(Họ tên và chữ ký)

NHẬN XÉT VÀ ĐÁNH GIÁ CỦA CÁN BỘ CHẤM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu nhập và phân tích số liệu ban đầu, cơ sở lí luận chọn phương án tối ưu, cách tính toán chất lượng thuyết minh và bản vẽ, giá trị lí luận và thực tiễn đề tài.

2. Cho điểm của cán bộ phản biện

(Điểm ghi bằng số và chữ)

Hải Phòng... ngày.....tháng..... năm 2009

Người chấm phản biện

TABLE OF CONTENT

ACKNOWLEDGEMENT

TABLE OF CONTENTS

PART I: INTRODUCTION	2
1. Rationale.....	2
2. Aims of the study	2
3. Scope of the study	3
4. Method of the study.....	4
5. Design of the study.....	4
PART II: DEVELOPMENT	6
Chapter 1: LITERATURE REVIEW	6
I. Speaking skill: an over view	6
1. What is speaking?.....	6
2. Types of speaking.....	7
3. Types of speaking activities	8
4. Characteristics of a successful speaking activity	8
II. Teaching speaking	10
1. The importance of speaking skill.....	10
2. Why do students feel less interested and contribute less in a speaking lesson?	10
3. Principles to attract students' involvements in English speaking lessons	11
4. Activities to promote students' speaking	14
4.1 Why teacher should give students a variety of speaking activities	14
4.2 Simple tips for teachers to have a successful speaking activity	14
4.3 Activities to promote speaking	15
4.3.1 Information gap activities	15
4.3.2 Dialogues and role plays	15
4.3.4 Activities using pictures.....	16
4.3.4 Problem-solving	17

4.3.5 Using games	17
Chapter 2: STUDY ON HOW A SPEAKING LESSON IS TAUGHT AT MINH THANH SECONDARY SCHOOL IN QUANG NINH PROVINCE	
I. Reality	19
Current teaching speaking methods in Minh Thanh secondary school	19
English teaching staff.....	19
Students	19
Teaching and learning condition.....	20
II. Survey questionnaires	21
1. Participants.....	21
2. Purposes of the survey questionnaires	21
3. Design of the survey questionnaires	22
4. Data and analysis	23
Students' english learning time.....	23
students' and teachers' opinions on english skill in general and speaking lesson in particular	23
4.2.1 Students' interests in learning English skills	23
4.2.2 Students' opinions toward speaking lessons.....	24
4.2.3 Students' and teachers' opinions toward the role of speaking skill ..	25
4.2.4 Speaking activities preferred by students	26
4.2.5 Teachers' encouragement	27
4.3 Students' and teachers' opinions on current used techniques and their effectiveness in teaching speaking.....	28
4.3.1 Pre-speaking.....	28
4.3.2 While-speaking	31
4.3.3 Post-speaking	34
4.4 Students' and teachers' opinions about students' difficulties when speaking in class.....	37
4.5 Students' expectations of improving their English in a speaking lesson	39
4.6 Activities students expect teachers to apply more in a speaking lesson	40

III. Findings and discussions of findings	41
Chapter 3: SOME SUGGESTED TECHNIQUES TO ATTRACT	
INTERESTS AND INVOLVEMENT OF THE 9TH GRADERS IN A	
SPEAKING LESSON AT MINH THANH SECONDARY SCHOOL IN	
QUANG NINH PROVINCE	
Techniques in teaching English speaking skill and its applicability ...	44
1. Pre-speaking	44
1.1 Listen to it now	44
1.2 Reporting.....	45
1.3 Brainstorming.....	46
1.4 Read-it-out.....	48
1.5 Pictures description	49
1.6 Pre-questions	51
1.7 Teaching through songs	52
1.8 Matching	54
1.9 Games.....	57
1.9.1 Hang man game	57
1.9.2 “Can you spell it” game	58
1.9.3 Find the difference	60
1.9.4 “Who i am” game.....	61
1.10 Using poems.....	62
2. While-speaking	63
2.1 Role play	63
2.2 Simulations.....	65
2.3 Story completion	66
2.4 Information gap.....	67
2.5 Debate	68
2.6 Survey	69
2.7 Drawing activities	70
2.8 Problem solving	71

2.9 Games.....	72
2.9.1 Find someone who... ..	72
2.9.2 What would you say game	73
2.9.3 Can you do it?	75
2.9.4 The word order game	77
2.9.5 Mime game.....	78
2.9.6 “Animal for a day” game	80
2.9.7 Prepositional crossword	81
3. Post-speaking	83
3.1 Free talk.....	83
3.2 Word-cue-drill.....	83
3.3 Write-it-up.....	84
3.4 games.....	85
3.4.1 Opposite game.....	85
3.4.2 Jumbled words	86
3.4.3 Missing words	87
3.4.4 Observation game	88
3.4.5 The last word.....	90
Part III. Conclusion	92
Appendix 1: The survey questionnaires for students.....	
Appendix 2: The interview questions for teachers	
Appendix 3: Model lesson	
List of references.....	

Acknowledgements

During the process of fulfilling my graduation paper, I have owned my debts to many people. First and most of all, I would like to express my gratitude to Ms. Nguyen Thi Huyen, M.A, my supervisor, for her guidance, great suggestions and advice in each step of the study. Without her precious comments, academic instructions and wholehearted help, my research would have never been accomplished.

Also, my sincere thanks are extended to all teachers in Foreign Language department, Hai Phong Private University for their useful lectures and suggestions.

Besides, my special thanks send to all teachers and students in Minh Thanh secondary school for their enthusiasm in finishing the survey questionnaires.

Last but not least, I am grateful to my family and friends who have given me much encouragement during the time I carried out this paper.

Hai Phong, June, 2009

Student

Nguyen Thi Thanh Tam

PART I: INTRODUCTION

1. Rationale

If you want to understand clearly about customs and culture of any country, first of all, it is essential to know about the language of that country. Currently, about 2/3 nations in the world use English as their mother tongue in variety fields of social life: political, business, cultural exchange, education and others.

It is common knowledge that Viet Nam has officially become a member of World Trade Organization; therefore, the need of mastering foreign languages, especially English, is becoming more and more necessary. For such reason, it is of great importance that teaching and learning English in school, basically have to change to meet the requirements. Actually, learning English is not only to know another language but also regarded as a tool of communication.

Today, of the four English basic skills (listening, speaking, reading and writing), it is thought that speaking seems to play the most important role: knowing-language-people are considered “speaker” of that language as if speaking included all four kinds of knowing. Classroom activities that help to develop learners’ ability in expressing themselves would play an important part in a language course.

Despite the awareness of its role, teaching speaking has been undervalued for a long time and speaking is taught just as a repetition of drills or memorization of conversations. In fact, speaking activities in a traditional classroom often take place, in the way of one person asking a question and another giving an answer. As a result, the questions and the answers are structured and predictable, and there is only one correct answer. Clearly, the purpose of asking and answering the question is to demonstrate one’s ability to ask and answer. In recent years, a new teaching method in a language classroom is focusing on the role of the learners in the teaching and learning process. It means that the learners become active participants who do most of activities including speaking activities. However, the fact is that, teachers often are Mr. (Ms) knowing-and –doing-

everything while students seem to be passive and silent in a speaking lesson. Consequently, second language learners often neglect or have difficulties with oral production (speaking). It can not be denied the fact that some students have memorized hundreds of words and many grammar structures, but they still can not speaking well or do not like speaking lessons. Moreover, teenagers are very dynamic and interested in trying new things, so with the traditional teaching methods and the repetition of the same activities days by days, students become fed up with learning English.

The goal of teaching speaking, surely, is to improve the oral production of the students. Along with international integration trend, students should improve and promote their communication skill so that they can express themselves and learn to follow the social and cultural rules appropriating in each communicative circumstances. In order to do that, language-teaching activities in the classroom should aim at maximizing individual language use. Teachers' role is not only to create a warm and friendly classroom but also to provide students with effective and plentiful activities. Only by such way can those activities encourage students to speak and attract them to speaking lessons.

These factors mentioned above have aroused my ambition to carry out the study of "how to attract interests and involvements of 9th graders in a speaking lesson at Minh Thanh secondary school in Quang Ninh".

2. Aims of the study

The study is carried out to research:

- ➔ Firstly, the study studies the different aspects of speaking skill that serves as overview, the features and characteristics of teaching speaking skill.
- ➔ Secondly, the study explores the real situation of teaching English-speaking skill in 9th form in Minh Thanh secondary school in Quang Ninh.
- ➔ Thirdly, the study investigates the students and teachers' attitude toward a speaking lesson.
- ➔ The last also the most important aim is to suggest some effective activities that can be applied in Minh Thanh secondary school to attract students' interests

and involvements in speaking lessons.

3. Scope of the study

❶ Actually, attracting students' interests and involvements needs to be done in teaching all four basic skills (listening, speaking, reading, and writing). However, it is impractical to overspread such a large scope in a graduation paper. Thus, the study limits itself to:

❷ Finding out the reality of teaching English speaking skill for 9th form students in Minh Thanh secondary schools

❸ Offering appropriate activities to attract 9th graders in Minh Thanh secondary school in speaking lessons

4. Methods of the study

◆ First, reference books related to speaking and methodology are reviewed to get background knowledge of what speaking is, successful and interesting techniques in teaching speaking.

◆ Second, a survey is conducted for three 9th classes in Minh Thanh secondary school with a point of view to finding out their recognition, attitudes, evaluation of the matter and the difficulties they encounter as well as what activities they like doing in speaking lessons.

◆ Third, more information needed for the findings of the survey will be gathered from formal and informal interview with the surveyed teachers and students.

5. Design of the study

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

Part I: Introduction shows reasons to choose the study, the aims, scope, methods, and design of the study.

Part II: Development includes chapters:

Chapter 1: *Literature review* aims to answer the questions related to speaking that introduces the speaking skill and its features.

Chapter 2: *“A study on how speaking lessons are dealt with by teachers and students in Minh Thanh secondary school in Quang Ninh”* referred to the

analysis and the findings obtain from survey questionnaires made to 9th form students and interview for teachers of Minh Thanh secondary school. This helps examine the real situation of teaching speaking and the need of using various activities in speaking lessons.

Chapter 3: *“Suggested activities to attract students’ interests and involvement in a speaking lesson”* deals with techniques and a sample lesson of using different activities in each part of a speaking lesson to attract secondary students to a speaking lesson”

Part III: Conclusion summarizes the discussed parts in the paper and some suggestions for further study.

Consequently, **Part I** has dealt with the content of the study. In the next part, the author will present the focus of the study including her literature review on the understanding of speaking skill and the survey questionnaires for teachers and students of Minh Thanh secondary school which help examine the real situation of teaching and learning speaking. Besides, this **Part II** also introduces some suggested techniques which can be applied to attract secondary students’ interests and involvements in speaking lesson.

PART II: DEVELOPMENT

CHAPTER 2: LITERATURE REVIEW

I. Speaking skill: An overview

Speaking in a second language involves the developments of a particular type of communication skill. It has occupied a peculiar position throughout much of the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse (Nunan and Carter, 2001).

1. What is speaking?

Speaking is the skill that students will be judged most in real life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensively. However, speaking is in many ways an undervalued skill. This, perhaps, is because we can almost all speak, and so have the low opinion of it. Speaking is often thought of as a popular form of expressions. Speaking, on the contrary, is a skill which deserves attention a bit as much as literacy skill. Our learners often need to speak with confidence in order to carry out many of their basic transactions. "Speaking", as Harris (1977:81) says, "is a complex skill requiring the simultaneous use of different abilities developed at the different rates".

John (1982) believes that speaking ability is regarded the measure of knowing a language. The learners define speaking as the most important skill they can acquire. They assess their progress in term of their accomplishment in spoken communication.

Besides, Bygate observes: speaking is the skill by which learners are most frequently judged and through which they make or lose friends. It is the medium through which much of language is learnt and which for many is particularly conducive for learning". Bygate emphasizes the importance of speaking, not only for performing basic translations, but also for establishing and maintaining social relationships.

In addition, Chaney (1998:13) indicates that speaking is the process of building

and sharing meaning through the use of verbal and non-verbal symbols, in a variety context.

Brown (1994) also believes that speaking ability is integrated closely to writing, reading, and listening. So, in language teaching, it is of great importance to emphasize the interrelationship of skill.

In general, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experiences, the physical environment and the purpose for speaking.

2. Types of speaking

In speaking class, according to Burns, A & Joyce, H. (1997), students must be exposed to three key items:

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 their proficiency and experience in the language develop, most of these sentences and phrases may be re-analyzed and incorporated into the learners' system of knowledge of the language. Language use based on memorization can be the starting point for more creative use of the language.

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.

2.3 Opportunities to improve fluency

Elements of all these above should be presented throughout a speaking program with emphasis on form-focused instruction at the elementary levels and as the learners' progress on meaning-focused instruction at the higher level.

3. Types of speaking activities

(Extracted from www.teachingenglish.org.uk)

3.1 Controlled Activities

Controlled activities mainly focus on form and accuracy. They force students to pay attention to certain structure or functions so that these can be accurately produced. However, teachers should be encouraged to design controlled activities in a meaningful way. This means students also need to consider meaning whatever they are producing. This kind of activity concludes topic-based and task-based activities.

3.2 Semi-controlled Activities

Semi-controlled activities focus more on meaning and communication. Teacher still has some control over the language which students are expected to produce but students have more room for their production. It is no longer strictly controlled.

3.3 Communicative Activities

Communicative activities allow for real information exchange. The new structure or function becomes integrated into the activity, which is no longer the only focus. In such activities, students are more concerned with meaning. Communicative activities include information gap activities, problem-solving activities, discussions, debates, interviews, fluency-focused games, telling story, etc.

4. Characteristics of a successful speaking activity

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

4.1 A friendly and pleasant learning atmosphere: The class atmosphere can be fostered by clearly outlining the objectives of the class's work at the outset. If

students are aware that they are expected to take risk, expose weakness, practice skills and share experiences. That will require an environment with a support and respect to develop co-operation and assistance among the members in class. The task of each lesson may be collaborative or competitive, in which case atmosphere will differ. Most students prefer a friendly and pleasant atmosphere because they can understand and acquire the lecture easily.

4.2 Maximum foreign talk: in a successful speaking activity, the students talk a lot in the foreign language. One common problem in a speaking activity is that students often produce one or two simple utterances in the foreign language and spend the rest of time chatting in their mother tongue. Besides, teachers talk too much of time, thus taking away valuable practice time from students. Therefore, teachers should notice to avoid students' talking in native language and too much teachers' talk.

4.3. Even participation: whether the activities take place among the whole class or in small group, a successful speaking task should encourage speaking from as many different students as possible. Classroom discussion is not dominated by a minority of talkative participants: all have chance to speak and contribute to lesson. Teachers should guarantee equal opportunities for students of different levels.

4.4. High motivation: students are highly motivated. They are eager to speak because they are interested in the topic and they have something new to say about it or because they want to contribute to achieve a task objective. Teachers make sure that the task is in line with students' ability.

4.5. Acceptable level of language accuracy: Learner's utterances are 'relevant, easily comprehensible to each other and of an acceptable level of languages to express themselves in a successful speaking activity.

In general, classroom activities play an important role in developing students' ability to express them. A successful speaking activity is characterized by students' talk, high motivation even participation, learning atmosphere and acceptable language.

II. Teaching speaking

1. The importance of speaking skill.

“I can’t understand my teacher’s English, but when I talk to “real people” I can understand them”. This is a comment I am sure that many teachers have heard. While it is a bit of exaggeration, students clearly feel that class-based speaking practice does not prepare them for the real world. Why do students often highlight speaking as their biggest problem? Partly because of the way of speaking and because of the way speaking is taught.

As Nunan (1991) wrote “Success is measured in term of the ability to carry out a conversation in a target language”.

As you know, the speaking skill is quite difficult so the teaching of skill has become increasingly important. Since when we communicate, we use the language to accomplish some functions such as greeting, asking, arguing or promising within social context.

If the students don’t learn how to speak or don’t get the chance to speak, they will soon get de-motivated and lose interests in learning. Therefore, the teaching of speaking should start right from the first lesson of English that students have which can make the lesson more interesting, dynamic and even funny for the students.

2. Why do students feel less interested and contribute less in a speaking lesson?

According to Ur Penny (1996) there are many reasons why students don’t find speaking lessons interesting. Some main reasons are as below:

2.1 Inhibition

Students find it difficult to say things in a foreign language in the classroom because they are shy or perhaps they are afraid of making mistakes, of others’ criticism, or losing face or shyness of the others’ attention.

2.2. Nothing to say

Learners often complain that they cannot think of anything to say. Usually, they have no motive to express themselves because they feel guilty that they should

be speaking

2.3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group, learners have very little talking time because of some dominant learner's talks.

2.4. Barriers of spoken language.

Since foreign spoken language differs from written form and quite complicated in some aspects, and there are differences of cultural expressing among languages, students tend to use mother tongue if they are grouped with those having the same language, and particularly talking in small groups because they find it easier and more natural to speak their mother tongue than a foreign language. Teachers then would find it difficult to get learners kept to the target language. Gradually, students become fed up with learning English and lose their interests with English and speaking activities as well. As a result, they contribute their involvements in a speaking lesson less than they used to.

2.5. Teachers' pronunciation

It can be denied that a clear accurate fluent inspiring pronunciation can play a significant role to attract students' attention. When teaching English speaking lesson, the way that teachers pronounce will impress students in some extends and contribute to lesson success. Students are often confused with soft dull voice of teachers. It will become worse if teachers pronounce words incorrectly because it leads to students' mistakes. And if teachers' teaching methods are not attractive at all, students will rapidly feel bored with speaking lessons and teachers as well. Therefore, it is necessary for teachers to pay attention to their pronunciation.

3. Principles to attract students' involvements in English speaking lessons

“Teaching is one of the easiest jobs in the world. Teaching well is one of the most difficult”.

(From: Teachers Joe-Super teachers –Book for Middle school and High school Teachers of English.mht-Teaching idea for the ESL classroom)

Principle 1: Positive Reinforcement

As a teacher, you should focus on your students successful attempts to use English. At first, reward any success however small. If students speak out loudly and clearly, but make a mistake, praise them just for speaking out or for pronouncing it well. As students improve, you can focus on the most outstanding successes. Whatever you encourage, students will continue to do. On the other hand, if you do not encourage them, they will likely become passive in class.

Principle 2: Clear Goals and Instructions

Students need to know exactly **how** an activity is done; otherwise they will be out of control when the activity starts. If necessary, write the instructions on the blackboard or overhead projector. Or, model the activity with one of your best students so everyone can see what they need to do.

Students also need to know **why** an activity is being done. Dictations are done to train the ear, so they will be more successful in learning in the future. Pair practice is a simulation of real-life conversation, so they should not show their questions to their partner. Without understanding why, many students think an activity is not important and give up or practice half-heartedly.

