

**HAI PHONG PRIVATE UNIVERSITY
FOREIGN LANGUAGE DEPARTMENT**

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**“A CONSIDERATION OF HOW TO ATTRACT
BEGINNERS TO SPEAKING LESSONS IN
POPODOO FOREIGN LANGUAGE CENTRE”.**

By: Pham Thi Van Anh

Class: NA 1201

Supervisor: Ms. Nguyen Thi Huyen (M.A)

Hai Phong – December 2012

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

GRADUATION PAPER

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

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(Về lí luận, thực tiễn, các số liệu cần tính toán và các bản vẽ)

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PART I: INTRODUCTION

1. Rationale

Knowledge of foreign languages helps to promote cultural, educational and technical cooperation among nations. That is why one of the characteristic features of life in many countries today is a great interest in the study of foreign languages and Vietnam is not an exception. At present English is the most important of the world's languages. In number of speakers it ranks second. The use of English in diplomacy, commerce and science is evidence of its importance. For such reason, many millions of people learn it as a second language.

In Vietnam, the gradually development of trade and economic, especially foreign trade in which becoming a member of World Trade Organization is a typical evidence making the need of mastering foreign languages, particularly English, is becoming more and more necessary. To this point, 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. Good English speakers can get a lot of advantages in business as well as daily life. Thus, speaking skill is always paid more attention.

It is the fact that not only adults but also children need to be skilled at English speaking because of the early English speaking educated making the better English speaking skill later in life. However, the current English speaking method for children in Vietnam seems to be impossible to meet the demand. As a result, effective way of teaching English speaking for children has become necessarily than ever. Due to my love for English speaking and children as well

as the ambition of finding out the effective English speaking teaching method for children, I always look for a new effective teaching method. After a period of time researching, the case of teaching English speaking for children at a Foreign Language Center in Haiphong is not disappointed me.

At Haiphong Popodoo Foreign Language Center – an English teaching Center for children from 3 to 12 years old, a new used English teaching method called immersion language teaching is proving its efficiency. I had a training course last 1 and a haft month here. During the time at Popodoo, I have learnt a lot of valuable things not only about children’s psychology but also about teaching method. Popodoo with the remarkable development after only one year opening business, it has attracted more than 400 students. At the moment, Popodoo has about 40 classes in which 8 to 18 students joined in a class.

Therefore, I have the ambition of understanding how to attract beginners to speaking lessons in Popodoo Foreign Language Centre; the characteristics of “immersion language teaching” method; finding out how the method takes affect in children’s learning, especially in speaking skill. Due to my English knowledge limitation and the frame of the graduation paper, I would like to choose the research paper entitle: **“A consideration of how to attract beginners to speaking lessons in Popodoo Foreign Language Centre”**.

2. Aims of the study

Firstly, the study studies the different aspects of speaking skill that serves as overview, the features and characteristics of teaching speaking skill. Secondly, also the most important aim, the study explores the real situation of teaching English-speaking skill in Haiphong Popodoo Foreign Language Center, the advantages and effectiveness of immersion language teaching method. Thirdly, the study investigates the students and teachers’ attitude toward a speaking lesson in Haiphong Popodoo Foreign Language Center . The last is to suggest some effective activities that can be applied in Haiphong Popodoo Foreign Language Center to attract students’ interests and involvements in speaking lessons.

3. Scope of the study

Actually, Haiphong Popodoo Foreign Language Center teaching method to attract 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: Finding out the reality of teaching English speaking skill for in Popodoo and the effectiveness of Popodoo teaching method as well as offering appropriate activities to attract beginners of English in Popodoo' speaking lessons.

4. Methods of the study

To complete this graduation paper, the following methods has been adopted: 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, , observation class is employed to understanding how to attract beginners to speaking lessons in Popodoo Foreign Language Centre; the characteristics of “immersion language teaching” method; finding out its advantages and effectiveness. Third, a survey is conducted for beginners of English in Popodoo 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.

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 3 chapters:

- **Chapter 1:** *Literature review* aims to answer the questions related to speaking that introduces the speaking skill and its features.
- **Chapter 2:** “**A consideration of how to attract beginners to speaking lessons in Popodoo Foreign Language Centre**” referred to the analysis and the findings obtain from survey questionnaires made to beginners of English at Popodoo. This helps examine the real situation of teaching speaking and the advantages of English speaking teaching method in attracting beginners to speaking lessons.
- **Chapter 3:** Some suggested techniques to attract beginners to speaking lessons in Popodoo Foreign Language Center.

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 research on how to attract beginners in Popodoo and survey questionnaires for teachers and students of Popodoo 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 beginners’ interests and involvements in speaking lesson.

PART II: DEVELOPMENT

CHAPTER 1: 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).

I. 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.

I. 2. The importance of speaking

There are four skills in teaching and learning a language: listening, speaking, reading, and writing, but out of the four skills speaking is considered as the most essential skill to be mastered. Speaking is an essential tool for communicating, thinking and learning. Oral language is a powerful learning tool which shapes, modifies, extends and organizes thought. Oral language is a foundation of all languages development and, therefore, the foundation of all learning. Through speaking, students learn concepts, develop vocabulary, and perceive the structure of the English language which is the essential components of learning. Students who have a strong oral language base would have an academic advantage because school achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing (Hayriye: 2006:1).

Additionally, speaking is a vehicle to link individuals to society. Exchanges students have with their peers and teachers can help them come to know the world in more personal and socially responsible ways. When students talk about their ideas, they clarify their thinking. They can figure out what they believe and where they stand on issues (Hayriye: 2006:1).

Consequently, speaking skill in learning English is a priority for many second-language or foreign-language learners. English learners often evaluate their

success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 1990: 21).

Considering how important speaking skill in learning English, Renandya, (1999: 230) in this case reminds English teachers by saying: speaking is one of the central elements of communication. In EFL (English Foreigner language) teaching, it is an aspect that needs special attention and instruction. In order to provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, condition and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities will gradually help learners improve their English speaking ability.

II. Children picking up English

II.1 The Benefits of Early Language Learning

Young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. Any idea that learning to talk in English is difficult does not occur to them unless it's suggested by adults, who themselves probably learned English academically at a later age through grammar-based text books.

The advantages of beginning early: young children are still using their individual, innate language-learning strategies to acquire their home language and soon find they can also use these strategies to pick up English.

Young children have time to learn through play-like activities. They pick up language by taking part in an activity shared with an adult. They firstly make sense of the activity and then get meaning from the adult's shared language.

Young children have more time to fit English into the daily program. School programs tend to be informal and children's minds are not yet cluttered with

facts to be stored and tested. They may have little or no homework and are less stressed by having to achieve set standards.

Children who have the opportunity to pick up a second language while they are still young appear to use the same innate language-learning strategies throughout life when learning other languages. Picking up third, fourth, or even more languages is easier than picking up a second.

Young children who acquire language rather than consciously learn it, as older children and adults have to, are more likely to have better pronunciation and feel for the language and culture. When monolingual children reach puberty and become more self-conscious, their ability to pick up language diminishes and they feel they have to consciously study English through grammar-based programs. The age at which this change occurs depends greatly on the individual child's developmental levels as well as the expectations of their society.

2. Children's stages in picking up English

Spoken language comes naturally before reading and writing.

Silent period: When babies learn their home language, there is a 'silent period', when they look and listen and communicate through facial expression or gestures before they begin to speak. When young children learn English, there may be a similar 'silent period' when communication and understanding may take place before they actually speak any English words.

During this time parents should not force children to take part in spoken dialogue by making them repeat words. Spoken dialogues should be one-sided, the adult's talk providing useful opportunities for the child to pick up language. Where the adult uses parentese (an adjusted form of speech) to facilitate learning, the child may use many of the same strategies they used in learning their home language.