Be sure to include goals and instructions in your lesson plan. That way you will be sure to remember to do them, and if you do have any problems, you will easily see how to fix them in future lessons.

Principle 3: The Element of Surprise

Students usually know exactly what will happen in class and answer questions mechanically. By adding surprises to your lessons, students will be forced to think about meaning and will pay more careful attention. For example, you could ask students ordinary questions such as whether they like pizza, or if they like chocolate. Then ask them if they like chocolate pizza. You might ask students about their families, and then ask if they are married, or if they can drive a car. Students who are answering without thinking will say "yes" automatically. In such cases, their classmates will usually laugh at their mistake,

and they will realize the importance of paying attention.

Of course, laughing is good in general, so saying anything strange will improve the class atmosphere. Whenever you have a list of questions or a lot of language to cover, add something funny or strange at the end of the lesson. Add some intentional mistakes to see who will find them. In a sense, this is a kind of listening exercise. If you do this often, then some day if you really do make a mistake, you can casually tell students it was just a test!

A variation of the Surprise Principle is called the "information gap". When students all use the same textbook, they already have the same information. But if you give only some students certain information, a text or picture for example, the other students must use English to find out what information they are missing. Successful pair practice and language games include "information gaps" to encourage students to discover what information they do not have.

Principle 4: Variety is the Spice of Life

Very often when teachers find a good technique, they use it more and more and come to depend on it. After some time, students become bored doing the same things and this wonderful technique no longer looks very good. In reality the technique is still good, but variety is required to keep students' attention. Various activities can be organized according to how communicative they are. Start with a simple, mechanical activity, then continue with something more meaningful, and finish with a communicative activity. When students do a variety of activities, classes are not dull for either students or teachers!

Principle 5: Competition

Competition automatically grabs students' attention. The easiest way is to divide the class into two teams and play some kind of game. You could have the left side of the room against the right side, boys against girls, or each row against all the others. Competition can be used on an individual level as well, by giving points to students for their work. You can give points for any written work such as dictations or mini-quizzes. Students enjoy seeing their progress over time, keeping them motivated in the long term. You can also give points during the

whole term, by giving points for all kinds of activities during your classes.

In general, apply teachers' five principles to your teaching and see how your students change over time. Positive Reinforcement and having Clear Goals and Instructions can be used right from the beginning, in every class. Introduce Surprise, Variety and Competition to your lessons slowly, so as not to overwhelm your students.

4. Activities to promote students' speaking.

4.1. Why teachers should give students a variety of speaking activities?

It is important to provide the students with a variety of speaking activities because:

- ◆ A variety of speaking activities will enable students to cope with different situations in reality.
- ◆ Variety helps keep motivation high because any kind of activity, if overused, may become less interesting.
- ◆ Variety may suit students of different learning styles because each student has his own learning style so some kinds of activities may suit some students while others may suit other students.

4.2. Simple tips for teachers to have a successful speaking activity.

Students will zone out within the first five minutes if teacher does not catch their interest.

Here are six ways you can generate interest in a speaking activity :(provided by <http://www.nclrc.org>)

- ➔ Put students in pairs or groups. This will be less stressful for shy students than speaking in front of the class.
- ➔ Make sure students are able to have controlled practice before engaging in fluency activities.
- ➔ Make speaking activities fun, interesting, and purposeful. The students must see a reason to communicate with others. This is why "information gap" activities can work well to encourage speaking.
- ➔ Change the dynamics of the classroom, change the layout or ask the students to move into different groups.

➔ Make sure that the activity is carefully planned and clearly explained. If students are unsure what is expected of them, they will be less likely to talk.

➔ If needed, give students time to prepare for the activity. Think about it. If you were learning Italian and needed to call a plumber in Rome to come fix your toilet, you'd be sure to prepare yourself for the conversation. You'd look up the essential vocabulary in the dictionary. You might write out a script of what you want to say and practice it in the mirror. Give your students time to prepare for the activity, especially if the language is new for them.

If you follow these simple tips, you're sure to have a successful speaking activity.

4.3. Activities to promote speaking

In order to encourage students to speak, teachers need to have various activities. These activities given by Hayriye Kay from web website <http://www.iteslj.org> can be a suggestion and applicable in a speaking lesson.

4.3.1. Information-gap activities

One excellent way to make speaking tasks communicative is to use information-gap activities, in which the students have different information and they need to obtain from each other in order to finish a task. In this activity, students are supposed to be work in pair. Information-gap activities serve many purposes such as solving a problem, or collecting information. Also, each partner plays an important role because the task can not be completed if the partner does not provide the information the other needs. These activities are effective because everybody has chance to talk in the target language.

4.3.2. Dialogues and role-plays

Two problems with most dialogues are presented in textbooks:

❖ *The lack of natural intonation:* The natural speech of native speakers is often phrases or sentence fragments full of pauses, false starts, and repetitions.

❖ *The way most dialogues are taught:* Teachers ask students to memorize dialogues by heart.

Two ways to make dialogues more communicative:

✚ **Turning dialogues into role plays:** students are asked to work in pair: they pretend they are acting as someone else. Then teachers ask a few pairs to perform the dialogue in front of the whole class, speaking in different moods such as happy, irritated, bored, or in different role relationships such as parents and a child, husband and wife, two friends, or making the dialogue longer by adding more lines.

Another point is that teachers should ask students to come to the front of class before telling them the situation then give them few minutes to think about that. Thanks to this, students will speak more spontaneously.

Factors that affect the success of role-plays (Ur, 1996:133)

- Teacher's enthusiasm;
- Careful instructions;
- Clear situation and roles;
- Making sure that the students have the language they will need to carry out the role-play

✚ **Using cue cards:** this way, an information gap is formed because each student only sees one cue card so he does not know what the other person is going to say.

4.3.3. Activities using pictures

Pictures are invaluable in speaking activities. Appropriate pictures provide cues, prompts, situations and non-verbal aid for communication. There are many different information-gap activities that can be designed around pictures.

- **Kind 1:** use two pictures which look identical to each other at first glance but actually have several differences then teachers ask students to find the differences.
- **Kind 2:** give students just one picture and ask them to describe what is in picture. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.
- **Kind 3:** give students some pictures which describe a story but they are in incorrect order then ask students to reorder them and tell class about that given story.

4.3.4. Problem-solving activities.

This type of activity tends to be productive because there is a clear objective to be reached. There are many topics that would be interesting and relevant to the students' life.

Problem solving activities require a higher level of language proficiency, but the difficulty levels can be controlled somewhat by the topic. Students are given a situation in which there are some problems need solving. Student will have to give their personal decision for each problem.

In problem-solving activities, “participants tend to become personally involved; they begin to relate the problem as an emotional issue as well as an intellectual and moral one” (Ur 1996:128)

4.3.5. Using games

The benefits of using games in speaking lesson can be summed up in 9 points: (www.teachingenglishgames.com)

- Learners are the main factor
- Promote communicative competence
- Create a meaningful context for language use
- Increase learning motivation
- Reduce learning anxiety
- Integrate various linguistic skills
- Encourage creative and spontaneous use of language
- Construct a cooperative learning environment
- Foster participatory attitudes of the students.

Teachers can divide class into small groups or let the whole class play a game. There are various kinds of game and each kind helps students develop heir skill. Teachers can choose one suitable with students' ability. Some games: art master, bingo, cross-word...

It can not be denied that these techniques are so interesting, so if teachers can apply some of them to make their lesson more attractive, students will eagerly involve in the lesson.

To sum up, **Chapter 1** has provided us with the background knowledge of speaking in general and teaching speaking in particular. In the **Chapter 2**, we will investigate how speaking lessons are dealt with by teachers and students in Minh Thanh secondary school in Quang Ninh province thanks to survey questionnaire.

CHAPTER 2: STUDY ON HOW A SPEAKING LESSON IS TAUGHT IN MINH THANH SECONDARY SCHOOL IN QUANG NINH

This chapter aims at showing the attitudes and the expectations of nine graders in Quang Ninh towards teaching English speaking skill. The first section in the chapter reveals the **reality** and the second deals with the **results and analysis** of the collected data from survey questionnaires.

I. Reality

In terms of the limitation of time, the survey was conducted in Minh Thanh secondary school in Quang Ninh province and found its reality. The focus of the survey questionnaires have been put on the characteristics of teachers and students in the school along with the reality of their teaching and learning also, and on the design of the adopted textbook: English 9.

1.1 Current teaching speaking methods in Minh Thanh secondary school

During my observation time in some English periods in Minh Thanh secondary school, I found that the current methods in each English period seem to be poor and the atmosphere find a little bit boring. Teachers just use their book without any more teaching aids to present their lecture. Each lesson appears familiar and I think it needs to be teaching aids in each lesson.

1.2 English teaching staff

With 6 English teachers, Minh Thanh secondary school has young English teaching staff and advantageously, all of them graduated from university and have experience in teaching English. All of them are interested in teaching professional and they are very enthusiastic in teaching and helping students; they always prepare their lectures carefully and thoughtfully, however, sometimes they still keep the traditional teaching methods: focusing on teaching grammar not communication, so this at times prevents students from developing their communicative skill.

1.3 Students

The school has more than 600 students divided into 16 classes, in which about 160 students enrolled in 4 classes are learning in 9th grade. Most of them have

been learning English from 3rd grade; moreover, some students got acquainted with English from their primary education.

Their activeness and eagerness in an English lesson could be easily observed. Besides, they are quite good at learning English even English skill. They know the importance of English language in their life; however, they seem to pay attention to written English form more than speaking form. This is partly due to the fact that all of them have to learn in order to pass the exam. Therefore, during the time I observed at Minh Thanh secondary school, I found that a new and strange way for teaching English is so necessary. Students enjoy coming English periods with funny activities in order to help them memorize the given words and phrases easily.

1.4 Teaching and learning condition

In general, Minh Thanh secondary school is well-equipped with a lot of aids and spaces. The teaching and learning condition in Minh Thanh secondary school is fairly good with a system of the new blackboards, the equipments are modern: the furniture is right in size. In each class, there is a lot of illustrations English pictures for studying, that is why in English periods the class atmosphere is very pleasant and comfortable. In this school, there is also library where teachers and students can borrow books, magazines and newspapers. However, teaching aids to study English in this school are inadequate. Although there are a lot of reference books in library, it seems to be very difficult for students to understand completely. In class time, teachers often use visual aids but they are not rich. That's why their lectures don't attract students' attention and it appears quite boring to the students. Furthermore, with difficult lessons, teachers don't know how to make students understand clearly without illustration.

There are 4 of 9th grades; each of them consists of about 38 to 43 students so it is a little bit difficult for teachers to keep discipline in class. Teaching staff is well-trained and enthusiastic, that will be an advantage for teaching and learning English.

1.5 The design of English textbook

The textbook adopted by the school for 9th graders is the updated pilot material which is complied according to pilot programs by Ministry of Education and Training, with the good design, every lesson comprises of six clear parts:

- ★ Lead-in: introduces the overview of lesson's subject matter by using pictures, suggesting knowledge, discussing in group, questioning, reading short information....

- ★ Reading: presents a 180-200 words that help students get acquainted with the theme of the unit, provide grammar, vocabulary....and developing reading skill.

- ★ Speaking: improves speaking skill by using group work, pair work, individual work.... Of course, students communicate up to linguistic function and the theme of each unit.

- ★ Listening: it gives a text or a dialogue related to the theme of the unit. Its aim is to practice listening skill. In addition, this part also helps correct pronunciation, consolidate grammatical structures.

- ★ Writing: this part has many exercises that can support students' writing skill to different types of paragraphs such as: letter, narration, data description....

- ★ Language focus: is formed from grammar and vocabulary refers to grammatical structures and vocabularies that are focused in that unit. It can be practiced in the form of exercises or communicating.

Every lesson is edited to have three steps: pre-, while-, post-, each of which has different functions and acquires different techniques.

II. Survey questionnaires

1. Participants

18 survey questionnaires were thoroughly completed by 6 English teachers and 160 9th graders in Minh Thanh secondary school in Quang Ninh province.

2. Purposes of the survey questionnaires

With a view to provide a thorough insight into the real situations of teaching speaking, survey within the scope of the study is conducted in Minh Thanh

secondary school. The main aim of the study is to collect and analyze data regarding the recognition and utilization of speaking. The survey questionnaires are designed for the following purposes:

- ❖ To make out the attitude of students and teachers toward English teaching and learning in general and a speaking lesson in particular.
- ❖ To get more information about the situation of teaching speaking skill in 9th form classes in Minh Thanh secondary school.
- ❖ To get to know students' problems as well as expectations toward techniques applied in the speaking classes.

Finally, thanks to these, techniques on using funny activities to attract students' interests and involvements in speaking periods will be found out.

3. Design of the survey questionnaires

The survey questionnaires consist of 18 questions in which 11 questions are raised to students and 7 questions are raised to teachers to study the reality of teaching and learning speaking skill in Minh Thanh secondary school. Students were asked to tick the most suitable answers which correspond with their opinion. The questionnaires are designed as below:

The survey questionnaires for students:

- ➡ *Question 1*: English learning time of all students
- ➡ *Question 2+3+4+5*: studying on students' attitude toward English lessons in general and speaking lessons in particular as well as kinds of working in speaking activities.
- ➡ *Question 6+7+8*: exploring students' opinions on current used techniques and their effectiveness in speaking lessons.
- ➡ *Question 9*: difficulties students encounter when speaking in class
- ➡ *Question 10+11*: students' expectation while taking part in speaking lessons.

The interview questions for teachers:

- ➡ *Question 1+2+3*: getting to know teachers' attitudes about the role of English speaking skill, kinds of working in speaking activities as well as their activities to encourage their students to speak.
- ➡ *Question 4+5+6*: finding out teachers' opinions on current used

techniques and their effectiveness in speaking lessons.

➡ *Question 7: Teachers' opinions on difficulties of students when learning speaking*

4. Data and analysis

4.1. Students' English learning time (Question 1, Appendix 1)

The following illustrates their duration of learning English.

Number of years	1-3 years	4-7 years	More than 7 years
Percentage of students	1.25%	95%	3.75%

Table 1: Students' English learning time

The table above indicates the time of learning English of all 9th graders in Minh Thanh secondary school. As can be seen from the table, of all the students, there is only 1.25% students who have been learning English for 1-3 years. Whereas, the percentage of students studying English for 4-7 years is 76 times higher than those students, 95%. The rest of the students with 3.75% have spent more than 7 years learning English. From the figures, it's clear to see that almost students have been acquired to study English early from elementary school. Very few students have just learnt English. It is likely there would be not many differences in their levels.

4.2. Students' and teachers' opinions on English skill in general and speaking lessons in particular.

4.2.1 Student' interests in learning English skills (Question 2, Appendix 1)

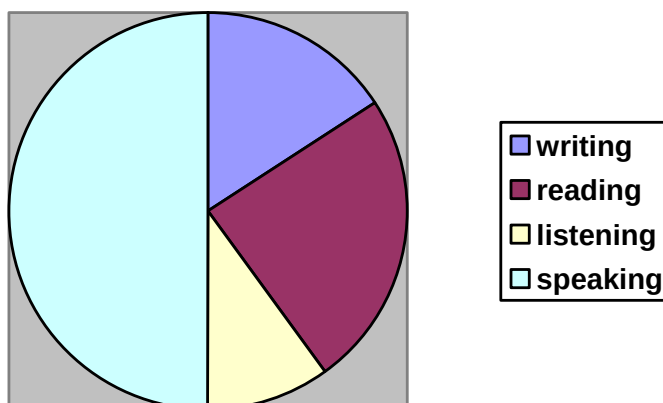


Chart 1: The most favourite lesson to students' view

The aim of this question is to research which English skill students like most. The result given in chart 1 reveals the fact that four skills including listening, reading, writing and speaking all receive strong emphasis in language learning but the pie chart above shows the most favourite lesson that students are interested in. We can easily see that prominent one among the four skills is speaking with the percentage of 50%. Following the trend of WTO integration, our modern society with more and more attractive things force them to speak English well while listening is only occupies 10%. There are many reasons for this figure. First, in every secondary school, most teachers pay much attention to teach grammar but not to listening. Second, Vietnamese teachers' voice makes students not very interested in. Moreover, when learning listening in class, students often hear from CD, cassette... in which the native foreigners speak quite fast with so many homophones, accents... so it is very difficult for students to catch the words and understand what the speakers mean.

The figures show that oral production skill is concentrated while the two skills reading and writing account for: 24.3% and 15.7% in turn. It is supposed that if the importance of speaking skill was highly realized then the same percentage would be expected to the favourite of speaking lesson. In fact, it is out of our expectations.

4.2.2 Students' opinions toward speaking lessons.

(Question 3, Appendix 1)

Surely, students' favourite lesson can affect their attitude to them. Because half of students like speaking lesson, it is clear that this vast of majority of them find the speaking lesson interesting (76%), even very interesting (14.5%). Therefore, it seems that teachers realize the needs of students and know how to make it interesting for students through activities. Anyway, there are still some students don't like speaking lesson but reading, writing or listening lessons in stead of. Therefore, to these students, speaking is not very interesting (5.4%), even not interesting. Nevertheless, this number just occupies a small percentage rate (2%). It raises a question whether speaking lessons satisfy the entire students' needs or not. Is it because they have not been taught enough grammar, structures to express their mind in English or they have few chances to express their demand of improving speaking lessons to their teachers?

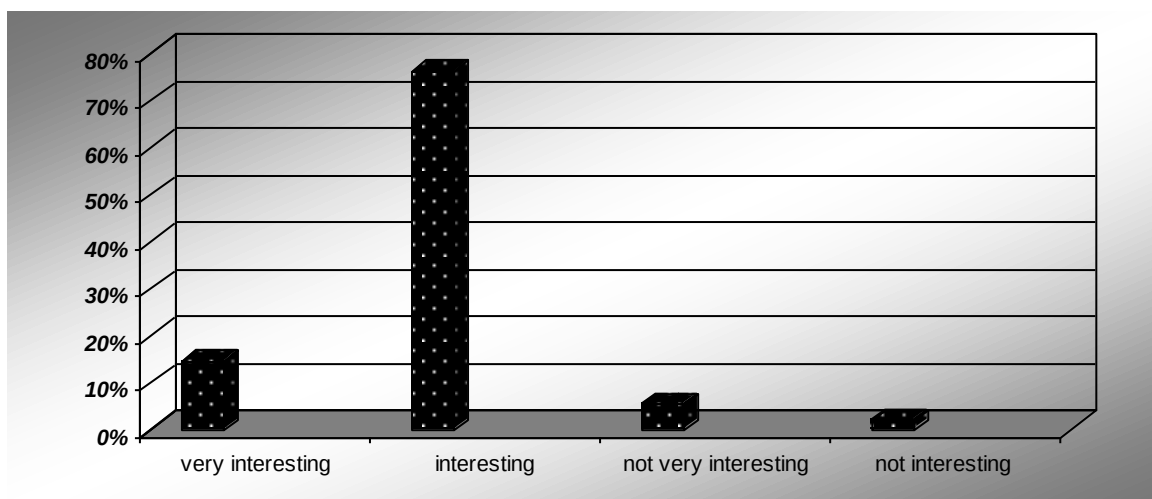


Chart 2: Students' opinions toward speaking lessons

4.2.3. Students' and teachers' opinions toward the role of speaking skill

(Question 4, Appendix 1 and Question 1, Appendix 2)

Of course, to some extents, students' favourite lesson and their thought of speaking lesson affect their attitudes toward speaking skill. According to the chart below, most of them realize the very important role of speaking skill which occupies 80.5%. Meanwhile, 18.7% of them thought speaking skill important. None of them think that speaking skill is not important to them. This shows their awareness of the role of speaking skill. However, the thought that speaking skill is not very important takes up 0.8%. Although this percentage is not high, it is necessary for teachers to make out the reasons of this matter and from then teachers will find the ways to make speaking lessons more attractive to students.