Beginning to talk: After some time, depending on the frequency of English sessions, each child (girls often more quickly than boys) begins to say single words ('cat', 'house') or ready-made short phrases ('What's that?', 'It's my

book', 'I can't', 'That's a car', 'Time to go home') in dialogues or as unexpected statements. The child has memorised them, imitating the pronunciation exactly without realising that some may consist of more than one word. This stage continues for some time as they child picks up more language using it as a short cut to dialogue before they are ready to create their own phrases.

Building up English language: gradually children build up phrases consisting of a single memorised word to which they add words from their vocabulary ('a dog', 'a brown dog', 'a brown and black dog') or a single memorised language to which they add their own input ('That's my chair', 'Time to play'). Depending on the frequency of exposure to English and the quality of experience, children gradually begin to create whole sentences.

Understanding: understanding is always greater than speaking and young children's ability to comprehend should not be underestimated, as they are used to understanding their home language from a variety of context clues. Though they may not understand everything they hear in their home language, children grasp the gist – that is they understand a few important words and decipher the rest using different clues to interpret the meaning. With encouragement they soon transfer their 'gist' understanding skills to interpret meaning in English.

Frustration: after the initial novelty of English sessions, some young children become frustrated by their inability to express their thoughts in English. Others want to speak quickly in English as they can in their home language. Frustration can often be overcome by providing children with 'performance' pieces like 'I can count to 12 in English' or very simple rhymes, which consist of ready-made phrases.

Mistakes: children should not be told they have made a mistake because any correction immediately demotivates. Mistakes may be part of the process of working out grammar rules of English or they may be a fault in pronunciation. 'I goed' soon becomes 'went' if the child hears the adult repeat back 'yes, you

went'; or if the adult hears 'zee bus' and repeats 'the bus'. As in learning their home language, if children have an opportunity to hear the adult repeat the same piece of language correctly, they will self-correct in their own time.

3. Factors affect children learning English.

a. Gender differences

Boys' brains develop differently from girls' and this affects how boys pick up language and use it. Sometimes mixed classes make little provision for boys, who may be overshadowed by girls' natural ability to use language. If young boys are to reach their potential, they need some different language experiences with girls and their achievements should not be compared with those of girls.

b. Language-learning environments

Young children find it more difficult to pick up English if they are not provided with the right type of experiences, accompanied by adult support using 'parentese' techniques. Young children need to feel secure and know that there is some obvious reason for using English. Activities need to be linked to some interesting everyday activities about which they already know, eg sharing an English picture book, saying a rhyme in English, having an 'English' snack. Activities are accompanied by adult language giving a running commentary about what is going on and dialogues using adjusted parentese language. English sessions are fun and interesting, concentrating on concepts children have already understood in their home language. In this way children are not learning two things, a new concept as well as new language, but merely learning the English to talk about something they already know. Activities are backed up by specific objects, where possible, as this helps understanding and increases general interest.

c. Parental support

Children need to feel that they are making progress. They need continual encouragement as well as praise for good performance, as any success motivates.

Parents are in an ideal position to motivate and so help their children learn, even if they have only basic English themselves and are learning alongside their young children.

By sharing, parents can not only bring their child's language and activities into family life, but can also influence their young children's attitudes to language learning and other cultures. It is now generally accepted that most lifelong attitudes are formed by the age of eight or nine.

III. Teaching English speaking skill for children

Recently, English has become an international language that is taught by many people in the world. By mastering English, people can communicate with other people especially with foreign people easily and it can reduce misunderstanding in communication. In Vietnam, English now is the first foreign language which is taught to the students at school. Thus, English should be taught to the children as early as possible.

The aim is to make the children as the young learner familiar with English. Teaching English to the young learners in general and beginners in particular is not easy because English is not their mother tongue and it is a new thing for them. However, teaching English for children has not only advantages but also disadvantages. The interest of students in learning English is needed as the key to make them easier in mastering English itself. The teacher should have a good and an interesting technique to introduce English for them, so that the young learners will be interested and motivated to learn English.

1. Advantages

Firstly, children are always eager to join in fun activities such as game, outdoor activities, group work... There are a lot of ways to introduce English to the young learners. One of them is by using games. As we all know that children like play, so by using games as the teaching method the students can be more interested to learn English. Games are not only for fun but also for motivating students to master English fast and easily. The first advantage of applying some

games in teaching learning process was the students could be more interested in learning the material. When the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the occasion the teacher could deliver the material very well and the students could understand what they had learned on that day.

The second advantage of applying some games in teaching learning process was the teacher didn't need to explain too many materials. The teacher just explained the materials needed by the students because they can understand the material on that day by doing the games. The games could give the students more chance to understand the materials given because through playing they can learned something without realized that.

Besides, we also know that young learners have a high curiosity in learning something new. But they will be able to get bored easily if there is the same method in teaching. So the various kinds of fun activities are needed to attract them and increase their attention in learning English. One of the fun activities which can be used in teaching English to the young learners is by using games.

According to Harmer, "At the same time children's span of attention or concentration is less than adults. Children need frequent changes of activity: They need activities which are exciting and stimulate their curiosity: They need to be involved in something active (They will usually not sit and listen)" (Harmer, 1991:7) Learning by doing is a good way to make them easy in understanding about English, because with doing fun activities by themselves, they will find it easy to remember and easy to learn about the material which is taught by the teacher.

By doing fun activities the students will be more interested, motivated, and easy to understand about the materials. teacher should be able to create some various fun activities. The aim of that way is to make the student easier in understanding the materials and easier in memorizing the new words. Through experiences

with situations in which a language is used by the students, they will be easy to learn and used the language.

2. Challenges

The first challenge of applying games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made it difficult for teacher to control them.

The second challenge of applying some games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

From all the explanation above, it shows that the using of games is good method for teaching English vocabulary especially by applying the creative activity one but there were also some disadvantages in using games in teaching English vocabulary to the young learners.

3. Effective English speaking teaching method for children

Currently the most effective English teaching method of many English centers which involved native English teachers is called immersion language teaching.

What is immersion language teaching method?: Language immersion is a method of teaching language, usually a second language, in which the target language is used as both curriculum content and media of instruction. According to Baker (C. Baker, 2006), there are three generic levels of entry into language immersion education divided according to age: first, early immersion: Students begin the second language from age 5 or 6. Second, middle immersion: Students begin the second language from age 9 or 10. Third, late immersion: Students begin the second language between ages 11 and 14.

In programs that utilize immersion language education, students may enter and begin studies at different ages and different levels. The research shows that early immersion in a second language is preferable to late immersion. Three main

types of immersion can also be found in the literature are total immersion, partial immersion and two-way immersion.

In total immersion almost 100% of the school day is spent in the second language, meaning that almost all subjects will be taught in the second language. partial immersion programs vary in their second language emphasis, spending only some (usually around half) of class time in the target language.

An immersion program type that has become popular in the United States is called two-way immersion. This type can also be referred to as bilingual immersion, two-way bilingual and two-way dual immersion bilingual. Two-way immersion programs “integrate language minority students and language majority students in the same classroom with the goal of academic excellence and bilingual proficiency for both student groups” (Christian, 1997).

Adapted from (E. R. Howard, Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D., 2007)

Chapter 2: STUDY ON HOW TO ATTRACT BEGINNERS TO SPEAKING LESSONS AT POPODOO FOREIGN LANGUAGE CENTER

I. Reality

I.1. Introduction of Popodoo: Establishment and current situation



PoPoDoo International English Language Education Joint Stock Company is directly under Pyramid International JSC, a subsidiary of

multinational corporations English Ladder of English specializing in children's English education in Vietnam. With 30 years of development with a network of 6 companies in Taiwan, 190 companies in China and branches in some other countries such as Korea, Japan, Singapore, Philippines, Malaysia ...

Popodoo's Branch in Hai Phong (Hai phong Popodoo International English Language Education Joint Stock Company) was officially established on Feb, 21st, 2011. The company offers the latest English teaching methods, curriculum in Asia for children ages 3 to 12. With that as the standard of teachers is trained in Vietnam, in collaboration with the use of IT - Board in order to maintain teaching quality assurance best teaching, focusing on objectives, academic performance, and students considered the center of teaching and learning activities. Development of the basic eight young potential, improve the quality of education by creating opportunities for children to foster outstanding talent in the future.