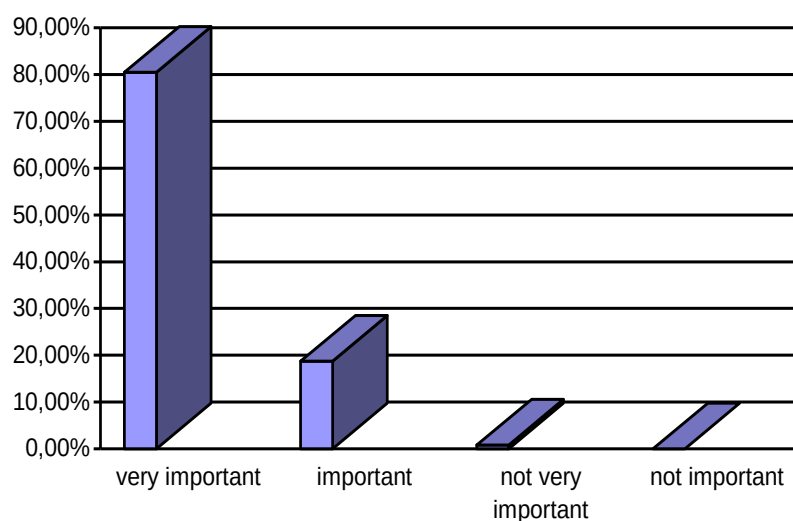


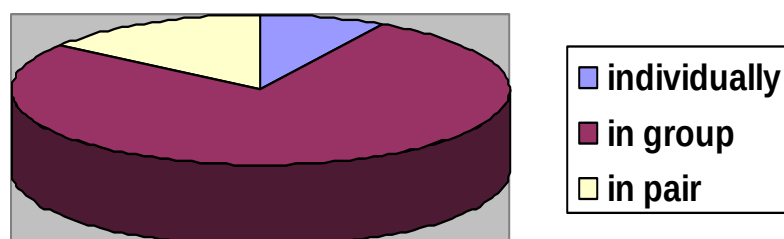
Chart 3: Students' opinions toward the role of speaking skill

To teachers' view, talking about the role of speaking skill, all interviewed teachers agree that speaking skill is very important. According to one teacher's view, students like speaking lessons because they have good opportunity to speak, learn from each other and they will be more creative in speaking. Moreover, not like other skill, in speaking, students are free to express what they think. In fact, through the survey, most of students (50%) are interested in speaking lessons.

4.2.4. Kinds of working activities in speaking activities

(Question 5, Appendix 1 and Question 2, Appendix 2)

Working activities preferred by students



The work arrangement does play role in speaking class management, since it expresses the effectiveness of doing speaking activities. Which kind of work arrangement is preferred is demonstrated in the chart illustration above. 15% students prefer working in pairs, while 77% is for working in groups. Preference of individual work occupies 8%. It proves that students come to realize that with working in groups, they would have more opportunities and motivation to practise speaking English. In other words, students are likely to think that they will learn better by cooperating with friends. Moreover, when working in groups or pairs with their friends, students feel not as under pressured of making mistakes as when speaking to teacher. It will encourage students to speak more. Thus, that is the reason why most students choose working in groups as their

favourites. However, group work and pair work prevent teachers from supervising the target language usage of the learners and the content of the speech, so they can not timely correct when students make mistakes or they are out of topic. To sum up, teacher can apply group work and pair work in speaking lessons to make those lessons become more attractive and effective but before doing this, they have to find out some useful ways to deal with the two given problems.

4.2.5. Teachers' encouragement

(Question 3, Appendix 2)

This question is only put to teachers to study what teachers often do to encourage their students to speak. Most teachers (80%) say, they often ask students some questions about the topic to explore their knowledge about it. With the weaker ones, they choose the easy questions so that students can answer. Moreover, letting students work in groups or pairs is often used by 83% teachers to help students be more active and confident in speaking. They also give feedback on each student's progress. They always value and respect what students think and say. 60% teachers rarely interrupt when students are speaking. 25% teachers often have small gifts for students who get progress or get good mark or win in the contest. They find it very effective to attract students' interests and eagerness in speaking lessons. Indispensably, playing games plays an important role in making students more willing to speak. In fact, 40% teachers consider games an effective activity to attract students into speaking. 35% teachers use other methods such as chatting with students in English, holding telling English story... They sometimes give students chances to choose what they want to speak. It is not always so, it depends on the lesson plan. And if students don't like the topic they choose, teachers will try to make it more interesting.

In short, there are many ways for teachers to ask their students to speak. Those above can be useful suggestions for you and your students to consider. Let's check and choose which are suitable for your students and try it now in your speaking class.

Teachers' encouragement	Percentage
Ask students simple questions	80%
Have small gifts when students get progress or good mark or win in the contests	25%
Never interrupt when students are speaking	60%
Let students work in group or pair	70%
Frequently carry out games	40%
Other methods	35%

Table 2: Teachers' activities to encouragement their students to speak

4.3. Students' and teachers' opinions on current used techniques and their effectiveness in teaching speaking

4.3.1 Pre-speaking

(Question 6, Appendix 1 and Question 4, Appendix 2)

This question is to find in what way teachers often teach pre-speaking and the level of frequency that techniques are applied.

This question is raised to both students and teachers.

The frequent using of those techniques is shown in the table below.

Techniques	Students			Teachers		
	Frequently	Sometimes	Never	Frequently	Sometimes	Never
Questions	70%	30%		81%	19%	
Matching	52%	48%		60%	40%	
Games	44%	56%		40%	60%	
Information gap	20%	45%	35%	25%	69%	6%
Discussion	8%	35%	57%		65%	35%
Pictures description	7%	30%	63%		70%	30%
Learning by songs		20%	80%		25%	75%

Table 3: Frequency of adopted techniques in pre-speaking

As has been illustrated in the chart, on students' side, teachers use questions and matching most frequently (70% and 52% in turn). Besides, games which are often used in class time so as to create activeness in students take the third rank with 44%. Specially, students also noted that their teachers rarely use discussion, pictures description and learning by songs in pre-speaking. The rate of teachers use information gap is also at average rate.

According to the table, we also see the same percentage to teachers' side, questions, matching and games are mostly used.

All fact and figures are understandable. First, answering questions is time when students check how they get known about the lesson. In addition, it is the simplest way for teachers to ask students directly at the class. Furthermore, this technique can get students' attention because it is quite easy and clear.

What is about games? "Games are often more attractive than the others because it attracts a lot of participants in a class and makes a class more interesting" –a student said. Playing games gives students relaxing times and way to understand lesson easily. In addition, it can make our lesson colourful, make students more interested in it so why it is 44% students and 40% teachers choose games.

Also, it is surprising that information gap, discussion, pictures description and learning by songs are sometimes used, even never used while to students' opinions, these are effective techniques students wish to be applied in pre-speaking. The figures say it all: information gap (20%), discussion (8%), pictures description 7%) and learning by songs (0%) are frequently used to students' side. A great percent of students claims that these techniques are never applied: learning by songs (80%), pictures description (63%) and discussion (57%).

Table 3 shows the frequency of the techniques teachers often use, but are those techniques really effective? The table 4 will give us the answer.

Techniques	Students			Teachers		
	Effective	Normal	Not very effective	Effective	Normal	Not very effective
Questions	36%	59%	5%	50%	39%	11%
Matching	68%	27%	5%	61%	39%	
Games	88%	12%		82%	12%	6%
Information gap	45%	51%	4%	50%	34%	16%
Discussion	36%	52%	12%		58%	42%
Pictures description	69%	21%	10%	40%	40%	20%
Learning by songs	70%	24%	6%	43%	30%	27%

Table 4: Effectiveness of adopted techniques in pre-speaking

This question is distributed to both teachers and students. It is to survey how effective teachers' techniques are and from that point of view, teachers can have more effective methods to teach pre-speaking.

In regard to students, games are the most effective techniques. 88% students want to take part in games together with their friends. Besides, the number of students choosing learning by songs is quite high with 70%. Pictures description and matching especially matching pictures and names seem to be more effective. The specific percentage: 68% students like matching and 70% students expect that listening to songs can be applied more in pre-speaking. Rather low numbers (36% and 45%) belong to answering question, discussion and information gap.

To teachers' side, if we see how often these techniques are applied in table 3 carefully, you will realize a surprising finding in this question. While 81% questions are from time to time employed and 30% pictures description is rarely used 50% and 40% (in turn) teachers see them effective. In contrary, learning by songs which is the less popular technique used by teachers (75%) seems to be more effective (43%). The highest percentage of effectiveness level belongs to games: 82%. It may be very effective to apply games not only in pre-speaking

but also in other steps. It is also good news that teachers and students share the same view on the effectiveness of games and matching. Therefore, there is a suggestion that teachers should use games and matching in pre-speaking.

However, it is time we took these numbers into account. From the table above, we can see that there are different ideas about the effectiveness of picture description, discussion and learning by songs.

40% teachers think that pictures description is effective while it goes up to 69% from students' view. Similarly, none of teachers finds discussion effective in pre-speaking, but still have 36% students consider it effective technique. And, 70% students consider learning by songs effective whereas only 43% teachers share the same idea.

In short, through the statistics, we have an overview on the techniques teachers use in teaching pre-speaking, its frequency as well as its effectiveness. I hope that it can be the suggestions for teachers to find out the most effective ones to teach in pre-speaking.

4.3.2 While-speaking

(Question 7, Appendix 1 and Question 5, Appendix 2)

Techniques	Students			Teachers		
	Frequently	Sometimes	Never	Frequently	Sometimes	Never
Grid	47%	53%		70%	30%	
Word-cue drill	60%	40%		75%	25%	
Pictures description	14%	55%	31%	8%	68%	24%
Role-play	27%	70%	3%	35%	65%	
Discussion	85%	9%	6%	82%	18%	
Games	20%	47%	39%	18%	46%	36%
Doing exercises in textbook	85%	15%		87%	13%	

Table 5: Frequency of adopted techniques in while-speaking

Both students and teachers are interviewed the same question.

From students' opinion, through the table above, we can see that discussion and doing exercises in textbook are most used in while-speaking with the same number of 85%. 60% is also a number that contains the third frequency choice for teachers to teach while-speaking.

While discussion and word-cue drill account for a high percentage (85% and 60% in turn) just a bit number belongs to grid (47%) and role play (27%). Pictures description and games seem to be rarely used techniques with only 14% and 20% in turn.

From teachers' view, 82% of them often use discussion activity for group work. While the activity is going on, they often listen to students, help those who need and take part in the activity. Teachers also prefer using word-cue drill (75%) and grid (70%) in while-speaking because they are like the suggestions which students can easily base on to speak more fluently and they are quite easy so they can be applied to the whole class including the weaker ones. Sometimes, teachers also use role play (35%). For pictures description and games, teachers seldom use, even never use (25% and 36% in turn). Especially, doing exercises in textbook is the most frequently used technique. Reasons for this are easy to understand. First, doing exercises give teachers chances to get to know how deep their students understand the lessons. In addition, exercises are available in the book for teachers to use.

In short, this conveys shows that there is unequal rate among techniques used in while-speaking. Teachers usually focus on some activities but to be sure that whether these techniques applied are effective or not, we should have a look at table 6:

Techniques	Students			Teachers		
	Effective	Normal	Not very effective	Effective	Normal	Not very effective
Grid	66%	34%		74%	26%	
Word-cue drill	70%	30%		80%	19%	1%
Pictures description	50%	32%	18%	40%	25%	35%
Role play	65%	35%		74%	21%	5%
Discussion	52%	42%	6%	77%	17%	6%
Games	85%	15%		38%	40%	22%
Doing exercises in textbook	40%	60%		80%	20%	

Table 6: Effectiveness of adopted techniques in while-speaking

On the effectiveness of the techniques applied in while-speaking, students and teachers share the same as well as different ideas.

Both students and teachers think that word-cue drill, grid and role play are very effective and can be applied more in while-speaking. Of these three techniques, word-cue drill is the most effective technique with 70% students and 80% teachers choose it, the second is grid (66% students and 74% teachers) and the third is role play(65% students and 74% teachers). It is highly appropriate that word-cue drill and grid are also popular techniques teachers often use in while-speaking. It indicates that teachers and students have the same opinions on the effectiveness of the techniques used and teachers supply well with students' needs. However, there is a bit sorry through teachers' awareness of the effectiveness of role play, it seems not to be applied much in the reality of teaching while-speaking. Especially, doing exercises which is considered the most effective technique by 80% teachers turns to be the least effective one to students' opinion (only 40% students vote for exercises). Similarly, 77% teachers find discussion effective but to students, it seems not very effective because the

number of students choose it down to 52%.

Another surprising finding is that students find games the most effective technique in teaching while-speaking, on the contrary, only 18% teachers often use and 38% teachers consider it effective. Teachers should take this into consideration to meet their students' demands.

Finally, a medium number of teachers and students: 50% and 40% respectively see the effectiveness of pictures description.

To sum up, there are many activities which teachers can apply to make the lesson become more vivid and interesting. They need to combine different techniques logically to attract students' interests and involvements in speaking lessons.

4.3.3 Post-speaking

(Question 8, Appendix 1 and Question 6, Appendix 2)

Post-speaking is one of indispensable parts of a speaking lesson. It helps students to consolidate what they have learnt in this lecture. So which techniques do teachers often use in this part? How is about their effectiveness? This question was put to both students and teachers.

Techniques	Students			Teachers		
	Frequently	Sometimes	Never	Frequently	Sometimes	Never
Word-cue drill	50%	45%	5%	46%	48%	6%
Games	27%	73%		30%	69%	1%
Discussion	45%	51%	4%	50%	50%	
Write-it-up	82%	18%		80%	20%	

Table 7: Frequency of adopted techniques in post-speaking

Running through the table 7, we can easily see that teachers and students give quite similar numbers which indicate the frequency of techniques used in post-speaking. First, to students' point of view, there is a great number of write-it-up (82%) popularly used in post-speaking. In a common way, after teaching speaking, students have to rewrite what they have learnt. It is a transition from

speaking skill to writing skill. Word-cue drill takes the second rank of frequent using with 50%. Besides, discussion and games are used less than write-it-up with the percentage of 45% and 27% in turn.

To teachers, while teaching post-speaking, both teachers say write-it-up is the most used technique with the percentage of 80% because it helps students improve their writing skill and teachers know how deep their students understand the lesson. One teacher even thinks that when students are busy writing, they will not make noise! Discussion with 50% is second frequently used technique for post-speaking. Word-cue drill is also a preference of teachers in post-speaking. Finally, teachers seem to not frequently use games because only 30% teachers choose it as their popular technique to teach in post-speaking. Using games depends on time and the activeness of teachers. Two teachers claim that with only 45 minutes for each period, there is not enough time to carry out such activity. Besides, when playing games, students will be noisy and it is too difficult for teachers to control the whole class.

Those techniques above are applied actively for teaching post-speaking by teachers and students have to learn according to this. But if students and teachers are free to evaluate the effectiveness of these techniques, the ratio will be different or the same? Look at the table 8 below and you will have the answer:

Techniques	Students			Teachers		
	Effective	Normal	Not very effective	Effective	Normal	Not very effective
Word-cue drill	38%	59%	3%	40%	60%	
Games	90%	10%		80%	20%	
Discussion	40%	55%	5%	45%	55%	
Write-it-up	70%	25%	5%	75%	25%	

Table 8: Effectiveness of adopted techniques in post-speaking

You can easily see the differences in students' opinions on teachers' frequently used techniques and their effectiveness except for the technique discussion with

the rather same percentage of 40% and 45%. There is still 5% student finds discussion not very effective. It is understandable because students often have tendency of relaxing after having learnt many things during the period. Few minutes before finishing speaking lesson, they prefer doing something funny or individual instead of discussing again.

Write-it-up goes down from 82% to 70% while the number of students choosing games goes up from 27% to 90%. Word-cue drill also accounts for 38%.

What is about teachers' ideas? It is a nice surprise that though teachers use games not frequently (30%), it doesn't mean that they finds games not effective. 80% teachers admit that games are effective, even very effective technique to teach not only post-speaking but also in the whole lesson. However, the limitation of time prevents them from carrying out this activity.

Talking about discussion, teachers claim that they consider it s not as much effective as the others because it is a traditional technique which has been applied from the early of teaching English, so because we use it continuously, it makes students feel boring and disinterested. However, they don't recognize that they can make their lessons more vivid and attractive when varying the activities in class including discussion or any other traditional techniques.

General speaking, the results from the survey questionnaires have explored a real reflection of the matches and mismatches in frequency of techniques adopted by teachers and their effectiveness. Since then, we can balance them and find out the reality of teaching and learning in a class. However, the serious problem that needs to be paid much attention is time pressure and students' disinterests for learning speaking.

4.4 Students' and teachers' opinions about students' difficulties when speaking in class

(Question 9, Appendix 1 and Question 7, Appendix 2)

Difficulties	Students	Teachers
I don't have enough words to express what I want to say.	75%	70%
I'm shy.	45%	50%
I'm afraid of making mistakes.	40%	42%
The lessons are too difficult for me.	6.5%	
My friends don't cooperate with me.	25%	10%
I don't understand what people speak to me.	50%	45%
I'm not interested in speaking.	7.4%	5.8%
Other difficulties (grammar, pronunciation, laziness...)	21%	54%

Table 9: Students' and teachers' opinions about students' difficulties when speaking in class

This question is raised to both students and teachers to explore students' awareness and teachers' opinions about students' difficulties when learning speaking in class. The table above indicates some difficulties that students often cope with such as vocabulary, shyness... from students' view, many admit that their incompetence in speaking caused by poor vocabulary: 120 students among the total of 160(makes up 75%). The misunderstanding, other difficulty, occupies 50%. The shyness (including nervous, timid...) and fear of making mistakes are also popular, makes up 45% and 40% in turn. One says that he or she is not confident while speaking to teacher or in front of class. He or she dares not to speak what they are thinking in their mind. Some others say their friends don not cooperate with them (25%). 7.4% students are not interested in speaking while 11 students find the lessons too difficult to them (makes up 6.5%).