I.2 Teaching and learning condition

Popodoo Foreign Language Center at this moment there are about 40 classes with about 8 to 18 students in a class. The students from 3 to 12 years are distributed into classes depending on their age and their English proficiency. Classes system are divided in four levels: Popokid classes for students from 3 to 4 years old; Vividoo classes for students from 5 to 6 years old; Windodoo

classes for students from 7 to 9 years old; Samdodoo classes for students 10 to 12 years old. Classes of the same rank are distinguished by the name of each class. Naming for the different classes in the same grade as an additional number from 1 to the common name of the level of class:

For example: Popokid classes will be distinguished by name as follows: Popokid 1, Popokid 2, Popokid 3 ... We also have Vividoo 1, Vividoo 2, Windodoo 1, Samdodoo 1 ...



A class at Popodoo normally has 2 to 3 teachers: one or two main teachers and one assistant teacher. The main teachers can be Vietnamese or foreigner. The assistant teacher is Vietnamese. The primarily used language in the classroom at Popodoo is English. Teachers and students at

Popodoo both have english name. Students learn how to communicate with the teacher in English from the smallest things such as asking for go out or permission to drink...

Colorful and modern classroom: The classroom environment can affect students' behavior, sense of well-being and academic success. A recent study on how the condition of a school building can affect academic achievement provides empirical evidence of the effects of building quality on academic outcomes. Other literature concerning classroom environment discusses these main themes: color, size, sound, light, windows and furniture. A simple, inexpensive fix to a drab classroom is to change the paint color. Studies have shown that classrooms painted with color, lighted with full-spectrum lighting, and devoid of visual noise resulted in students with reduced blood pressure; less off-task behavior, aggressiveness, disruptiveness; and improved academic performance.



Computer and volume: Each class has its own computer which is connected with internet and specially used for teaching. Besides, there are some laptops at teacher's department so that the teachers can take them for specific teaching purpose, even outside classroom.

At Popodoo Foreign Language Centre, computer is a very important teaching tool. All of the teaching documents which are necessary for class are saved in those computers.

Normally, the computer of each classroom is connected with an IT Board, a volume and a projector. At the time when class begins, teacher turns on the



computer or laptop and starts to teach children with the support of this modern teaching tool. Those computers always prove its effect as they are used for almost classes of Popodoo. Music for sing and dance, video for learning vocabulary, speaking, listening and so on... Moreover, the volume system in each classroom makes the sound louder so that all the children can hear clearly.

IT Board: Increase student's interest in English speaking class.

For some parts of the lectures, teachers let students play with IT board. There are numerous of games which can be played by computer and the IT board. As

how it's called, IT board is a very intelligent board due to touching can cause reflection. In other word, when students touch the IT board by their hands, it immediately replies the request. Therefore, it's very convenient for teacher as well as student to use computer in class. Most of students like the IT board very much, especially beginners of speaking class. Many of them are surprised at the first time they saw it. They normally show their extremely exciting when teachers let them play with the IT board. Students always raise their hand and ask for being the first student playing with the IT board.



Projector: Each class has a projector so that students can see a larger imagine. The projector makes imagine several times bigger than it normally is on computer screen. In English speaking class at Popodoo, teacher usually plays some songs, video of short movies, cartoons and DVDs. Large screen created by the projector strongly attract students. Thus they feel much more comfortable, fun, and enjoyable. Even many students feel like they are in a cinema when teacher play a cartoon or short movies...

Table and chair: At Popodoo Foreign Language Centre, table and chair are specially designed for children as we understand that the learning environment is strongly affected children's learning result. The tables are round and normally pink. The chairs are colorful with four main colors involved red, blue, green and yellow.



White board: The white board at Popodoo is easy to move from place to place because of two wheels. In addition, there are many different markers which are used to write on this kind of board. Students are interested in using markers of different colors such as black, blue and red to write words, draw pictures on the white board.

Cabinet: The cabinet of each classroom is very useful in putting student's schoolbag, clothes and so on. It's also colorful and convenient to use. The shape of the cabinet is not the same in every classroom. Thus, each classroom has its own prominent characteristics. Besides, a good habit is also created by using the cabinet. Students are required to put their schoolbag, clothes and so on in those cabinets. They also learn how to arrange their own cabinets so that they are tiny and clear. Moreover, students not only remember the position of their cabinets but also remember the color of them. Through such small activities, students have meaningful and significant experience that is very necessary later in life.

I.3 English teaching staff

Popodoo Foreign Language Center current time has 8 Vietnamese teachers, 4 foreign teachers and 10 assistant teachers. Advantageously, all of the teachers at Popodoo graduated from university and have a great deal of practical experience in teaching English. They are all interested in teaching professional and they are very enthusiastic in teaching and helping students; they always prepare their lectures carefully and thoughtfully.

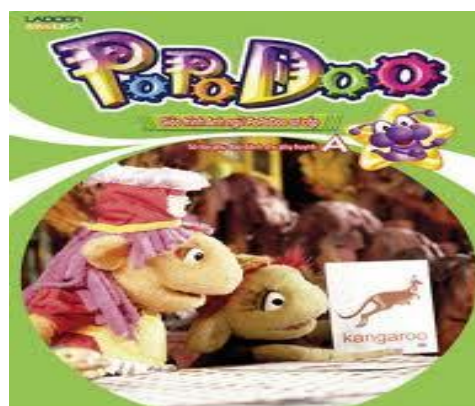
At present, Popodoo Foreign Language Center has 4 foreign teachers. The teaching time of foreign teachers in class depends on the class features which normally involve age, learning time and content of the lecture. With all classes at Popodoo, foreign teachers give the first lecture one month after the class began. As usual, the teaching time for class at Popodoo lasts 1 hour and a half and the total time is distributed to variety of activities. Thus, foreign teachers just stay in each class for 30 minutes to one hour and take responsibility for the most important part of the lecture that is normally pronunciation or speaking.

Good voice, good pronunciation is foreign teacher's obligatory requirement. As a matter of fact, Popodoo's foreign teachers are also active, humorous. They usually stimulate students by the way of naturally expressing themselves. Students are eager to communicate with foreign teachers and they are strongly attracted by foreign teachers' expression. In talking with foreign teachers, students must speak English because foreign teachers do not understand Vietnamese. That is the reason why sometimes students have to use both English and body language to express themselves. Through such learning environment, students get significant progress in short time.

Vietnamese teachers are responsible for students' quality and quantity of each class. Vietnamese teachers together with foreign teachers and assistant teachers are in charge of holding class, keeping class as in order. In addition, they always have to find the new techniques to attract and stimulate student so that students can improve themselves as fast as they can. Understand and appreciate the school's philosophy and transmit it to students. Create the optimum atmosphere for learning and interaction in the classroom and monitor the general progress of students. Work in close co-operation and harmony with other members of staff in the interests and needs of students. Develop interest in professional advancement by improving their skills, knowledge and methodology. Popodoo present time has about 10 assistant teachers who take responsible for writing

communication books, making and giving mark for students' homework. Assistant teachers are also cooperated with main teachers in controlling the class.

I.4 Popodoo's curriculum



The Popodoo's curriculum with vivid animation methods combined with diversified teaching methods and multimedia help students learn English more fun, comfortable. More than 400 experts in psychology, linguistics, education ... took part in the process of making Popodoo's curriculum. The curriculum has been widely used in many Asian countries: China, Singapore, Taiwan, Japan, Korea, Malaysia ... The curriculum includes: 75 books + CD 174, CD-R, DVD. *Popodoo's curriculum learning method:* Curriculum: books, CD, CD-R, DVD. Learning by television program: "One day of Popodoo"; online learning, and learning at Popodoo Foreign Language Center.



Cartoon series: "One day of Popodoo" on television.

There live a lot of lovely DooDooos in a mysterious DooDoo city on earth. The



news of Olympic 2008 will be held in Beijing has been spread out. The congress of DooDoo city therefore makes a decision to assign a delegation for Olympic game this

time. They can also take this chance of making friends with human beings. PoPoDoo, ViViDoo, WinDooDoo, and DooPaPa are all excited about the news. They all want to be a member of the delegation without exception.

One day, Olympic commission announced the new requirement for the delegation-English Speaking ability required. This is a great difficulty for DooDoo family. To everybody's surprise, at the time of being anxious, English-speaking SamDooDoo is descending from the air. He becomes the nature English teacher in



DooDoo family. There is also another student-DeeDeeBig, join in the learning projects.

This is where the story begins, a happy DooDoo family: One day, Olympic commission announced the new requirement for the delegation-English Speaking ability required. This is a great difficulty for DooDoo family. To everybody's surprise, at the time of being anxious, English-speaking SamDooDoo is descending from the air. He becomes the nature English teacher in DooDoo family. There is also another student-DeeDeeBig, join in the learning projects.



The genius Musician Mr. Bang was born at the time of magic seed sprouted. DooDoo family can enjoy the wonderful music thereafter. WinDooDoo and SamDooDoo cooperate with each other and earn their

own pet Robot-Key man. Because of “toothbrush” event, PoPoDoo has acquaintance with MoMoKe, a homeless child with an ugly face but also with a kind heart. He can speak English very well. PoPoDoo invite MoMoKe to live with DooDoo family.



However, MoMoKe still has problem to walk out being with people due to poor self-esteem. In this case, they become secret friends. MoMoKe teach PoPoDoo in secret. By doing this, PoPoDoo improves his English very fast, which make SamDooDoo raise his doubt.

Naughty X who plays tricks all the time become new neighbor of DooDoo family. He makes the children happy but also annoy. Everything happened to



their life is always interesting. They learn knowledge from playing game; they earn friendship from contradictive argument. Under a series of funny stories, we can find their English speaking improved as fast as a jet. Time keeps passing by....

Unexpected, PoPoDoo found a strange “house”. He gives it to homeless MoMoKe as a present. With PoPoDoo’s help, MoMoKe finally walks out from



his own world and become a good friend of the children. In a party at MoMoKe’s home, X touches a button accidentally. PoPoDoo and ViViDoo’s parents suddenly show up on a big screen. Then PoPoDoo and ViViDoo realize that they are not from DooDoo city but from DooDoo planet in the outer space. Besides, the strange “house” is exactly the spaceship that

brought them here. At the time of such shock, rear door of the spaceship automatically open....



I.5 Communication book, stickers and gift

Communication book: Connect teachers and parents. It is used as an effective tool of communication between teachers and students' parents. Through communication book, parents may know how their children learn in particular day. The entire student's expression, in class is clearly noted on communication book. Moreover, the content of lesson, homework are also printed and stuck on communication book.

After class, depends on students behaviors and how students participated in lesson, teachers give students some stickers. Students can use those stickers to exchange for gift from Popodoo Foreign Language Center. There is a cabinet with many gifts inside placing on the first floor of Popodoo so that everyday, every student can see them. Not only children but also adult like gift very much so that's the reason why those small stickers and gift can stimulate students a lot in learning English.



I.6 Popodoo's English teaching program for children.

Children's language programs are rapidly gaining in popularity as parents realize that teaching a second language to their kids helps enhance their cognitive development, resulting in better grades and higher test scores later in life. Parents are also drawn to increasing their children's cultural awareness to help them succeed in our multi-cultural society.

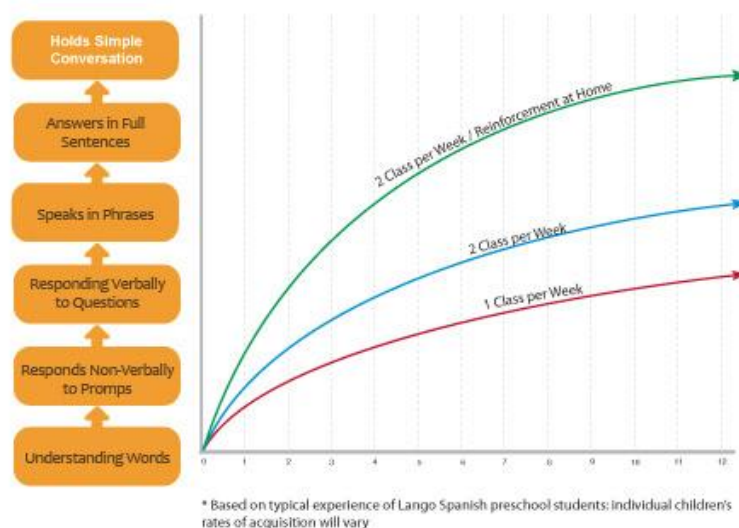
Quality language programs are necessary for kids. But more important than the developmental edges that kids acquire when learning another language, is the simple value of exposure to other ways of communicating, understanding and ultimately living. The lessons other cultures can teach us is conveyed in their languages, and we believe that by introducing kids to new cultures we can help build a stronger future for our world.

Of course, learning a language is a lifelong endeavor. Learners who start early are most likely to gain benefits ranging from cross-functional cognitive development to accent-free pronunciation. And young learners who then stick with language acquisition throughout their lives through classes, interaction with native speakers at home and travel to other countries are sure to achieve fluency and to reap its many rewards.

Popodoo Foreign Language Center in Haiphong offers courses, curriculum and new teaching method for children. Kids who come to Popodoo' classes learn a new language—especially if they stick with their classes for a year or more. They also make developmental strides that will prepare them to succeed in school, gain an appreciation for other cultures and make new friends in the classroom -- plus they have a great time in the process!

Witnessing children learn another language is exciting! Of course children learn languages at different rates, but children leaning English at Popodoo Foreign Language Center will make strides that may surprise even their parents. First he or she will begin to understand words, then phrases, then sentences. He or she

will also begin to answer simple questions, speak in short phrases and then engage in simple conversation - and be on his way to becoming multi-lingual.



II. Survey questionnaire

1. Participants

The survey questionnaire was thoroughly completed by 5 windoodoo classes (72 students of windoo 5, windoo 14, windoo 15, windoo 16, windoo 18) in Popodoo Foreign Language Center in Haiphong.

2. Purposes of the survey questionnaire

With a view to provide a thorough insight into the real situation of teaching speaking, survey within the scope of the study is conducted in Popodoo Foreign Language Center. The main aim of the study is to collect and analyze data regarding the recognition of speaking. The survey questionnaire is designed for the following purposes: Firstly, to make out the attitude of students toward English speaking lessons. Secondly, to get more information about the situation of teaching speaking skill for beginners of Windoodoo classes (8-9 years old) in Popodoo Foreign Language Centre. Thirdly, to get to know students' problems as well as expectations toward techniques applied in the speaking classes. Finally, thanks to these, how Popodoo attracts beginners for English speaking class will be found out and techniques on using funny activities to improve teaching and learning quality will also be referred.

3. Design of the survey questionnaire

The survey questionnaire consists of 13 questions for students of Windoodoo classes in Popodoo. Students were asked to tick the most suitable answers which correspond with their opinion. The questionnaire is designed as below:

The survey questionnaire for students:

- ➔ *Question 1*: the age of students
- ➔ *Question 2+3+4*: studying on students' learning English time and place.
- ➔ *Question 5+6*: exploring students' opinions on the role of speaking skill and Popodoo speaking lessons.
- ➔ *Question 7+8+9+10*: students' opinion on activities they like and don't like while taking part in Popodoo speaking lessons.
- ➔ *Question 11*: difficulties students encounter when speaking in class
- ➔ *Question 12+13*: students' expected activities for studying

4. Data and analysis

4.1 The age of students (question 1, appendix 1)

Class	Number of students	8 years old students	9 years old students
Win 14	13	10	3
Win 15	16	12	4
Win 16	14	11	3
Win 18	15	12	3
Win 20	14	10	4
Total	72	55	17
	100%	76%	24%

Table 1: The age of the students

The survey was conducted on 5 Windoodoo classes of Popodoo Foreign Language Center. They are Windoodoo 14 (Win 14), Windoodoo 15 (Win 15), Windoodoo 16 (Win 16), Windoodoo 18 (Win 18), Windoodoo 20 (Win 20). The detail number of each class is showed on the table above. The total number

of students joined in this survey is 72 students in which 55 students are 8 years old and 17 students are 9 years old.