What is about the other difficulties? 15 students (occupies 9.47%) say that they are not good at grammar, 20 students (12.5%) say they don not pronounce accurately, for example: /l/ and /n/, /s/ and /x/... In-confidence which occupies 9% is also one reason for students to be disinterested in speaking before the whole class. Surprisingly, 6 students (account for 3.75%) accept that they are so lazy speaking.

For students, there are many difficulties when speaking in class. They are mostly poor vocabulary, grammar and psychology barrier. So what do teachers think about students' difficulties when learning speaking?

According to interviewed teachers' opinions, the most popular difficulties students encounter when speaking are also poor vocabulary (70%) and in-confidence (40%). Moreover, 18% teachers say that students often make mistakes on grammar because they think and speak basing on the mother tongue but not target language. Teachers also say not because students are not interested in or the lessons are difficult to them but psychology barrier prevent them from speaking English well. 46% teachers consider laziness a students' problem when learning speaking.

General speaking, teachers and students share the same ideas on the difficulties of students to some extents of poor vocabulary, shyness, the fear of making mistakes and the misunderstanding.

However, there are still differences between students' and teachers' look. For example, 6.5% students admit that the lessons are too difficult for them while none of teachers find lessons a problem for students. Besides, 25% students think that in-cooperation of their friends prevents them from speaking well when just 10% teachers see in-cooperation is one of speaking problem. In addition, in-confidence which teachers consider as a big difficulty of students with the percentage of 40% turns out to be not a serious problem. In fact, only 9% students have trouble with their own in-confidence when speaking in class.

To sum up, it is still highly appropriated that students and teachers have the same opinions on the difficulties which students encounter when learning

speaking in class. They are mostly poor vocabulary and psychology barrier (in-confidence, shyness...). Actually, these difficulties are popular for learners. It is suggested that they can use simple words instead of thinking about complicated ones which are new or they don't know. Grammar mistakes are unavoidable in speaking and it takes time to overcome it. For most, they have to get over their own shyness and laziness by the help of teachers and friends especially themselves. When we know what our problem is, we certainly find the ways to overcome it. With the guidance of teachers and the efforts of students, they will be more interested and involved in speaking lessons.

4.5 Students' expectation of improving their English in a speaking lesson (Question 10, Appendix 1)

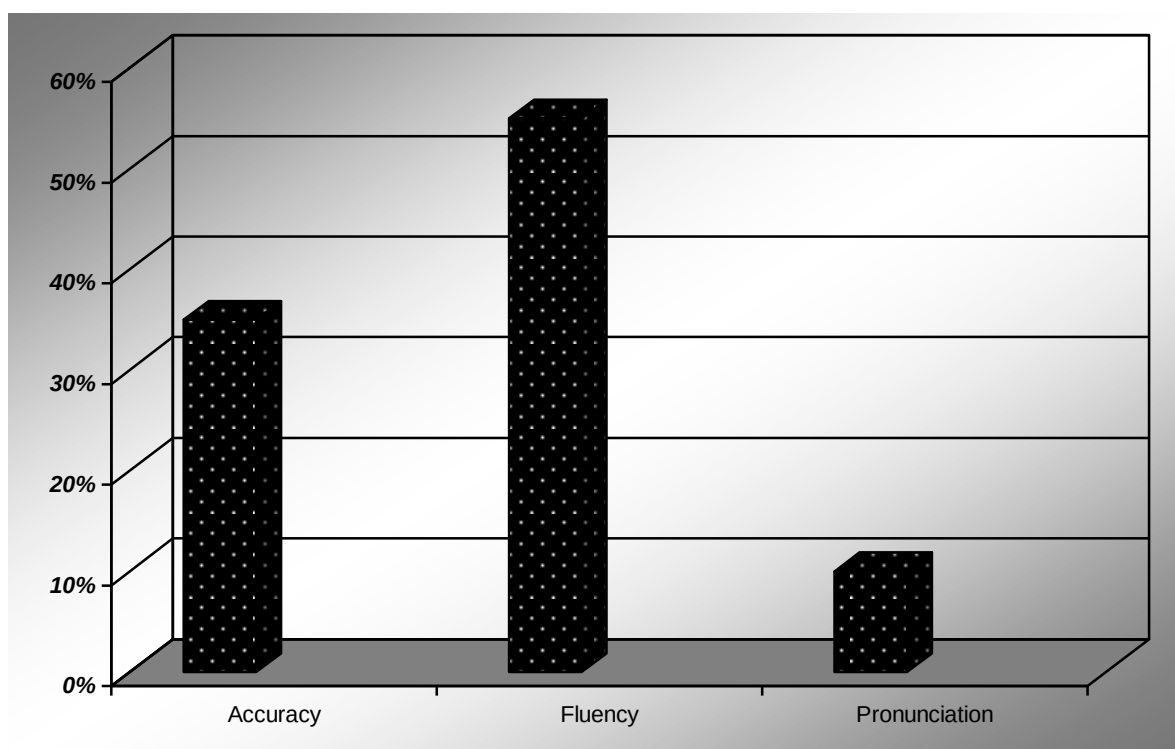


Chart 5: Students' expectation of improving their English in a speaking lesson

There are three criteria that all students wish to improve in a speaking lesson: accuracy, fluency and pronunciation. Which one is more important in their opinions? It is common knowledge that teaching English in elementary school and secondary school in Viet Nam is still kept in traditional way. That means teaching and learning mainly focus on grammar or written form. But now,

teaching and learning curriculum have many improvements. Teaching English in particular, communication skill is highlighted. In addition, students now become more and more dynamic. They wish to have more new teaching and learning methods so it takes no surprise that students want to improve their fluency (accounting for 55%) in English more than accuracy (35%). Pronunciation is also an aspect that students want to enhance (10%). That reflects that students' awareness in English pronunciation has changed because in last periods, students seem to pay less attention, even no attention to their way of producing word or they simply repeat their teachers' pronunciation even they don't care if it is accurate or not. Therefore, all students' expectation above should be taken into consideration to design more activities in speaking lessons to motivate students to learn.

4.6 Activities students expect teachers to apply more in a speaking lesson.

(Question 11, Appendix 1)

Penny Ur (1981) offers a variety of types of oral activities including communication games but also including a wider variety of group activities. She classifies these activities into three main types: brainstorming, organizing and compound activities. Basing her classification, the activities are grouped as following:

- ❖ Brainstorming activities: Teaching through songs, free talk.
- ❖ Organizing activities: Storytelling, story completion, reporting, simulation
- ❖ Compound activities: Information gap, interview, debate, draw activities, problem solving

As we can see in the chart, 41.5% of students prefer brainstorming activities. This makes us think of two sides. The first one, it is understandable that these types of activities (songs, free talk) are very cheerful, funny and interesting. It can motive students' speaking. But in other side, students seem to enjoy playing more than speaking or learning with a certain topic. In contrast, the compound activities which should be concentrated occupy just 30%. A possible explanation

for this smaller number is that students find these activities not attractive or maybe they have not practised them yet, for example: problem solving, debate... A fewer percentage 28% than these two activities is organizing activities. The question needs to be put is whether the activities are so boring that students don't pay much attention to. Thus, it is necessary for teachers to vary activities to make it interesting for students. Teachers shouldn't use an activity too regularly that may lead to overuse that activities and soon make students fed up with.

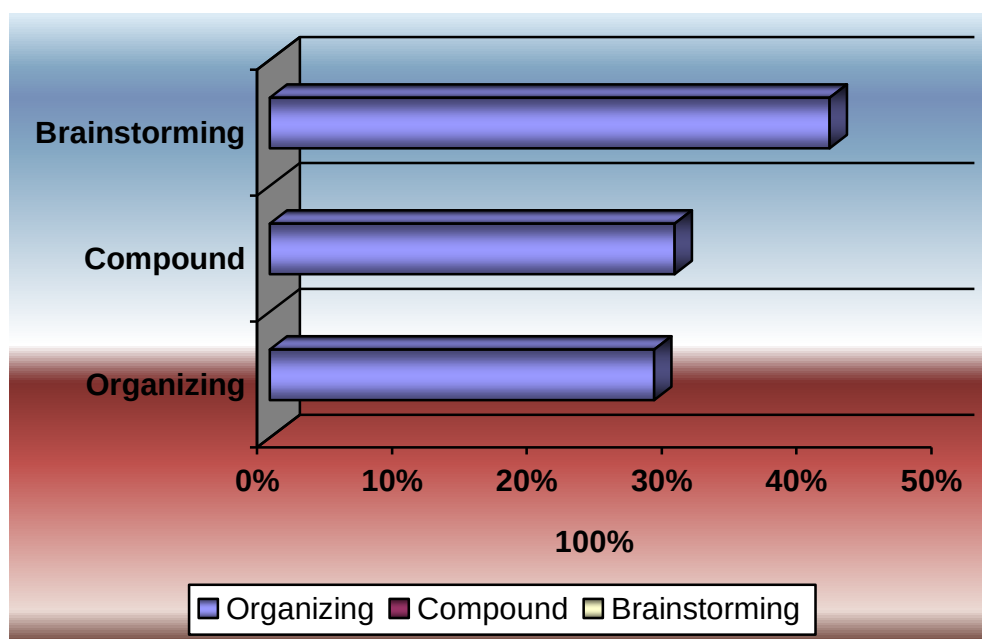


Chart 6: Activities students expect teachers to apply more in a speaking lesson

III. Findings and discussion of findings

Since the survey and interview are restricted to only small number of students and teachers, surely the result can't reflect the real situation of teaching speaking skill at Minh Thanh secondary school. Nevertheless, I hope that my findings and discussions following can give useful information to some extents.

In regard to students, they express their good attitudes toward speaking lessons. Most of them find speaking interesting for them (76%). It, obviously, means that students soon realize the importance of speaking skill. With this positive attitude, they will have an effective way to learn English because English is not only their favourite subject but also necessary for their future job.

However, a small percentage of students consider that speaking lessons are not exciting. This means not all speaking lessons satisfy and meet the needs of students. Therefore, it is necessary for teachers to find out their students' demand and carry out activities that attract their students' interests.

As well, a majority of students (77%) prefer working on group while taking part in speaking lessons. It proves that students can learn better from working with their friends. Then it is clear that working in group is the most students' favourites. Evidently, the findings raise the demand that teachers should apply some activities using group work to attract students' interests and involvements into speaking lessons.

Regarding to students' difficulties when speaking in class, it is noticeable that most students lack of vocabulary (75%), shyness (45%) and fear of making mistakes (40%). Psychology barrier (in-confidence, nervous ...) is one of the problems that prevent students from expressing their thoughts in English. Actually, their own efforts and the supports of teachers are indispensable to help them overcome those difficulties.

According to students, the least frequently used techniques seem to be the most effective ones, to some extents (pictures description, discussion...). Especially, playing games is the techniques students wish to be applied the whole lessons.

Students have an unexpected respond to their choice of improving among accuracy, fluency and pronunciation. More than half of students (55%) expect to improve fluency. This is out of my predictions because it is common that students are taught mainly grammar, not communication skill and students often learn English just for passing final exam. Another reason is that students often encounter trouble with grammar. Therefore, students' expectation has changed our thought now about our goal in teaching speaking that is not accuracy dominance but fluency in stead of. Moreover, pronunciation is also paid more attention than it was in the several previous periods (making up 10%).

As far as teachers' opinions are concerned, teachers share the same point with their students on the role of speaking skill as well as the difficulties students can

face when speaking. To this point, poor vocabulary, grammar and psychology barrier are the main reasons why students can not speak well. From realizing the problem, both teachers and students need to be together to overcome it.

Teachers use many activities to motivate their students in speaking. However, to some extents, their lessons don't meet students' needs. It is possible because of poor or boring activities. Consequently, teachers should have more various activities in speaking lesson, in stead of carrying some common activities repeatedly.

It is hope that those findings and discussions will be useful to help more people to acknowledge the situation and the techniques of teaching English speaking skills to stimulate students' learning.

With this **Chapter 3**, through survey questionnaires for teachers and students, we have an overview on English teaching and learning situations in Minh Thanh secondary school as well as the fluency of adopted teaching techniques and their effectiveness from teachers' and students' point of view. Basing on the result of the survey, **Chapter 3** will provide us with some suggested techniques to attract students' interests and involvement of 9th graders in a speaking lesson at Minh Thanh secondary school in Quang Ninh.

CHAPTER 3: SOME SUGGESTED TECHNIQUES TO ATTRACT INTERESTS AND INVOLVEMENT OF THE 9TH GRADERS IN A SPEAKING LESSON AT MINH THANH SECONDARY SCHOOL IN QUANG NINH

In the **Chapter 2**, the reality of learning and teaching English speaking skill in Minh Thanh secondary school has been presented. From the survey questionnaires, it is found that there are still techniques which students expect are not consistence with those taught by teachers. For example, students want to play games or use pictures in teaching speaking skill while teachers rarely use them due to the limitation of time. In the shape and side of this research paper, the **Chapter 3** will express techniques in teaching speaking skill according to three stages: pre-speaking, while-speaking and post speaking and its applicability in a specific lesson.

Techniques in teaching English speaking skill and its applicability

1. Pre-speaking

1.1. Listen to it now

•**Objectives:** Students will have more chance to listen to native speakers through cassette player. Thanks to this activity, their speaking can be corrected and perfected more. By the way, students not only see through what they will speak but also broaden some useful expressions. Furthermore, students' listening skill will be improved remarkably through this activity.

•**Procedures:** Teacher plays a CD related to the speaking lesson lets students listen to it then ask them some questions or repeat the expressions.

•**Example given:** *in Unit 5: The media*

- Teacher distributes students the handouts about the conversation between Peter and Mary talking about the television programs they like and dislike in which there are some missing words:

Peter: You... (1) watching sports, don't you?

Mary: Not really. Some sports are so violent and I don't like... (2) them. I... (3)

documentaries.

Peter: I'm the opposite. I ... (4) sports, and documentaries seem quite boring to me.

Mary: But you watch the news,... (5)

Peter: Yes, everyday. It is very informative.

Mary: I ...(6) it too. You don't like foreign films ... (7)

Peter: No I don't.

- Teacher plays the cassette for students to listen to it
- Asks students to listen carefully then fill in the missing words.
- Gives students the answer key:

(1) like, (2)watching, (3)prefer, (4)love, (5)don't you?, (6)enjoy, (7)do you?

- Asks students to find the structures of them then summarizes and shows students some expressions used in the conversation they have just listened to:

+ *Like:* Like

Love

Enjoy + V-ing/N

Prefer

+ *Dislike:* I don't like...

+ *Tag-question:* You like watching sports, don't you?

You watch the news, don't you?

You don't like foreign films, do you?

- Teacher asks students to repeat these expressions and pay attention to intonation of the native speaker.

1.2. Reporting

Before coming to class, students are asked to read a magazine or newspaper and, in class, they report to their friends what they find as the most interesting news.

•**Objectives:** This activity can improve students' memorization and reconstruction of events or news that they have read in newspapers or heard from somebody. Students will enrich their vocabulary and grammatical structures through expressing short news in their own words. This activity also

increases students' confidence while making presentation before the class.

• **Procedures:**

- At the end of each English speaking lesson teacher asks students to find and read news in newspaper or magazine at home, and then select their most interesting news.
- Teacher can limit the scale of news according to topic which will be discussed in next period. At class, before starting new lesson, teacher asks some students to come in front of class and share their own news and then other students or teacher will raises questions about that news.

• **Example given:** - Teacher asks students to prepare news surrounding topic “*Protecting environment*”. Students freely choose any news they find interesting about environmental protection like forest protection, reducing pollution, protecting precious animals or mineral.....

- Call some students to share their news before the class.

1.3. Brainstorming

According to website <http://iteslj.org> either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that students are not criticized for their ideas so students will be open to share new ideas, in other word, brainstorming permit students to approach a topic with an open mind.

• **Objectives:** Brainstorming motivates students to think a lot in a logical way, use imagination as quickly as possible to pick out the ideas.

• **Procedures:** Teacher gives a phrase which is the main topic of the lesson and asks students to find as much as possible things related to the given words.

• **Example given 1: Unit 2: Clothing**

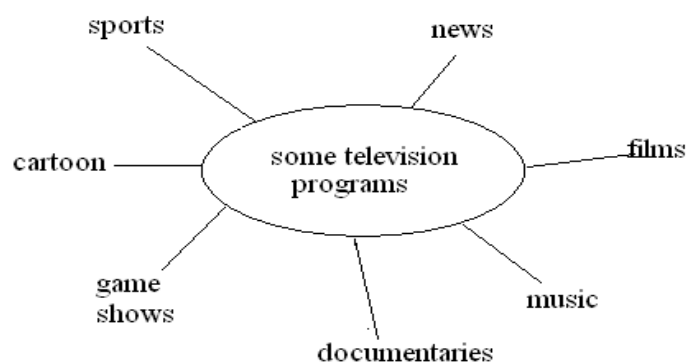
- This speaking part of lesson aims at providing students the name of some costumes in England such as T-shirt, short jeans, short-sleeved blouse, skirt....



- Before beginning the new lesson, teacher writes the phrase “kinds of clothes” on the blackboard and asks students find as much as possible things related to it.
- Let students 3 to 5 minutes to think about that then speak out their thought.
- Teacher summarizes students’ ideas and introduces the main topic they are going to learn.

• **Example given 2: Unit 5: The media**

- Teacher writes the phrase “Name of some television programs” then lets students 3 minutes to write down as much things as they can think about that phrase.



- After finishing teacher calls some students to share their ideas.

1.4. Read-it-out

- **Objectives:** Students have chance to improve their reading skill and have more expressions for their speaking from the text.

- **Procedures:**

- Teacher gives a sample about the content of the speaking lesson.
- Students read the sample to remember the structure and widen some new expressions of native speakers.

- **Example given:** in Unit 7: Saving energy

- Teacher distributes handouts about the ways to save energy in Western countries to each group – a small text related to speaking topic.

“In Western countries, electricity, gas, and water are not luxuries but necessities. Companies now realize that consumers want products that will not only effective but also save money.

For most North American households, lighting accounts for 10 percent to 15 percent of the electricity bill. However, this amount can be reduced by replacing an ordinary 100-watt light bulb with an energy-saving bulb. Consumers can save about US \$7 to US \$21 per bulb”.

- Lets students read it in some minutes and then answer some questions for example

Questions:

- 1) *What are Western consumers interested in?*
- 2) *What can we do to spend less on lighting?*
- 3) *If you only use two ordinary bulbs and you pay US \$8 for lighting. How much will you pay if you use two energy-saving bulbs in stead of?*

- After students have answered, teacher gives suggested answers as below:

- 1) They are interested in products that will not only work effectively, but also save money.
- 2) We can use an energy-saving bulb in stead of an ordinary 100 watt light bulb.
- 3) I will pay only US \$1.

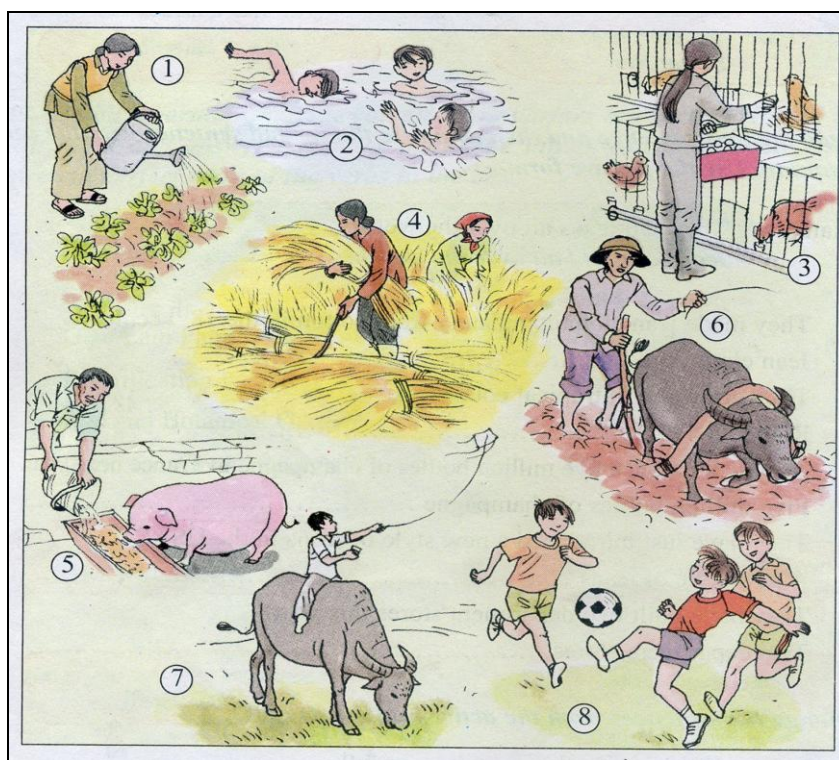
1.5. Pictures description

- **Objectives:** Improving students' ability of observation and expression what they have observed in the pictures given by teacher as well as students' knowledge of describing language, their creativity and imagination.

- **Procedures:** Teacher shows some pictures on the blackboard or divides class into small groups and distributes each of them a picture and then asks students to describe what is in the picture. After all groups have finished their discussions, teacher calls some students to speak in front of the class.

- **Example given 1:** Unit 3: A trip to the countryside

- Teacher displays pictures on the blackboard as below:



- Asks students to observe pictures carefully then each group will describe what activities in the countryside they see in the pictures.

- Reminds students to use the structures of present progressive: S +to be +V-ing
For instance: Three boys are playing football.

- A woman is watering vegetables.

- Example given 2:** Unit 2: Clothing

- Teacher hangs on some pictures about traditional costume of some countries

on the blackboard.



- Lets students to look at and describe traditional costumes people are wearing in the pictures and decide where they come from.

After students have given their answers, teacher checks and corrects them:

1. They come from the United State of America
2. She is from Japan.
3. She comes from India.
4. They are from Arabia.
5. She comes from Russia.
6. She is from Viet Nam.
7. They are from Korea.
8. She comes from Thailand.
9. She comes from Germany.

1.6. Pre-questions

This technique can be used in stage pre-speaking to introduce the new lesson.

- **Objectives:** When questioning, learners are exploring the meaning of the lesson in depth. When suitable questions have been asked, learners then can:

- Offer possible solutions
- Find relevant information to answer questions
- Monitor their comprehension
- Learners become much more involved in the speaking activity when they are posing and answering questions themselves rather than merely responding to teachers' questions. It will give students including weaker ones more opportunities to speak without guessing the answers.

- **Procedures:** Teacher writes down some questions related to the content of the lesson then gives students 3 to 5 minutes to think about their answers and speak them out.

- **Example given 1:** *Unit 4: Learning a foreign language*

Purpose of this speaking lesson is to help students to persuade their partner to attend an English language summer course abroad.

Teacher gives students some questions:

1. *When did you begin learning English?*
2. *How do you learn English in your country?*
3. *Do you go to an evening English class?*
4. *Have you ever read any advertisements for English course?*

Teacher let students work individually in 3 to 5 minutes. After that, call some students to present their ideas.

- **Example given 2:** *Unit 9: Natural disasters*

- ▶ Purpose of this speaking part is that students can learn how to make preparation for a typhoon.

- ▶ Teacher raises some questions for students:

a. What kinds of disaster do you know?

b. Have there been any typhoons in our hometown?

c. What should we do when there is a typhoon?

► Teachers can provide students some vocabularies such as: tsunami, volcano, tidal waves, snowstorm, tornadoes...

► Let students work in group individually in 3 minutes and then call some to share their ideas.

• **Example given 3: Unit 8: Celebrations**

- By the end of this lesson, students can give and respond to a compliment for comment situation.

- Teacher gives students some pre-questions:

1. When do people give a compliment to other?

2. Do you usually give a compliment?

3. On which occasion? To whom?

4/ Do you know how to respond it?

- Students discuss and then give their answer.

1.7. Teaching through songs

Songs are authentic and accessible examples of spoken English. The rhythms in songs provide listeners with repetition of similar sounds. Students often choose to listen to songs time and time again. Words in songs fit the music helping learners associate the number syllables or stress in these words with memorable rhythms. Songs encourage learners to speak without the fear of making mistakes as attention is not on any individual person. Therefore songs make class atmosphere funny comfortable and draw students' attention to lesson.

• **Objectives:** Creating a relaxed learning atmosphere for students. Music and lyrics of songs help provide students energy that had none before or change students' mood. Students also know songs related to topic they are going to discuss.

• **Procedures:**

- Teacher prepares a song related to the lesson and handout of lyric of it.
- Before starting new lesson, teachers play the song for students maybe one or more than one time.
- Let students listen to it and then ask students some questions about name, singer, and content of song.

• **Example given:** Unit 6: The environment

- By the end of speaking part students will be able to update themselves with the information about one of the best known songs about environment protection.
- Teacher hands out students the paper of lyric of the song “Mercy mercy me” sang by Marvin Gaye
- Teacher plays the songs for students:

“Woo ah, mercy mercy me

Ah things ain't what they used to be, no no

Where did all the blue skies go?

Poison is the wind that blows from the north and south and east

Woo mercy, mercy me, mercy father

Ah things ain't what they used to be, no no

Oil wasted on the ocean and upon our seas, fish full of mercury

Ah oh mercy, mercy me

Ah things ain't what they used to be, no no

Radiation under ground and in the sky

Animals and birds who live nearby are dying

Oh mercy, mercy me...”

(Lyric provided by www.sing365.com/music/lyric.nfs/mercy-mercy-me)

- Teacher can ask students who know about this song to sing or teacher himself sings it.
- After listening to it, teachers check students’ understanding about this song for example names of song, musician, singer, composer, the content ...

1.8. Matching

• **Objectives:** Students will feel easy to speak and understand content of the lesson with the given information. Matching is also a useful way to teach vocabulary.

• **Procedures:**

- Teacher hangs on 2 posters: one containing pictures, symbols or phrases, one containing phrases. (Pictures and phrases are arranged illogically).
- Students have to match pictures, symbols or phrases in the first poster with suitable phrases in the second ones.

• **Example given 1: Unit 9: Natural disasters**

- Aims of this part is to help students realize some kinds of disasters
- Teacher hangs on some pictures and poster on the blackboard as below:

Snowstorm

Earthquake

Volcano

Typhoon

Tsunami

Tidal waves

Tornadoes



- Give students 2 to 3 minutes to match the pictures with suitable phrases in poster then show the result.

After that teacher gives correct answer:

- | | |
|----------------|--------------|
| 1. volcano | 5. typhoon |
| 2. snow storm | 6. tornadoes |
| 3. earthquake | 7. tsunami |
| 4. tidal waves | |

• **Example given 2: Unit 3: A trip to the countryside**

- Teacher hangs on two posters on the blackboard as below:

A : Questions	B: Answers
1. Where is your home village?	a. 20 minutes
2. How far is it from the city?	b. Plant rice and raise cattle
3. How can you get there?	c. To the West of the city
4. How long does it take to get there?	d. There is no river but a large lake
5. What do villagers do for a living in your village?	e. 15 kilometers from the city
6. Does your village have a river?	f. By motorbike

-Ask students to match the questions in column A with appropriate answers in column B

After students give their answers, teacher corrects it:

1. c, 2. e, 3. f, 4. a, 5. b, 6. d

• **Example given 3: Unit 2: Clothing**

- Teacher hangs on 2 posters: one containing pictures of people wearing some kinds of clothes, one containing phrases of name of these kinds of clothes.

Colorful T-shirt A plaid skirt A plain suit A short-sleeved blouse
A sleeveless sweater A stripped shirt Baggy pants Faded jeans Blue shorts



- Asks students to match the pictures with suitable phrases.

After students have finished, teacher gives them the correct answer:

1. *A plain suit*
2. *A striped shirt*
3. *Faded jeans*
4. *Baggy pants*
5. *A plaid skirt*
6. *Colorful T-shirt*
7. *Blue shorts*
8. *A short-sleeved blouse*
9. *A sleeveless sweater*

1.9. Games

Games have been shown to have advantages and effectiveness in teaching and learning speaking. Games bring in relaxation and fun for students thus help them learn and retain vocabulary more easily. Games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in learning activity.

1.9.1 Hang man game

- **Objectives:** Improving students' ability of recalling learnt words. In addition, students will develop their logical thinking. This game also requires students' quick brainstorming to find the word in the shortest time. This game is also a way to check students' learning vocabulary.

- **Procedures:**

- Teacher thinks of a word and writes down a series of dashes which represent the series of letter that make up the word.
- Students will guess then what the letters are. If they guess a letter right, teacher has to fill it in on the relevant dash. If they guess wrong word, teacher may draw one or more component of a drawing of a man hanging on a gallows.
- The guesses continue. Either the whole word has been found or the hang man drawing has been finished

- **Example given:** - Teacher can take advantage of words taught in last periods

- For instance teachers choose the word “deforestation” in Unit 6: The environment
- Teacher writes down 12 dashes which represent 12 letters of the word then gives students a clue to guess: “It is a noun indicating an activity of human beings which makes forest resource used-up”
- Let students guess the word until they find the word or the drawing of a man hanging is finished.



1.9.2 “Can you spell it” game?

• **Objectives:** Increasing students’ spelling and memorization of learnt words. In addition, students will be able to enrich their vocabulary source.

• **Procedures:** - Teacher hangs pictures on the blackboard and related words in incorrect order

- Students look at the pictures and rearrange the jumbled letters then spell it for other students.

- Who finishes all the words given first will be the winner.

• **Example given:**

-Teacher hangs on following picture:

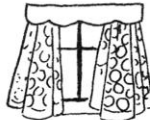
SPELLING PUZZLE

Can you spell these words ?



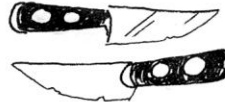
OTBLET

1 bottle



RUTCAINS

2.



VIKSEN

3.



ZAEGMINAS

4



HOSEWR

5



YAJPAMS

6



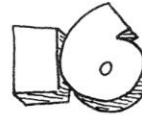
YIFFT

7



UEQEU

8



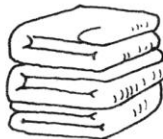
NEEXTIS

9



SIBCURTIS

10



SKEBNALT

11



GINIDN MOOR

12

- Asks students to rearrange words and then spell it.

-The first one is an example

- After students give their answer, teacher corrects and gives the key:

1. Bottle

4. Magazines

7. Fifty

10. Biscuits

2. Curtains

5. Shower

8. Queue

11. Blankets

3. Knives

6. Pyjamas

9. Sixteen

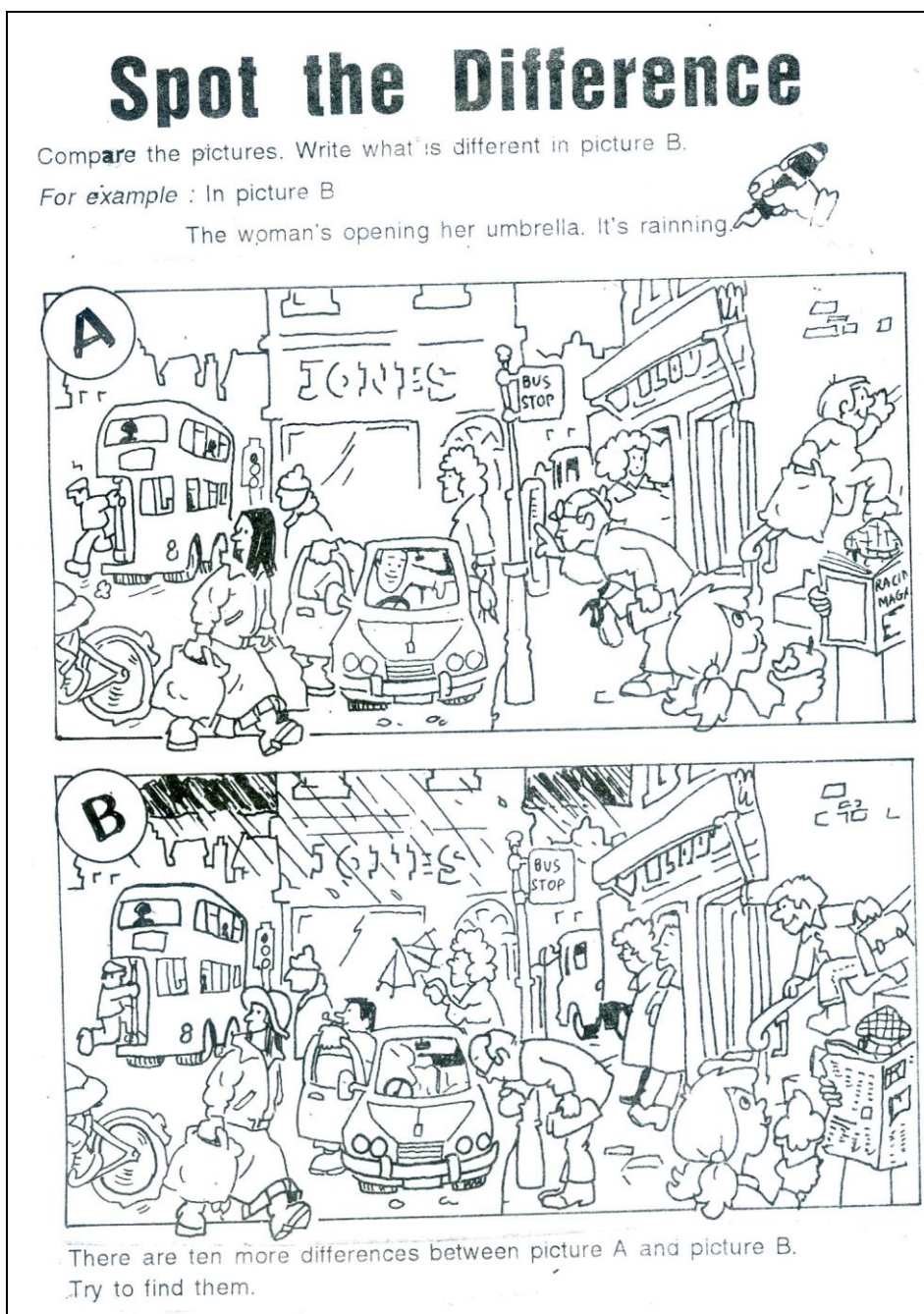
12. Dinning room

1.9.3 Find the difference game

- **Objectives:** Increasing students' flexibility and creativeness. Students will also learn how to observe and find the differences among similar pictures or things with fastest speed.

- **Procedures:** -Teacher gives students some pairs of similar pictures
- Let students observe in few minutes then each of group show its idea. Any group which find most of differences, it will win and receive a gift.

- **Example given:** Teacher shows 2 pictures which contain 10 differences:



- Asks students to find these in 3 minutes.
- Each group of students will work to find and then show their result.
- Then teacher gives students the answer key:

In picture B:

- | | |
|---------------------------------------|---------------------------------------|
| 1. The man is getting out of his car. | out of the shop. |
| 2. The man is smoking the pipe. | 7. The man is looking at his watch. |
| 3. The man is reading a newspaper. | 8. The woman is carrying one shopping |
| 4. The boy is running down the steps. | bag. |
| 5. The girl is eating ice-cream. | 9. The woman is wearing a hat. |
| 6. The man and the woman are coming | 10. The man is getting on the bus. |

1.9.4. “Who am I?” game

●Objectives:

- Improving students’ imagination and their ability of guessing.
- Give students more chance to practice making Yes/No question.

●Procedures:

- Teacher divides class onto small groups then instructs the rule: each group proposes a representative coming to the blackboard. Teacher will tell students the name of a person maybe a well-known one.
- Other group will make Yes/No questions to find out who the person is, for example:
 - ♥ Are you female?
 - ♥ Are you famous?
 - ♥ Are you young?
 - ♥ Did you come to Viet Nam?
- The student who is in the blackboard only answers Yes or No without any explanation.
- Which group finds out the answer first will get one point. If the other groups have no answer, the first group will get point.
- Each group takes turn to make quiz. The group which gets most points will be

the winner and the loser has to sing a song in front of the class.

1.10. Using poems

- **Objectives:** Creating a comfortable and funny learning environment for students. Students will learn many new expressions from literature field.

- **Procedures:**

- Teacher finds short and understandable poems related to the topic or lesson students are going to study or let students prepare it themselves.
- At the beginning of speaking lesson, teacher shows the poem on the poster and let students read it in few minutes.
- After that teacher asks students about content and theme of the poem they have read.

- **Example given:** Unit 5: The media

- Teacher can give handouts to students or display the poem “My radio” on the blackboard.

“My radio is very small
The programs I want to hear
From countries far and near
I like my little radio
It is the way I get to know
About the things that interest me
And I hear them all for free
But on it I can listen to all”

(Words provided by 8th English textbook, Unit 14: Free time fun, page 143)

- Teacher can ask students some questions as below:

1 .What is the poem about?