4.2 The students' learning English time (question 2, appendix 1)

Total number of students	Students' learning English time		
	Less than 1 year	1-2 years	More than 2 years
72	0	58	14

Table 2: Students' learning English time

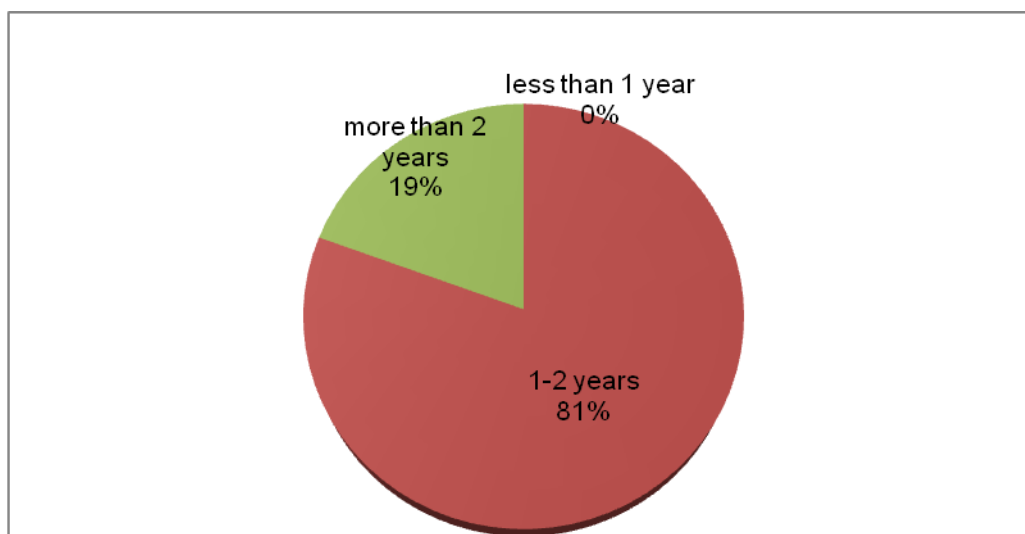


Chart 1: The students' learning English time

The table above indicates the time of learning English of student took part in the survey. As can be seen from the table, of all the students, there is only 19% students who have been learning English for more than 2 years. Whereas, the percentage of students studying English for 1-2 years is about 4 times higher than those students, 81%. None of them has learning English for less than 1 year. From the figures, it's clear to see that almost students have been acquired to study English early from primary school. It is likely there would be not many differences in their levels.

4.3 The students' learning English time in Popodoo (question 3, appendix 3)

Total number of students	Students' learning English time in Popodoo		
	1-3 months	3-6 months	More than 6 months
72	67	5	0

Table 3: Students' learning English time in Popodoo

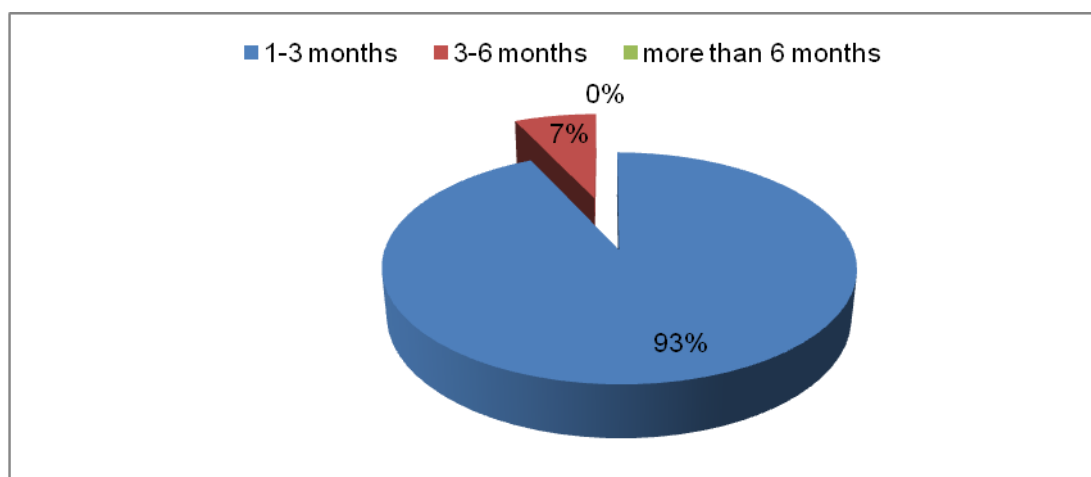


Chart 2: The students' learning English time in Popodoo

This question aims at finding out how long students have been learning English at Popodoo. There are 67 students in total 72 students revealed that they've been learning English for 1-3months, count for 93%. The rest of students have been learning English for 3-6 months, count for 7%. This survey is a consideration of how to attract beginners to speaking lessons in Popodoo Foreign Language Center so it's necessary to know about the students's learning time in Popodoo.

4.4. Reasons for choosing Popodoo to learn English (students can choose more than one answer) (question 4, appendix 4)

Total number of students	Reasons for choosing Popodoo to learn English		
	Teaching staff	teaching equipment	teaching method
72 (100%)	46 (times) 64%	67 (times) 93%	65 (times) 90%

Table 4: Reasons for choosing Popodoo to learn English

Teaching staff, teaching equipment and teaching method are three factors that decide the success of any school or foreign language center. In considering which school or foreign language center for children, parents usually base on these factors. Besides, students also chose the place where they learn depend on those characteristics. School or foreign language with high quality of teaching staff, teaching equipment and teaching method attract more students. Therefore,

their business runs faster day by day. Understanding how importance of these factors, every school and foreign language center always concentrate on increasing the quality of them.

This question researches student's opinion about Popodoo staff, teaching equipment and teaching method. The result also informs us which factor is taking better affect than other one in attracting students. The table indicates that almost students at Popodoo, especially beginners are attracted by Popodoo equipment. As the matter of fact, young students are always interested in some things new, modern and automatic. The teaching equipment at Popodoo meets that demand. 93% students joining in this survey said that they are attracted by Popodoo equipment. 90% students are interested in teaching method and 64% students are satisfied with Popodoo teaching staff.

4.5 Students' opinions toward the role of speaking skill

(question 5, appendix 1)

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, 16.7% 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 2.8%. 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.