2. What key words prove it?

3. *What can the little girl do with her little radio?*

4. *Does she like her little radio?*

Teacher can let students freely express their feeling about the poem.

•Example given 2: Unit 6: The environment

- Teacher distributes the handout of the poem “Mummy, oh mummy” to students (*extracted from 9th English textbook, Unit 6: The environment, page 51*)

“Mummy, oh mummy, what’s going to happen

If all the pollution goes on?”

“Well the world will end up like a second-hand junk-yard,

With all of its treasures quite gone.

The fields will be littered with plastics and tins,

The streams will be covered with foam,

Now throw those soda bottles over the hedges,

Save us from taking them home.”

- Teacher raises some questions for students:

a. *What does the son ask his mother about?*

b. *According to the mother’s answer, what would happen if all the pollution continued?*

2. While-speaking

2.1 Role play

Adrian Doff said that in role play, students pretend they are in various social contexts (buying food, planning a party ...) and have variety of social roles (a police officer, a shop assistant...). Role play should improvise students decide exactly what to say as they go along. Furthermore, students will have funny time to relax and practice their speaking better.

• **Objectives:**

Students can speak English more naturally and fluently because they have to perform their own play and develop imagination and creativeness. Role play increases the self-confidence of hesitant students because in role play activity, they will have a different role and they don't have to speak for themselves.

• **Procedures:** Teacher asks students to work in pair or group to make a role play about the situation in front of the class.

• **Example given:** *Unit 3: A trip to the countryside*

- The speaking part of this unit requires students to ask and answer fluently about each person's home village.
- Teacher provides the situation: You are Tu and you meet Peter on the bus going to the countryside. Let's make a conversation in which you and Peter introduce:

❶ *The location of home village*

❷ *The distance of home village from the city*

❸ *Means of transport to there*

❹ *Time to get there*

❺ *Villagers' ways to earn livings*

- Teacher can divide class into group or pair to think about the role of Tu and Peter
- Teacher calls some pairs to play in front of class to compare and make corrections.
- Teacher gives suggested conversation:

Tu: Where is your home village, Peter?

Peter: uhm, to the West of the city.

Tu: How far is it from the city?

Peter: 30 kilometers from the city

Tu: How can you get there?

Peter: I get there by bus.

Tu: How long does it take to get there?

Peter: About one hour

Tu: *What do people do for a living in your village?*

Peter: *They often plant rice and raise cattle.*

Tu: *Does your village have a river?*

Peter: *Yes, there is a river flowing across the village.*

● **Example given 2: Free role play**

Sometimes teacher can apply this kind of role play to make students more active in speaking lessons.

◆ **Variation 1:**

- Teacher divides class into group then asks each group to make up a play for instance they will advertise for a language course. This can be applied in *Unit 4: Learning a foreign language*.
- Students in the role of the manager of a foreign language center have to find the most effective way to convince students to choose their language course.

◆ **Variation 2:**

- Teacher provides students some key words related to the topic they are discussing and asks each group to invent a play based on these words given. The play doesn't limit the characters, conversations, context...
- Each group will prepare the play in fix time then all the members of the group will perform in front class in turn. This kind of role play activity will increase students' imagination, creativeness and their ability of brainstorming.
- For instance teacher can provide students ten key words related to the topic in Unit 9: Natural disasters: *typhoon, Peter, Mary, prepare, canned food, candles, the roof, fix, check, windows and doors*. After that let students invent their play, we will see surprising and interesting products.

2.2 Simulations

Simulations are very similar to role play but what makes simulations different from it is that they are elaborate. In simulations, students can bring items to class to create a realistic environment (<http://iteslj.org> -Techniques to promote speaking)

- **Objectives:** Motivating students. They increase the self-confidence of shy

students. Therefore, students can speak English more fluently and naturally through their imagination and creativeness while performing their role.

• **Procedures:**

- Teacher can ask students to work in group to make a simulation related to topic.
- Students have to bring items to class to serve for their simulations.
- Teacher calls the representative of each group to perform before class and find out the most excellent simulation.

• **Example given:** Unit 2: Clothing

☛ Teacher gives students the situation from the last period and asks students to bring items to class to perform their role: you are going to play a role of a fashion designer. Next day you will take part in an annual meeting of designers. You will have to bring along some models of clothes designed by you to introduce to others.

☛ Each group can choose any kinds of clothes for instance: *T-shirt, blouse, skirt, jeans, shorts...*

☛ At class, all groups will discuss what they are going to perform in front of the class.

☛ Teacher can give students some clues to make introduction:

- | | |
|--------------------------|---------------------|
| - <i>Name of clothes</i> | - <i>Material</i> |
| - <i>Size</i> | - <i>Color</i> |
| - <i>Style</i> | - <i>Trade mark</i> |

☛ Students discuss and then present their simulations.

2.3. Story completion

• **Objectives:** It is an enjoyable whole class free speaking activity for students. It improves students' imagination, creativeness and their ability of expressing their ideas in a short time.

• **Procedures:**

Teacher starts to tell a story but after few sentences, he or she stops narrating. Then each student begins to narrate from the point where the previous one

stopped. Each student is supposed to add from 4 to 8 sentences. Students also add new characters, events, descriptions and so on.

• **Example given: Unit 10: Life in other planets**

☺ Teacher starts story first, for instance: A visit of aliens to Viet Nam

“One day, a group of aliens decide to travel to Viet Nam because they find it boring living in Mars. They hear that Viet Nam is a beautiful country with picturesque landscapes, delicious specialties especially pretty women. They agree to use UFO coming to Viet Nam”.

☺ Teacher stops there and calls one student to continue the story.

☺ Student 1: *On Sunday morning, it is very sunny. Mimi, Any and Kiwi are playing skipping rope. Suddenly, they see something round flying in the sky then landing just right in front of them”.*

☺ Student 2 will continue...

☺ Student 3...

☺ Teacher will end the story when appropriate.

2.4. Information gap

• **Objectives:** Information gap activities help students be familiar with collecting information and give students more opportunities to talk extensively in the target language.

• **Procedures:**

- Teacher gives a form or a grid so that students can follow it. One student will have the information that his or her partner doesn't have and they will share their information to each other.

- Teacher gives students 10 minutes to collect the information then call some students to read aloud their results.

• **Example given: Unit 2: Clothing**

➤ Teacher hands out paper to students.

Dressing habit

1. *Full name:*
2. *Age:*
3. *Occupation:*
4. *Everyday clothes:*
5. *Weekend clothes:*
6. *Special occasions:*
7. *Favorite clothes:*
8. *Favorite trade mark clothes:*
9. *Favorite clothes designer:*
10. *Favorite shopping place:*

- Ask students to work in pair: students will ask other to fulfill the information in the paper
- After students finish it, teacher calls some students to report the information they have collected.

2.5. Debate

• **Objectives:** Students can learn the way to express their opinions of for or against something. Specially, it is the way to encourage students' critical thinking with logical evidences to convince the listeners.

• **Procedures:**

- Teacher gives a situation and divides class into small group then let each draw lots to choose which group is for or against.
- Teacher lets students discuss it to find as many evidences as possible to persuade others.
- After finishing, teacher calls the representative of each group to start the debate. The members of group listen and have questions for other group.

• **Example given:** Unit 3: A trip to the countryside

☺ Teacher shows the situation: *Someone says that living in the countryside is*

more comfortable than in the big city. Do you agree or not? Why?

☺ Each group discusses to find evidences to protect their opinions

☺ Teacher can give students some clues for debate:

- *Living environment*

- *Means of transport*

- *Job opportunity*

- *Entertainment*

- *People*

☺ After students finish their debate, teacher gives comments and summarizes the main ideas.

2.6. Survey

• **Objectives:** surveys help students ask for information easily and speak fluently. Moreover, students can practice summary the ideas logically. It will be useful suggestions for a good writing.

• **Procedures:**

➡ Teacher writes survey questionnaires or grid on the board.

➡ Students work in pair or group to fill in the gaps or ask and answer the questions in 5 minutes.

➡ Students are given 3 more minutes to report their results of survey.

➡ Teacher calls some students to speak out in front of the class and corrects it.

• **Example given 1: Unit: The media**

- Teacher gives students grid and models:

<i>Programs</i>									
<i>Names</i>	<i>Movies</i>	<i>Music</i>	<i>News</i>	<i>Cartoon</i>	<i>Sports</i>	<i>Game</i>	<i>Science</i>	<i>English</i>	<i>Dramas</i>
						<i>shows</i>		<i>lessons</i>	
Bao	✓	✓	✓	✗	✗	✓	✓	✓	✗

- Teacher asks students to practice with their partner to complete the table then report the result of the survey.

- For instance: *Bao said that she likes watching news, English lesson, and science because she can learn much new knowledge from these programs. She also enjoys movies and music and often watches it in her free time. She is not very fond of sports, dramas and cartoon.*

• **Example given 2: Unit 2: Clothing**

- Teacher distributes the grid to students as below:

Names	Kinds of clothes		
	Everyday	Weekend	Special occasions
Minh	T-shirt and jeans	Plaid skirt and short-sleeved blouse	Faded jeans and colorful T-shirt

- Students complete the table and report the result.

2.7 Drawing activity

• **Objectives:**

- Enhancing students' imagination and creativeness.
- This activity reinforces the use of prepositions and the vocabulary of concrete objects students have already learnt before.
- This activity also tests students' ability of memorizing and recalling what they heard from their teachers and friends.

• **Procedures:** - Teacher divides class into small group then describes a picture orally.

- Teacher calls some representative of group to come to recreate the picture correctly including name of objects in correct position.

- After finishing, students have to describe their picture in front of the class. Teacher will gives comments and corrects it.

- **Example given:** Unit 3: A trip to the countryside

- ♥ Teacher divides class into 2 groups then calls the representatives of two groups coming to the blackboard.

- ♥ Teacher describes the picture for students orally; students listen and draw what they hear at the same time.

- ♥ For instance teacher describes: **A village**

“There are three houses next to each other. The house in the central is quite larger in comparing with the two and has many windows. The first house has only 1 window and 1 door. To the left of the first house, there are three high trees. Behind the third house there is a large pond with many kinds of fish. In front of the three houses planted some ploughs of flowers and green vegetables. There are some ducks, a dog and a pig in the garden. Some children are playing in the garden too. Today, it is sunny and breeze. The weather is fine.”

- ♥ Any group finishes the picture in a shortest time and as same as the description of teacher will be the winner.

- ♥ Each group re-describes their drawing by their own words and teacher gives them mark depending on their exact rate of drawing and presentation.

2.8. Problem solving

- **Objectives:** Students can improve their logical thinking way. Through deciding the most appropriate solution for problem, students will know how to react in practical situation in daily life. At the same time, they can enhance their communication skill.

- **Procedures:** Teacher divides class into small group and gives a situation enclosed with suggested solutions. Students have to think and decide which solution is appropriate and give explanation for their decision.

- **Example given:** Unit 9: Natural disasters

- ◇ Teacher tells students the situation they are going to discuss: *what would you do if there were a typhoon?*

◆ Asks students to use conditional sentence type 2 to give solution, for instance:

If there were a typhoon, I would buy a lot of food and candle.

◆ Another way, teacher asks students to give advice to others what they should do to prepare for a typhoon.

◆ Instructs students to use giving advice expressions such as:

I think you should... because....

To my mind, you had better.....

You ought to...

I think it is necessary for you to...

For instance: I think you should buy some candles because it maybe has no electricity. Fixing the leak in the roof is also necessary because it will rain very heavily.

◆ After students have shown their ideas, teacher can suggest them some:

♪ *Buying some canned food*

♪ *Buying a ladder*

♪ *Buying candle*

♪ *Fixing the leak in the roof*

♪ *Buying matches*

♪ *Tying the roof to the ground*

♪ *Filling all buckets with water*

♪ *Checking all the window and door*

.

2.9. Games

2.9.1 Find someone who...

● **Objectives:** “Find someone who...” is to explore the other students’ ability.

● **Procedures:**

- Teacher gives each student copy of a worksheet.

Find someone who...	NAME
 ...has a birthday in the same month as you.	_____
...thinks Friday the 13th is unlucky.	_____
...knows the date of their parents' wedding anniversary.	_____
...did something interesting yesterday evening.	_____
...has the same favorite month as you.	_____
...can remember when they last bought a CD or tape cassette.	_____
...is looking forward to the year 2001.	_____
...can tell you their brothers' and sisters' birthdays.	_____
...can remember when they last went to the movies.	_____
...knows how many days there are in this month.	_____
...knows the date of the next national holiday.	_____
...can remember when they last wrote a letter.	_____

- Ask students to make Yes/No questions for phrases in the column "Find someone who..."
- Teacher models with one student. If the answer is "Yes", write down this student's name in the column "Yes".
- Students go around the class to ask. Who can fill the column "Name" first will win the game.

2.9.2 "What would you say" game

•**Objectives:** students will know what they should say in real situations in their daily life.

•**Procedures:** -Teacher hands out papers to students.

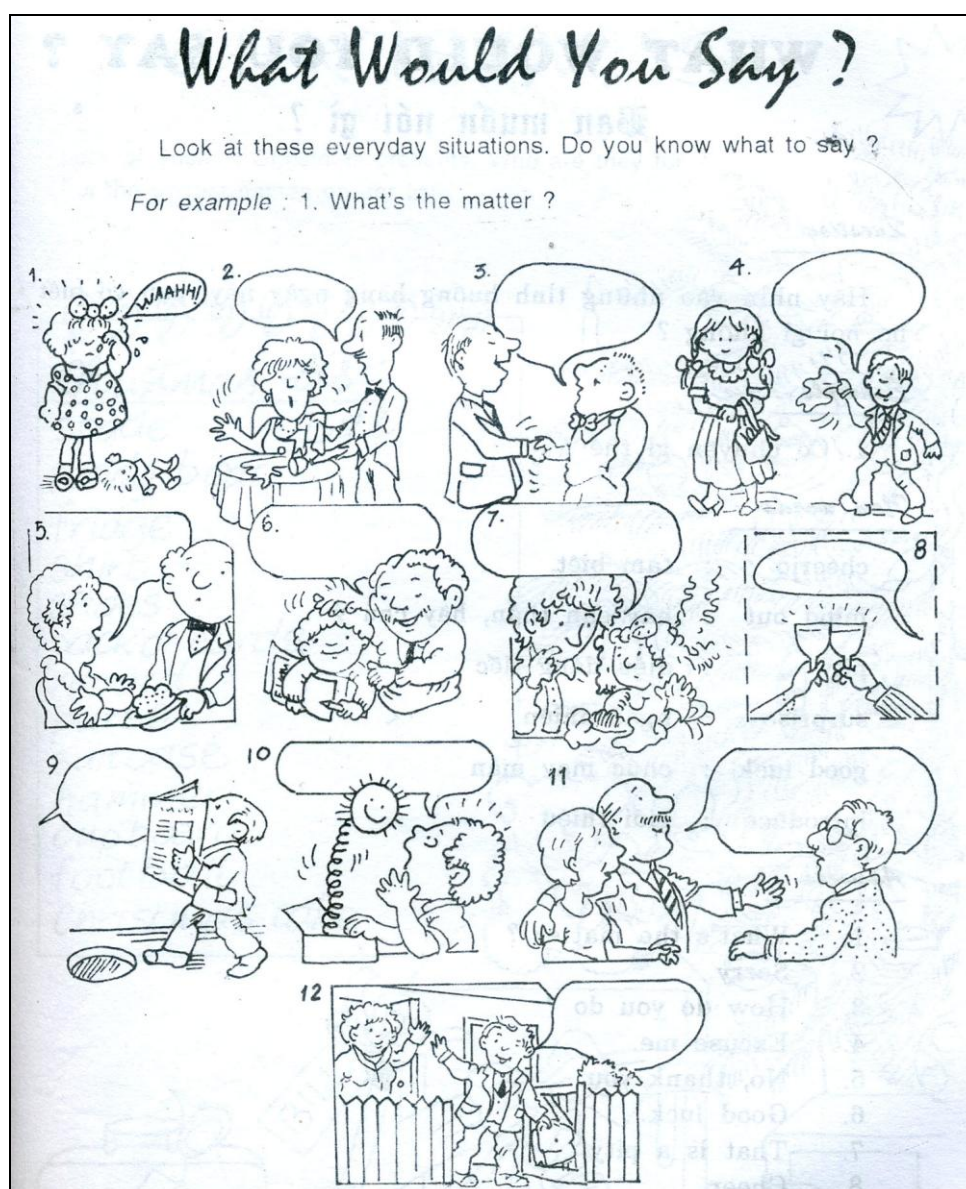
What is the matter? Cheerio Good luck That is a pity!

Excuse me!

Mind out! May i introduce you to Peter Brown? What a surprise!

Sorry

Cheers No thank you How do you do?



- Teacher asks students to work individual or in pair to observe the pictures and decide what they would say in these situations (from 2 to 12). Picture number one is a given model

- After students have finished, teacher asks students to speak out and then correct it.

-Gives	students	answer	key:
2. Sorry	6. Good luck!	10. What a surprise!	
3. How do you do?	7. That is a pity!	11. May I introduce	
4. Excuse me!	8. Cheers!	you to Peter Brown?	
5. No, thank you.	9. Mind out!	12. Cheerio!	

2.9.3. “Can you do it?” game

- **Objectives:** Students will be able to ask and answer questions about personal abilities.

- **Procedures:**

- ☛ Teacher makes a copy of the worksheet for each student and distributes. This activity can either be done in groups of five where each student questions the other member of group or as a class mingles activity where each students chooses four students to question as they go around the group.

- ☛ Explain that students are going to question for other students to find out what they can do.

- ☛ Give students few minutes to mingle with the class asking for students in turn and recording the result. In the process, each student will have to both ask and answer the questions.

- ☛ When students have questioned for people, some of them will be called to speak out the result of the survey.

- **Example given:**

- ☛ Teacher makes copies of worksheet then divides them into cards and gives to students.



A black and white cartoon illustration of a man with a grumpy expression, arms crossed, and a clock in the background. The man has a large nose, a small mustache, and a serious, almost angry look. He is wearing a striped shirt. The clock is round with a simple face and hands, positioned in the upper left corner of the illustration.

- can wake up on time without an alarm clock.
- can fall asleep in a chair.
- can be good-natured before 9 o'clock in the morning.

can spell "beautiful".
can spell "
can spell "laugh".

A cartoon illustration of a man with a distressed expression, resting his head on his hand. Above him is a thought bubble containing the letters 'E', 'W', 'P', 't', 'f', 'Z', 'a', 'x', 'e', 'l' and a small circle, which are a jumbled mix of letters from the words 'beautiful' and 'laugh'. To his left is a stack of three books.

- can spell "beautiful".
- can spell "
- can spell "laugh".

- can name three Australian cities in five seconds.
- can see three things beginning with "s" in ten seconds.
- can see three things made of wood in ten seconds.