Total number of students	Students' opinions toward the role of speaking skill			
	Very important	Important	Not very important	Not important
72 (100%)	58 80.5%	12 42%	2 5%	0 0%

Table 5: Students' opinions toward the role of speaking skill

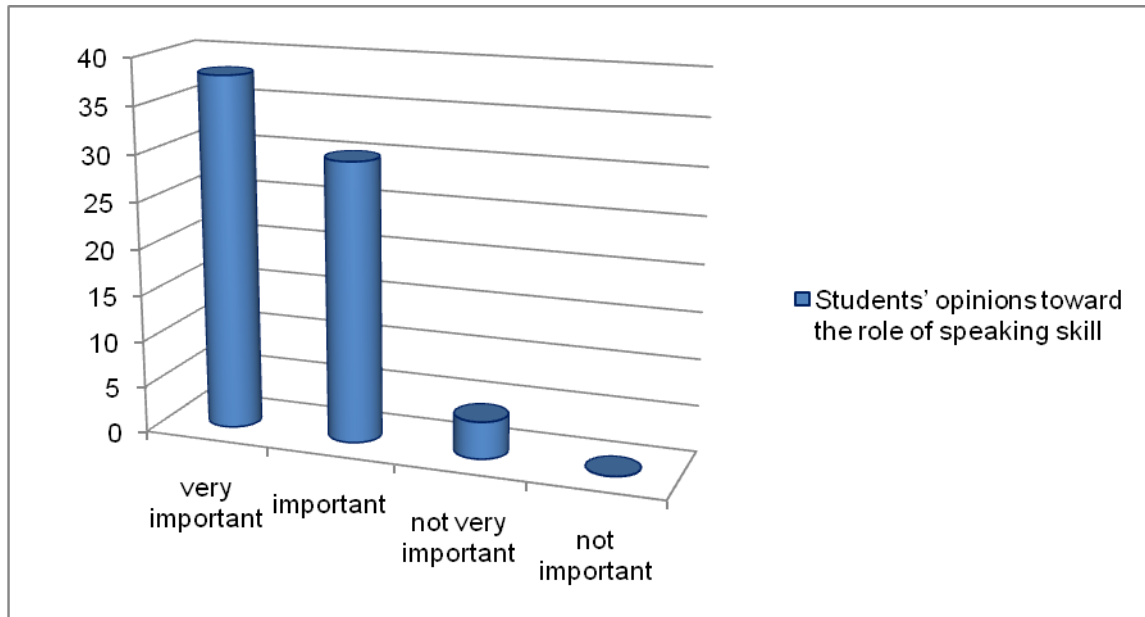


Chart 3: students' opinion toward the role of speaking skill

4.6 Students' opinions toward Popodoo speaking lessons.

(question 6, appendix 1)

Surely, students' favourite lesson can affect their attitude to them. Because many students like speaking lesson, it is clear that this vast of majority of them find the speaking lesson interesting (80.5%), even very interesting (15.3%). 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 in stead of. Therefore, to these students, speaking is not very interesting (4.2%). It raises a question whether speaking lessons satisfy the entire students' needs or not. Is it because they have not been taught enough vocabularies, structures to express their mind in English or they have few chances to express their demand of improving speaking lessons to their teachers?

Total number of students	Students' opinions toward Popodoo speaking lesson			
	Very interesting	interesting	Not very interesting	Not interesting
72 (100%)	11 (15.3%)	58 (80.5%)	3 (4.2%)	0

Table 6: Students' opinions toward Popodoo speaking lesson

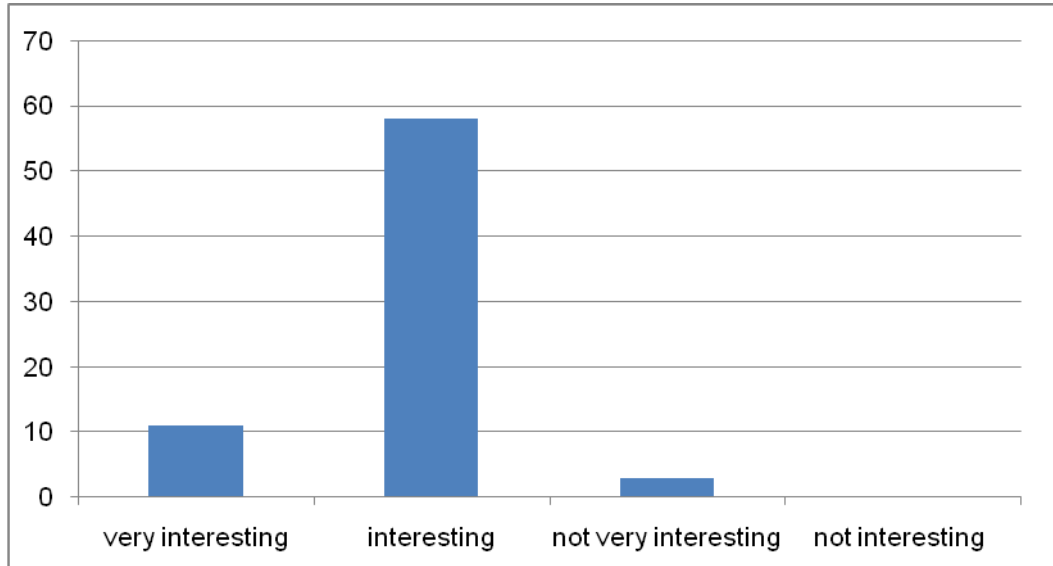


Chart 4: Students' opinions toward Popodoo speaking lessons

4.7 Kinds of working activities in speaking activities

(question 7, appendix 1)

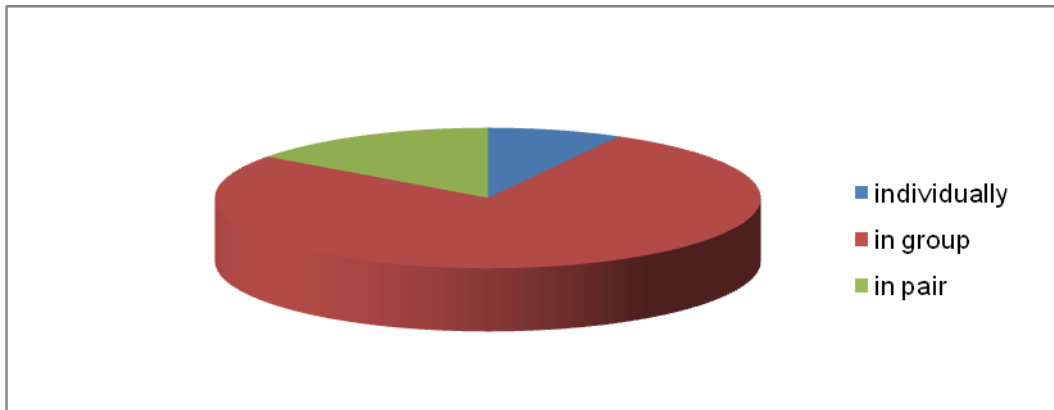


Chart 5: Working activities preferred by students

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.

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

4.8.1 Pre-speaking (question 8, appendix 1)

This question is to find in what way teachers often teach pre-speaking and the level of frequency that techniques are applied. The frequent using of those techniques is shown in the table below.

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Questions	72%	28%		40%	45%	15%
Games	65%	35%		73%	27%	
Pictures descriptions	87%	13%		81%	19%	
Learning by songs	34%	55%	11%	65%	35%	
Popodoo CD & DVD	90%	10%		86%	14%	

Table7: Frequency and effectiveness of adopted techniques in pre-speaking

As has been illustrated in the chart, on students' side, teachers use Popodoo CD and DVD most frequently (90%). Besides, pictures which are often used in class time so as to create activeness in students take the second rank with 87%. Questions and games are also frequently used in pre-speaking (72% and 70% in turn). Specially, students also noted that their teachers rarely use songs and other techniques such as information gap, matching in pre-speaking.

All fact and figures are understandable. First, Popodoo foreign language center has its own curriculum and variety of CD and DVD together with computer system, IT board and projector. It provides favourable condition to teaching and learning. For such reason, the highest percentage of using Popodoo CD and DVD in pre-speaking in particular and speaking in general is understandable. Almost students agreed that Popodoo CD and DVD are very effective in teaching and learning speaking (86%).

Second, young students like to see pictures very much due to there are many things that they can not imagine. Moreover, colourful, beautiful and funny pictures contribute to raise student's interest in speaking. Thus, a large amount of students think that pictures are very effective in speaking lesson (81%). Besides, 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. To this point, teacher uses it frequently and it also proves its effectiveness (53%).

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 73% students agreed that games are very effective.

4.8.2 While-speaking (question 9, appendix 1)

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Flashcards	100%			95%	5%	
Songs		29%	71%	13%	82%	5%
Questions	96%	4%		75%	25%	
Games	100%			100%		
Discussion		15%	85%		60%	40%
Free talk	47%	43%		40%	57%	3%
Drawing	12%	68%	20%		70%	30%
Popodoo curriculum	87%	13%		94%	6%	
Picture description		35%	75%		74%	26%
Popodoo CD & DVD	97%	3%		98%	2%	

Table 8: Frequency and effectiveness of adopted techniques in while-speaking

From students' opinion, through the table above, we can see that using flashcards and games and are most used in while-speaking with the same number of 100%. Popodoo curriculum, questions and Popodoo CD, DVD are also frequently used with 97%, 96% and 87% students said that. While free talk accounts for a high percentage (47%) just a bit number belongs to drawing seem to be less frequently used techniques with only 12%. Songs, discussion and picture description are some times used in while-speaking.

In short, this conveys shows that there is unequal rate among techniques used in while-speaking. Teachers usually focus on some activities how about the effectiveness of these applied techniques?

On the effectiveness of the techniques applied in while-speaking, students and share the same as well as different ideas. Almost students think that games, Popodoo CD and DVD and flashcards are very effective and can be applied more in while-speaking. Of these three techniques, games are the most effective technique with 100% students choose it, the second is Popodoo CD and DVD (98%). It is highly appropriate that these techniques 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.

Flashcards and Popodoo curriculum are considered very effective by 95% and 94% in turn. However, there is a bit sorry through teachers' awareness of the effectiveness of songs, it seems not to be applied much in the reality of teaching while-speaking. In addition, a medium number of students: 74%, 70% and 60% respectively see the effectiveness of pictures description, drawing, and discussion. 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.

4.8.3 Post-speaking (question 10, appendix 1)

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	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Coloring pictures	60%	40%		25%	75%	
Games	87%	13%		100%		
Exercises	90%	10%		15%	80%	5%
Popodoo CD & DVD	35%	65%		80%	20%	
Free talk		42%	58%	10%	78%	12%

Table 9: Frequency and effectiveness of adopted techniques in post-speaking

Running through the table 7, we can easily see that students give different numbers which indicate the frequency of techniques used in post-speaking. First, to students' point of view, there is a great number of games (87%) popularly used in post-speaking. In a common way, children lean and play together brings great effect so that 100% students considered games 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.

Exercises take the second rank of frequent using with 90% but just small number of students considered doing exercises very effective (15%). The majority think that it is normal, even some students do not like to do exercises very much, 5% students think that doing exercises is not very effective. Besides, colouring pictures are used less frequently with the percentage of 60%.

Also from student's point of view, 35% students considered Popodoo CD and

DVD are frequently used. However, free talk is rarely used in post-speaking. In Popodoo, students are all young and their English level is still low. Thus they do not have many things to say so free talk is less used than others techniques.

4.9 Students' opinions about difficulties when speaking in class

(question 11, appendix 1)

Difficulties	Students	
I do not have enough words to express what I want to say.	60	83%
I am shy.	45	64%
I am afraid of making mistakes.	36	50%
The lessons are too difficult for me.	4	5.5%
My friends do not cooperate with me.	14	19%
I do not understand what people speak to me.	51	71%
I am not interested in speaking.	5	7%
Other difficulties (grammar, pronunciation, laziness...)	17	24%

Table 10: Students' opinions about difficulties when speaking in class

This question is raised to explore students' awareness 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: 60 students among the total of 72 (makes up 83%). The shyness (including nervous, timid...) and fear of making mistakes are also popular, makes up 64% and 50% 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 do not cooperate with them (19%). 7% students are not interested in speaking while 4 students find the lessons too difficult to them (makes up 5.5%). The misunderstanding and other occupies 71%. What is about the other difficulties? For students, there are many difficulties when speaking in class. They are mostly poor vocabulary, pronunciation, laziness and

psychology barrier (24%).

4.10 Activities students expect teachers to apply more in a speaking lesson. (question 12, 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 such as teaching through songs, free talk; organizing activities like questions, learning by Popodoo curriculum, Popodoo CD & DVD, learning with foreign teachers and flashcards; compound activities for example games, draw activities, coloring pictures.

As we can see in the chart, 57% of students prefer compound activities. This makes us think of two sides. The first one, it is understandable that these types of activities (games, draw activities, coloring pictures) 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 addition, the organizing activities which should be concentrated also occupy 32%. A possible explanation for this lower number is that students find these activities as not attractive as compound activities or maybe they have not practised them yet, for example: questions... A fewer percentage 21% 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.

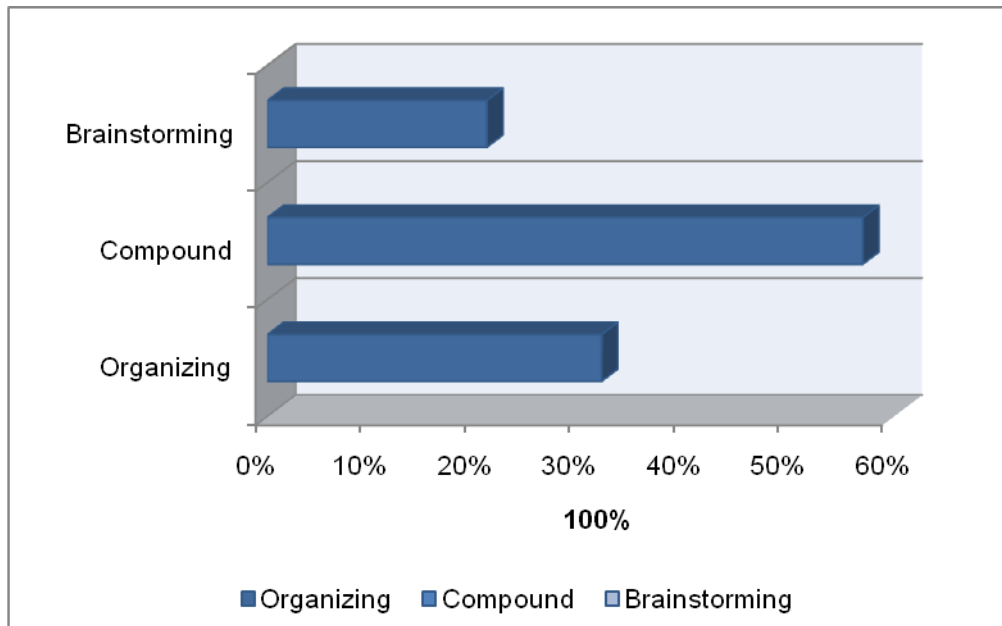


Chart 6: Activities students expect teachers to apply more in a speaking lesson

4.11 Students’ expectation of improving their English in a speaking lesson (question 13, appendix 1)

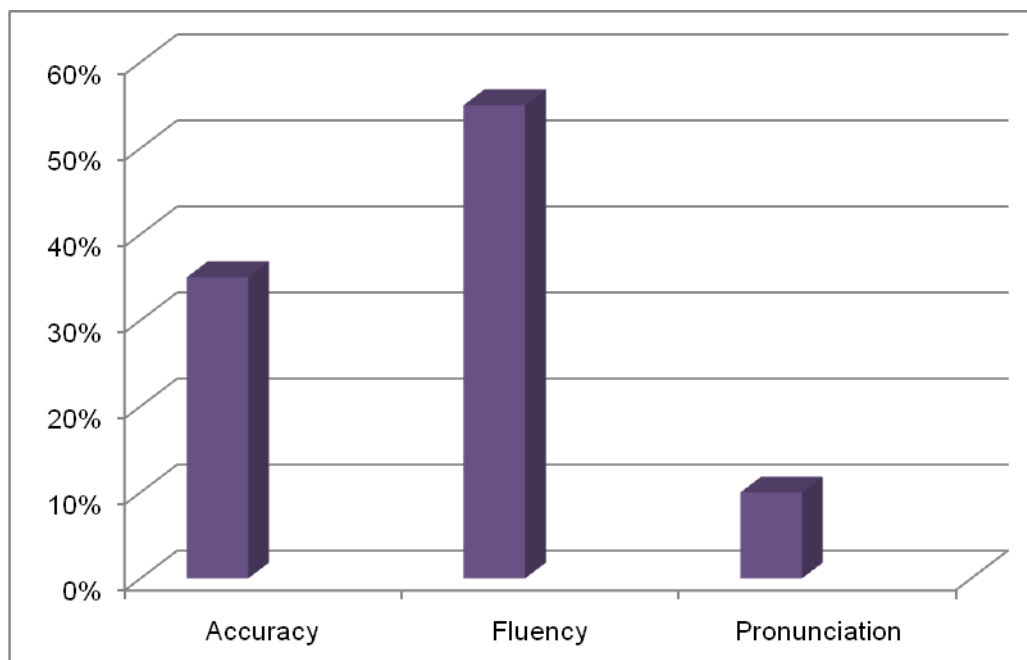


Chart 7: Students’ expectation of improving their English in a speaking lesson

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.