- can concentrate on their homework with the television on.
- can type without looking at their fingers.
- can write neatly with their left hand.

- could walk before they were one year old.
- could ride a bicycle before they were ten.
- could swim before they were ten.

A cartoon illustration of a man in the foreground, looking thoughtful with his hand on his chin. A thought bubble above him shows a woman standing next to a blackboard. The blackboard has two math problems written on it: $5+1=$ and $6+1=$.

- can remember what they ate for lunch yesterday.
- can remember what they did on their last birthday.
- can remember the name of the first teacher they ever had.

- can say "hello" in four languages.
- can see the same movie twice without getting bored.
- can read the same novel twice without getting bored.

- can eat a lot without putting on weight.
- can work better in the evening than in the morning.
- can save money.

- can remember the last present they received.
- can remember what they were doing at 8 o'clock last night.
- can remember what they dreamed last night.

- can name five vegetables in ten seconds.
- can name four types of music in five seconds.
- can name three verbs beginning with "r" in ten seconds.

- Teacher also needs to check whether his or her students use target language

or not.

2.9.4. The word order game

•**Objectives:** Improves students' ability of rearranging words into a complete sentence based on give words and images.

•**Procedures:** -Teacher hands out papers to students

THE WORD ORDER GAME

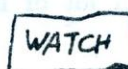
You have three minutes  to write six sentences

For example :





He usually gets up at half past seven 

1.         
2.     
3.       
4.      
5.         
6.        

-Asks students to work individually to complete 6 sentences.

-After few minutes, call students to read out their answers.

- After students have finished, teacher gives them the answer key:

1. *I will meet you outside the cinema at a quarter past seven*
2. *She speaks Chinese very fluently*
3. *Is your car faster than mine?*
4. *Do you often watch television?*
5. *There is not much typing paper in the drawer*
6. *Could you please pass me the salt?*

2.9.5. Mime game

● **Objectives:** provide some phrasal verbs and review the usage of Present Continuous tense.

● **Procedures:**

- Teacher hangs some pictures or does some actions describing activities.
- Ask students using phrasal verbs and present continuous tense to ask and answer about what is someone doing.
- Teacher can model with one or two students before asking the entire class to start.

● **Example given:**

- Teacher hangs this poster on the board.

MIME GAME

What are these people doing ?



1. He's shaving



shave comb her hair drive a car drink a cup of tea play the piano
clean his teeth go upstairs telephone

- Allows students two minutes to get familiar with the pictures and phrasal verbs on the poster.
- Explains the task and ask students to decide what he or she is doing.
- Students use the phrasal verbs below to make sentences
- The answer key:

- 2. She is playing the piano
- 3. He is cleaning his teeth
- 4. He is going upstairs
- 5. She is combing her hair

- 6. She is drinking a cup of tea
- 7. He is driving
- 8. She is telephoning

2.9.6 “Animals for a day” game

• **Objectives:** - Increase students’ imagination and vocabulary of animals.

- Give students more chances to revise and practice conditional sentence type 2: If + past tense, would/could/might +verb

• **Procedures:**

→ Teacher distributes students some photocopied lists of many different animals (cat, dog, eagle, lion, tiger, snake, mouse, chicken, elephant, monkey...).

→ Ask students to choose, individually and without speaking, an animal they would like to be for a day and give them one minute to do that.

→ After that get them to write a few sentences, once again working alone, about their day, or their thoughts-as the animal they have chosen. Give them a few minutes.

→ Then call students to speak out their sentences.

• **Example given:**

- Teacher reminds students to use the unreal conditional sentence: If I were ..., i would...

- Student 1 chooses to be bear. She says: “If I were a lovely pig, I would live in a beautiful garden with my friends. Everyday, I would find and eat a lot of vegetables and play with my brother”

- Student 2 chooses to be an eagle. She says: “If i were an eagle, I would be the king of all the animals. Everyday, a lion would bring food for me. All animals had to do as my order”.

Student

3:

.....
...

- Students in turn share their selection.

CREDIT TO BLOG.THERE

2.9.7 Prepositional crossword

• **Objectives:** help students understand clearly about meaning and usage of some prepositions thanks to this, students will avoid making mistakes with prepositions.

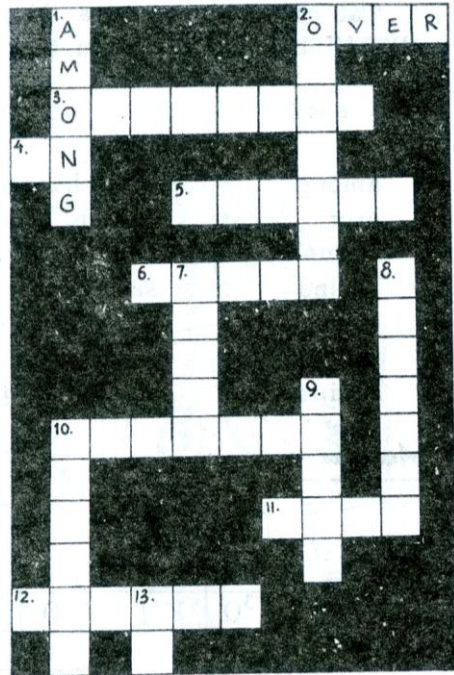
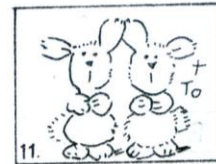
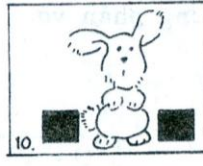
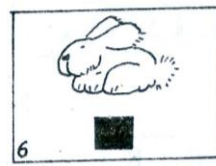
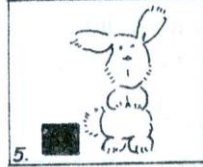
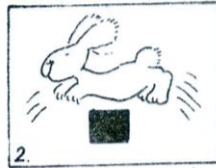
• **Procedures:**

- ★ Teacher distributes worksheets for students to work in pairs.
 - ★ Students look at the position of the object in the worksheet and guess the appropriate prepositions then fulfill the entire crossword.
 - ★ Call students to share their answer.
- **Example given:** students look at the position of the rabbit in the worksheet to guess the preposition and fill in the crossword.

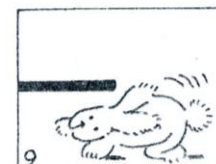
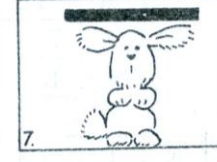
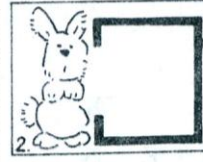
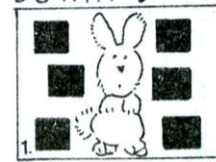
CROSSWORD

All the answers are connected with **position**. Use the rabbit to help you.

Across: →



Down: ↓



Then teacher gives students the answer key:

Across:

3. Opposite

5. Beside

10. Between

12. Inside

4. On

6. Above

11. Next

Down:

2. Outside

8. Against

10. Behind

7. Below

9. Under

13. In

3. Post-speaking

3.1. Free talk

- **Objectives:** Give students more chance to express their opinion toward the topic they have learnt. Students are not of making mistakes when sharing their ideas. It is also a good way to help students review old lessons.

- **Procedures:**

- Teacher raises some questions related to the lesson students have studied and ask students to think about it.

- After 2 minutes, teacher lets students freely speak.

- **Example given 1:** *Unit 4: Learning a foreign language*

- Teacher raises the question to students:

- *Do you think if you learn a foreign language, it is necessary for you to study abroad or not?*

- Students will think about that and share their ideas freely. They certainly have different answers.

- **Example given 2:** *Unit 10: Life in other planets*

- Teacher raises the questions to students:

- *If suddenly you saw an alien, what would the alien look like? What would you do first?*

- *If the alien invited you to move to his planet, would you agree or not? Why?*

- Teacher lets students say what came up to their mind.

3.2. Word-cue-drill

- **Objectives:** It is easiest way to give and get information. it is also a suggestion for students to speak more fluently without having to think so much, therefore weaker students have equal chances to speak. Furthermore, students can also revise grammar and structures when doing word-cue-drill.

- **Procedures:** Teacher gives the suggested words, students have to base on these word-cues to complete the sentences and speak.

- **Example given:** *Unit 3: A trip to the countryside*

- Teacher provides 6 incomplete sentences:

1. Home village/ be/ the North/ the city.
2. It/ 20 kilometers/ the city.
3. Often/ get/ motorbike.
4. It/ take/30 minutes/ get/ there.
5. There/ be/ no/ river/ but/ big lake.
6. Villagers/ plant/ rice/ vegetables/ raise/ cattle/ a living.

- Students work individually to complete the sentences.

- With each sentences, teacher calls some students to speak their answers and compare with others.

- Teacher corrects and gives mark (optional).

Gives students the suggested answer:

1. My home village is to the North of the city.
2. It is about 20 kilometers from the city.
3. I often get there by motorbike.
4. It takes 30 minutes to get there.
5. There is no river but a big lake in village.
6. Villagers here often plant rice, vegetables and raise cattle for a living.

3.3. Write-it-up

●**Objectives:** It is an useful way to recall what students have spoken and improve their writing skill.

●**Procedures:**

- After speaking lesson, teacher asks students to write a small paper about the topic has been discussed or presented.

- Teacher provides the topic.

- Leave time for students to write it or teacher can let her students bring it home and do it as homework.

Teacher collects papers to home, corrects and gives mark.

●**Example given:** *For post activity in unit 5: The media*

- Teacher asks students to write about their like and dislike programs.

- Suggest students some ideas:

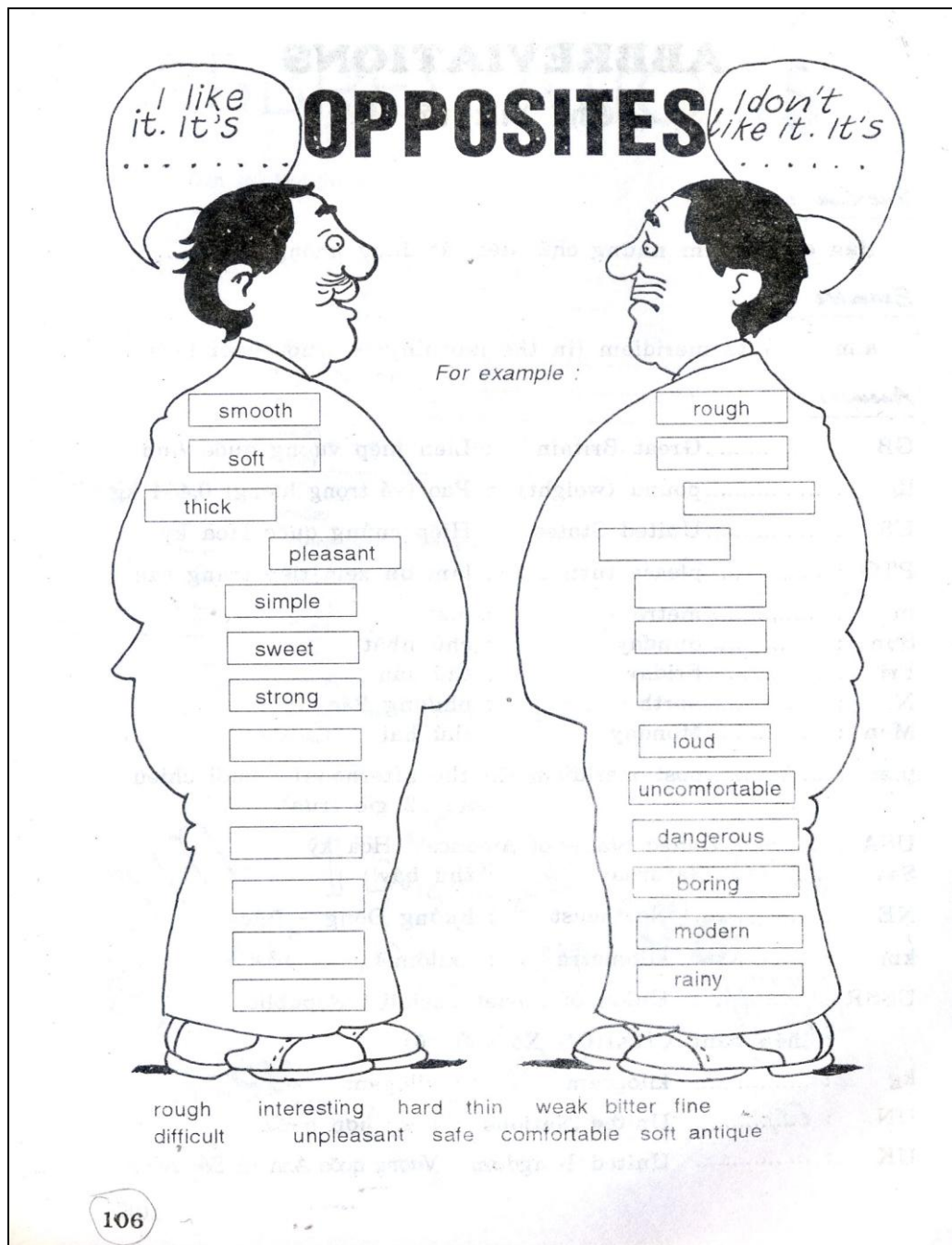
- ☛ What is your favorite program?
- ☛ Time/ channel?
- ☛ How many hours per day do you spend watching it?
- ☛ What benefits can you get from it?
- ☛ Your dislike program? Reasons?

- Students write within 5 to 8 minutes then hand in to teacher.

4. Games

4.1. Opposite game

- **Objectives:** Help students remember opposite adjectives.
 - **Procedures:**
 - Teacher gives students handouts or hangs picture on the blackboard.
 - Asks students to look at pairs of opposite adjectives and fill in the gaps the missing adjectives.
 - Give students from 1 to 2 minutes to complete then speak out their answer.
 - **Example given:** teacher distributes the handouts to students and asks them to fill the missing adjectives in the pictures.
- The first one is done as an example.



4.2. Jumbled words

• **Objectives:** Jumbled words help students recall the knowledge and words fast and effectively. It is also an useful way of relaxing after a hard lesson.

• **Procedures:**

- ➔ Teacher writes 5 or 6 words which are in the wrong order on the board and says the topic of those words.
- ➔ Asks students to guess and rearrange the words.
- ➔ Teacher calls some students to come to the blackboard to write down and

speak out the words. The winner is the students who can speak and write correctly. (Teacher can give a small gift to make students more interested and eager)

• **Example given:** *Unit 5: The media*

- Teacher gives some jumbled words:

1. *PEESWNPAP*
2. *AMENZIGA*
3. *NITEETNR*
4. *YRDOMUNECAT*
5. *COOTARN*
6. *THEARWE ROFEASTC*

- Ask students to work individually or in pairs to guess the words. Who can speak the words fastest and correctly will be the winner.

1. *NEWSPAPER*
2. *MAGAZINE*
3. *INTERNET*
4. *DOCUMENTARY*
5. *CARTOON*
6. *WEATHER FORECAST*

4.3. Missing words

• **Objectives:** revise the usage of “since” and “for” in present perfect tense.

• **Procedures:** - Teacher asks students to decide the missing word in some given sentences is “since” or “for”.

Here is the example:

Missing words

First, decide if the missing word in each sentence is *since* or *for*.

1. I've been here _____ six o'clock. (Illustration: A person looking at a clock.)

2. We've only lived in this house _____ a week. (Illustration: A person painting a house.)

3. They've been married for forty years. (Illustration: An elderly couple sitting together.)

4. We've known each other _____ ages! (Illustration: Two young boys standing together.)

5. Zambia has been independent _____ 1964. (Illustration: A map of Zambia.)

6. I've had this car _____ twenty-five years. (Illustration: A person standing next to a car.)

7. We've been away _____ six months. (Illustration: A person standing in a doorway.)

8. I've been here _____ twenty minutes. (Illustration: A person looking at a clock.)

9. He's been interested in horses _____ he was a boy. (Illustration: A person riding a horse.)

10. She's worked in this office _____ thirty years. (Illustration: A person sitting at a desk with a computer.)

- After students give the answer, teacher gives the correct answer:

2. *For*

5. *Since*

8. *For*

3. *Since*

6. *For*

9. *Since*

4. *For*

7. *For*

10. *For*

4.4. Observation game

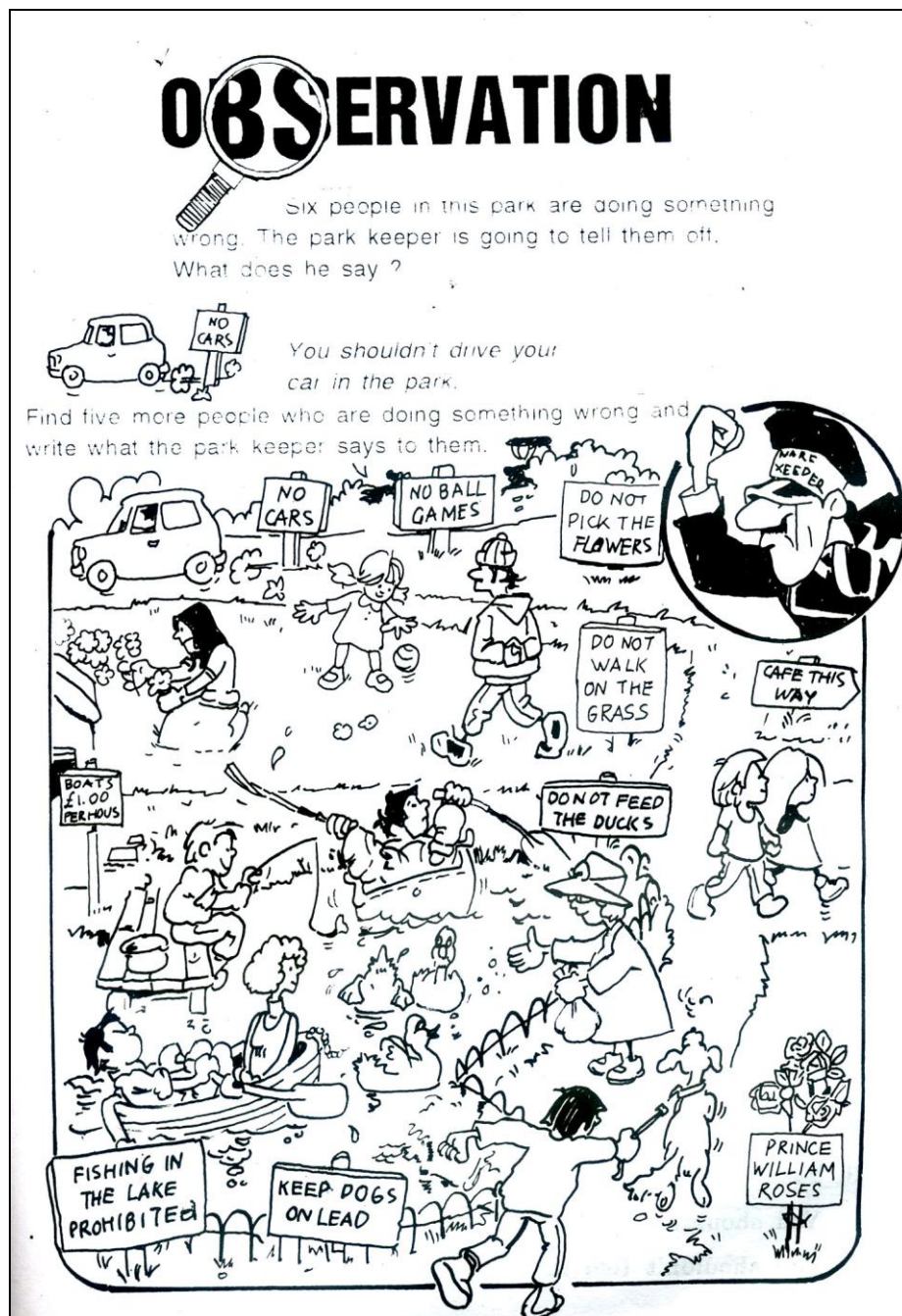
- **Objectives:** improve students' observation and help students revise the structures: should not + V-infinitive....

• **Procedures:**

→Teacher hands out worksheets to students and asks students to observe the pictures.

→In the picture, there are five more people who are doing something wrong. The duty of students is to find out these activities and speak out what the park keeper would say to these people.

→One example is done as model.



→After students have shown their ideas, teacher gives them the correct answer:

1. You shouldn't play with a ball
2. You shouldn't pick the flowers
3. You shouldn't walk on the grass
4. You shouldn't feed the ducks
5. You shouldn't fish in the lake



4.5. The last word

•**Objectives:** revise past participle of some verbs as well as increase the understanding of some warnings.

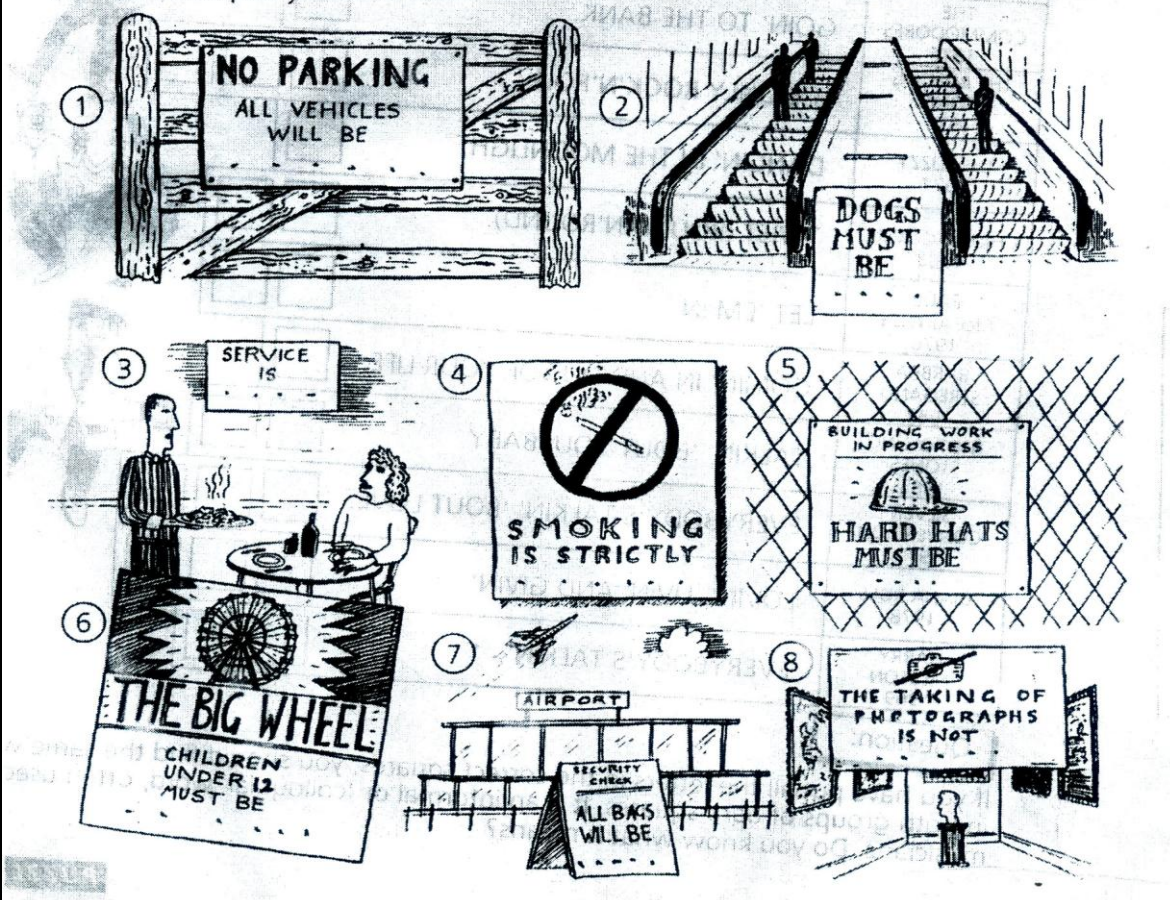
•**Procedures:** - teacher gives paper to each student in the class.

- Teacher give one paper to each student in the class.

Beside each of these verbs, write its Past Participle. You will need these Past Participles in the second part of the puzzle.

ACCOMPANY		INCLUDE	
CARRY		PERMIT	
EXAMINE		REMOVE	
FORBID		WEAR	

The last word is missing from each of the signs below. Complete the signs, using the Past Participles you have written above.



- When the time is up, ask students to write the correct form of each verb if it

is in past participle and read aloud the warning containing this verb.

PART III: CONCLUSION

In conclusion, this graduation paper has been carried out with the aim to investigate the current English teaching and learning situation in Minh Thanh secondary school so that effective and various techniques for attracting interests and involvements of 9th graders in speaking lessons should be pointed out in order to make lesson more interesting and make students more active and willing to speak.

Some related background knowledge as: what is speaking, types of speaking, characteristics of a successful speaking activity... were presented in Chapter I. Especially, in order to research the opinion of teachers and students on the reality of teaching and learning English in general as well as speaking lesson in particular, the survey which were carried out with the wish to find out the most effective techniques to apply in each step of a speaking lesson have been clearly introduced in Chapter II. In Chapter III, some suggested techniques to attract students' interests and involvements into speaking lessons were demonstrated.

However, beside the strong points, weak points are unavoidable. Due to limitations of time and knowledge, the study can not cover all stages and grades at secondary school. Moreover, my graduation paper only concerns a very small part of teaching speaking with the main purpose is to improve students' speaking skill and their interests to speaking lessons. Therefore, the author

would like to receive both critical and lenient review from the readers. Finally, I do hope that in the near future, many other activities for attracting students' interests and involvements into writing/reading/listening lessons will be studied to help learners in studying English well.

Appendice

Appendix 1: The survey questionnaires (For students)

Dear 9th grade students,

This survey questionnaire aims at finding out your attitude and your expectations towards speaking lessons. Your answers will be used for researching purposes of my graduation paper entitled "how to attract secondary students' interests and involvements in speaking lessons?" Thank you for your cooperation in completing this survey questionnaire.

1. How long have you been learning English?

- ☐ 1-3 years ☐ 4-7 years ☐ More than 7years

2. Which English lesson does you like most?

- ☐ Speaking ☐ Listening ☐ Reading ☐ Writing

3. What do you think about speaking lessons?

- ☐ Very interesting ☐ Interesting
☐ Not very interesting ☐ Not interesting

4. In your opinion speaking skill is:

- | | |
|---|--|
| ☐ Very important | ☐ Important |
| ☐ Not very important | ☐ Not important |

5. While taking part in speaking activities, you like working:

- | | | |
|---------------------------------------|-----------------------------------|----------------------------------|
| ☐ Individually | ☐ In group | ☐ In pair |
|---------------------------------------|-----------------------------------|----------------------------------|

6. What do your teachers often do in pre-speaking? Its frequency and effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Questions						
Matching						
Games						
Information gap						
Discussion						
Pictures						
description						
Learning by songs						

7. What do your teachers often do in while-speaking? Its frequency and its effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Effective	Normal	Not very effective
Grid						
Word-cue						
drill						
Pictures						
description						
Role play						
Discussion						
Games						
Doing						
exercises						
in textbook						

8. What do your teachers often do in post-speaking? Its frequency and its effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Effective	Normal	Not effective
Word-cue						
drill						
Games						
Discussion						
Write-it-up						

9. What difficulties do you have when speaking in class?

- ☐ I don't have enough words to express what I want to say
- ☐ I am shy
- ☐ I am afraid of making mistakes
- ☐ The lessons are too difficult for me
- ☐ My friends don't cooperate with me
- ☐ I don't understand what people say to me
- ☐ I am not interested in speaking

Other difficulties:

10. Which do you expect to improve in an English speaking lesson?

☐ Accuracy

☐ Fluency

☐ Pronunciation

11. Please rank the following activities from 1(the most interesting) to 9(the least interesting) in this table:

Activities	Rank
Learning by songs	
Free talk	
Story telling	
Story completion	
Reporting	
Simulation	
Information gap	
Interview	
Debate	
Drawing activities	
Problem solving	

Thank you very much for your assistance and wish you a happy summer holiday!

Appendix 2: Interview questions

(For teachers)

1. What do you think of the role of speaking skill to your students?

☐ Very important

☐ Important

☐ Not very important

☐ Not important

2. In a speaking lesson, your students like working;

☐ Individually

☐ In pair

☐ In group

3. What do you often do to encourage your students to speak?

☐ Ask students simple questions

☐ Never interrupt when students are talking

☐ Let students work in pair or group

☐ Frequently carry out games

Others:

4. Which techniques do you often use in per-speaking? Its frequency and its effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Questions						
Matching						
Games						
Information gap						
Discussion						
Pictures description						
Learning by songs						

5. Which techniques do you often do in while-speaking? Its frequency and effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Effective	Normal	Not very effective
Grid						
Word-cue drill						
Pictures description						
Role play						
Discussion						
Games						
Doing exercises in textbook						

6. Which techniques do you often use in post-speaking? Its frequency and its effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Effective	Normal	Not effective
Word-cue drill						
Games						
Discussion						
Write-it-up						

7. In your opinion, what are difficulties your students can face while learning speaking?

☐ They don't have enough words to express what I want to say

- ☐ They are shy
- ☐ they are afraid of making mistakes
- ☐ The lessons are too difficult for them
- ☐ Their friends don't cooperate with them
- ☐ They don't understand what people say to them
- ☐ They are not interested in speaking

Other difficulties:

Appendix 3: Model lesson

Unit 5: The media

(9th grade English textbook)

1. Objectives: By the end of the lesson, students can:

- Talk about some current television programs they like and dislike
- Ask and respond to tag-question

2. Time allowance: 45 minutes

3. Language content:

- Vocabulary: words relating television programs
- Grammar: tag-question
- Structures: You like watching sports, don't you?

You don't like watching drama, do you?

4. Techniques: game, brainstorming, pre-questions, matching, making conversations, survey

5. Teaching aids: + The 9th English textbook

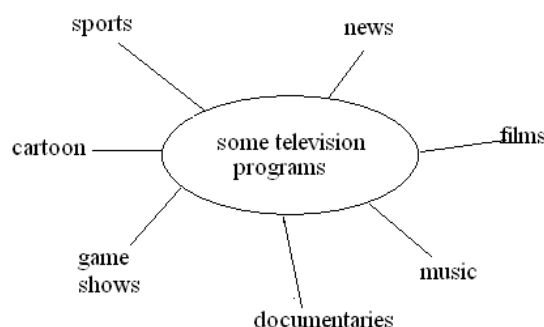
+ Poster of phrases:

+ Pictures about television programs:

6. Procedures

Stages/minutes	Teacher's activities	Students' activities
1. Pre-speaking (10 minutes)	- Greeting - Use the network to brainstorm into topic "television programs" - Ask students to find as many words as possible to television programs	- Respond to teacher's greeting - Students answer: + news + film + fashion + music + cartoon + game shows

+documentary



- Ask students some pre-questions:

+ Which programs do you like/dislike?

+ How many hours per day do you spend watching them?

- Instruct students to use “like/dislike” to express:

- like:

+I like

+I love + V-ing/noun

+I enjoy

Example: I like English news

-dislike:

+I don't like

+I dislike + V-ing/ noun

+ I hate

Example: I dislike watching film.

- Hang poster and pictures of television programs on the blackboard

A. news B. Films C. Music D. Drama

E. Game show F. Sports G. Cartoon H.

Weather forecast I. Advertising J.

Fashion shows

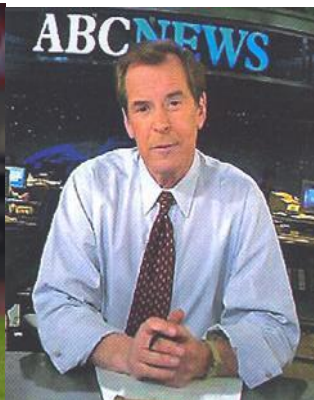
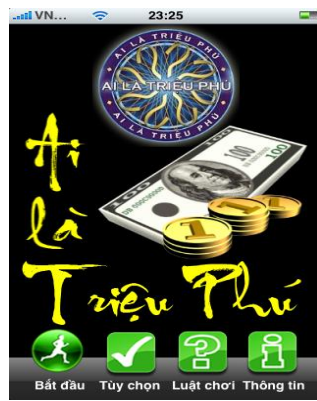
- Students answer:

- I like watching films and fashion programs

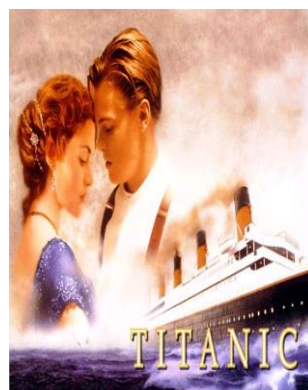
- I don't like sports

- I spend about 12 hours per day watching them

- Students note down the structures of like and dislike



2. While-
speaking
(27 minutes)





-Asks students to match the pictures with the correct phrases

- Corrects students' answers

-Students match the phrases with the pictures:

- Students' answer:

1. E, 2. F, 3. D, 4. C, 5. A, 6.B, 7. J, 8. I, 9. H, 10. G

- Introduces students some new words:

Documentary

Drama (n):

Wildlife world (n):

Violent (adj):

Informative (adj):

-Students copy the new words into notebook

-Guides students to read the words in chorally then individually

-Introduces students the tag-question:

+Form: statement , tag-question

Affirmation , negative

Negative , affirmative

- Repeat new words after teacher

Example: *It is a nice day, is not it?*

She is not a teacher, is she?

- Write down the form of tag-question

-Asks students to work in pair to practice

- Practice the

dialogue in the textbook page 142

dialogue with their partner

-Calls some pairs to play the role of Lien and Trung to read out the dialogue in front of the class

- Read out the dialogue with their partner before

-Checks students pronunciation and intonation

class and correct their

pronunciation

-Asks students to work with their partner looking at the table in the textbook to make similar dialogues to talk about the television programs they like and dislike

-Practice with partner to make the same dialogue

-Calls some pairs to present and correct students' mistakes

- Perform their dialogues in front of the class

-Gives students suggested dialogue:

Thanh: *you like watching films, don't you?*

- Listen to

Hoan: *not really, some films are boring and some are too violent. I don't like watching them. I prefer music programs especially songs I love.*

teacher's suggested dialogues and take note it

Thanh: *I'm in opposite. I love watching films. They are wonderful. Music programs seem quite boring to me.*

Hoan: *But you watch wildlife world, don't you?*

Thanh: *yes, everyday. It is very interesting to know about animals and faraway places.*

Hoan: *I enjoy it too. You don't like drama, do you?*

Thanh: *no I don't.*

- Teacher gives students a grid and asks students to work in group to survey other students about the programs they like and dislike
- Work in group to carry out the survey and fulfill the table according to teacher's model
- Teacher models and has students fulfill the table

3. Post-speaking(mi nutes)
- Asks students to report the result of their survey and give comments
 - Report their result in front of the class
 - Pay attention to teacher's comments
- For example:** *Hoan said he like watching news and quizzes show because he is interested in learning new things especially knowledge from quiz shows. He is also a fan of basket ball so he enjoys sports programs. He dislikes drama because he finds it difficult to understand.*

Homework:

- Ask students to write up a passage about the television they like and dislike and present before class next lesson.
- Take the homework from teacher
- Learn new words by heart
- Prepare the next lesson

<i>Names</i>	<i>Programs</i>								
	<i>Movies</i>	<i>Music</i>	<i>News</i>	<i>Cartoon</i>	<i>Sports</i>	<i>Game shows</i>	<i>Science</i>	<i>English lessons</i>	<i>Dramas</i>
Bao	✓	✓	✓	✗	✗	✓	✓	✓	✗

List of references

I. Books

1. Brumfit, C.J. (1983). **Communicative Methodology in language teaching**. Cambridge University Press
2. Burns, A & Joyce, H. (1997). **Focus on speaking**. Sydney; National Center for English Language Research
3. Bygate, Martin. CN Candlind & HG Widdouson (1987). **Speaking**. Hong Kong: Oxford University Press
4. Doff, Adrian (1988). Teach English. **A training course for teachers. Teachers' workbook**. Great Britain: Cambridge University Press
5. Forseth, Ron., Forseth, Carol., Hung, Ta Tien., Do. Nguyen Van., (1994). **Methodology handbook for English Teachers in Viet Nam**-Viet Nam English Language Institute/America
6. Mcdonough, Jo & Shaw, Christopher. **Materials and Methods in ELT. A teachers' guide**. Oxford UK & Cambridge USA
7. Nunan, Cavid. **Language Teaching Methodology. Textbook for teachers**. Syney: National Center for English Language Teaching and Research.
8. Play games with English
9. Riddell, David (2001). **Teaching English as a foreign/second language**.

Great Britain: Hodder & Stoughton Ltd

10. Rivers, W.M. (1981). **Teaching foreign language skills** (2nd ed.). Chicago: University of Chicago Press

11. Ur. Penny (1996). **A course in language teaching. Practice and Theory**. Great Britain: Cambridge University Press

II. Websites

<http://www.teachingenglish.org.uk>

<http://www.nclrc.org>

<http://www.iteslj.org>

<http://www.englishcfl.edu.vn>

<http://www.teachingenglishgames.com>

<http://songsforteaching.com>

<http://www.sing365.com>