III. Findings and discussion of findings

Since the survey and interview are restricted to only small number of students, surely the result can't totally reflect the real situation of teaching speaking skill at Popodoo Foreign Language Center. 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. 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 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, shyness and fear of making mistakes. 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, coloring pictures, 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. 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%).

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 questionnaire for students, we have an overview on English teaching and learning situations in Popodoo Foreign Language Center as well as the fluency of adopted teaching techniques and their effectiveness from 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 beginners in a speaking lesson at Popodoo Foreign Language Center in Haiphong.

Chapter 3: SOME SUGGESTED TECHNIQUES TO ATTRACT BEGINNERS TO SPEAKING LESSONS IN POPODOO FOREIGN LANGUAGE CENTER

I. Lesson's procedures changes to raise the children's interest of English speaking activities

Although the teaching method in Popodoo is new and effective, the way of everyday used the same procedures of lesson make many students bored with. Normally the model of a lesson in Popodoo involved 5 steps and they are arranged as follow: dance – vocabulary – speaking activities – games – review. Students who have already learnt in Popodoo for over 1 month become familiar with the order of those activities. When class begins, students make line to prepare to dance ever before teacher's requirement. Keeping class in order and discipline is importance but sometime, always teaching in the same way can decrease student's interest and the effect of the lesson.

For such reason, lesson's procedures changes are necessary to raise the children's interest of English speaking activities. The model of lesson can be changed as follow:

Model 1: games – vocabulary – speaking activities – dance - review

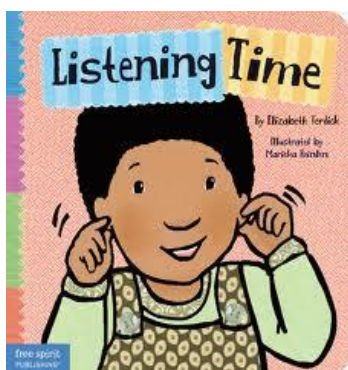
Model 2: vocabulary – games – speaking activities – dance - review

Sometimes, just small change in the way of teaching in class also makes a surprised result. Children are eager to new thing; new way and they are interested in trying them. Thus, teachers should be more flexible in teaching children to create the most favorable learning environment for them. Especially in Popodoo, with the support of modern equipment, I believe that changing the procedures of lesson and make the lesson's content more interesting and variety is not a difficult problem!

II. Increasing student's interest by using new games and activities

II.1 Pre-speaking

1.1. Listening



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

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



This speaking part of lesson aims at providing students the name of some fruits; it's characteristics; benefit of eating fruits; kinds of fruits which are good for health such as pine-apple, banana, orange, grape, apple, water melon.... Before beginning the new lesson, teacher writes the phrase “kinds of fruits” on the white board 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.

1.3 Pictures description

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.

Teacher shows some pictures on the board 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:** Teacher displays pictures on the IT board as below:



Asks students to observe pictures carefully then each group will describe what activities they see in the pictures. Teacher reminds students to use the structures of present progressive: there are...

For instance: There are three rabbits in the picture.

- **Example given 2: Animals**

Teacher shows some pictures about animals on IT board.



- Lets students look at and describe those animals in the pictures. After students have given their presentation, teacher checks and corrects them:

For instance: There are two chickens in the picture.

The octopus has eight legs.

1.4 Pre-questions



This technique can be used in stage pre-speaking to introduce the new lesson. 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. 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. In other way, teacher directly ask student questions related to lesson.

1.5 Teaching through songs

1.5.1 The Influence of music to children

Music is a universal language that can affect anyone in some way or another. In children, the rapid learning and development the brain is going through pronounces this effect.

Many studies have shown that music can improve overall mood. Studies have also shown that music can lead to increased test scores. Music plays an important role in the development of children.

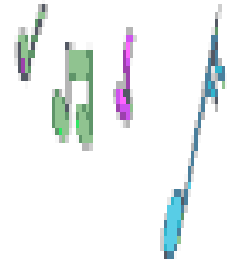
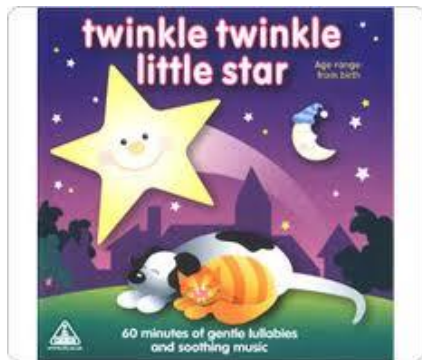


Many studies can improve have also shown increased test important role in children.

Children enjoy nursery rhymes because the melodies are very playful and pleasing to the ear. The physical vibrations and harmonies interact with a child's mind in many ways. A major scale is a collection of notes that generally sound "happy" or "perfect." Because most nursery rhymes are in a major scale, on a subconscious level, this will automatically lift children's moods and spirits. Clapping in the recording encourage the child to clap along, dance and be happy. Children have a natural love for music. They love a good tune with an energetic beat. It's amazing what music can do for a kid. As a powerful stimulant, music can alter your child's mood instantly and create new bonds and memories. We all have our personal stories of using music to calm a colicky baby or playing a favourite lullaby to put a little one to sleep. Music can also make time fly away on a long car ride. And, let's not forget the role that music plays at parties!

Music is very much deep-rooted in our everyday culture. Without it, our lives wouldn't be the same. Take a moment and just imagine what your child's life would be like without ever having heard "Twinkle, Twinkle, Little Star" or "Itsy Bitsy Spider" or the "ABC song." Or, how would they like to watch Sesame Street without any music? It's unthinkable. Music is an inherent part of our

nature and who we are in so many ways. Our experiences with music start in early childhood and unquestionably last a lifetime.



Increasingly enough, more attention is being drawn to the role of music in society and how it influences our children. In recent years, the marketplace has been flooded with innovative toys, videos, and a wide range of baby equipment that play popular nursery rhymes or classical music. Why? Sure, music is enjoyable and fun, but extensive research has shown lately that exposing children to music stimulates their overall intelligence and emotional development. Having children listen to different types of music also nurtures their self-esteem while encouraging creativity, self-confidence and curiosity.

1.5.2. Teaching English by songs with specific topics

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.

Songs create 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. 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. 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, the content ...

Understanding how music affects children and the necessary of using English in teaching English speaking for children, I strongly suggest that Popodoo Foreign Language Center should more frequently used English songs in teaching English speaking. No matter how other effective techniques are used at Popodoo, teaching English speaking for children by songs is still in need. The teaching will take better effects if those English songs are collected, chosen and taught in specific topics such as: family, school, animal, food, body parts, daily activities...

1.5.3 Examples of some typical songs related to specific topics:

a. Topic: Family

Song : A Hug

A hug is a warm and fuzzy feeling
Inside of you and me.
A hug is a little magic something that
Can set your heart floating free.
Sometimes when you're feeling sad and tired
Sometimes when you're sort of feeling blue
A little hug will start your spirits soaring
And will share a little love between us two!



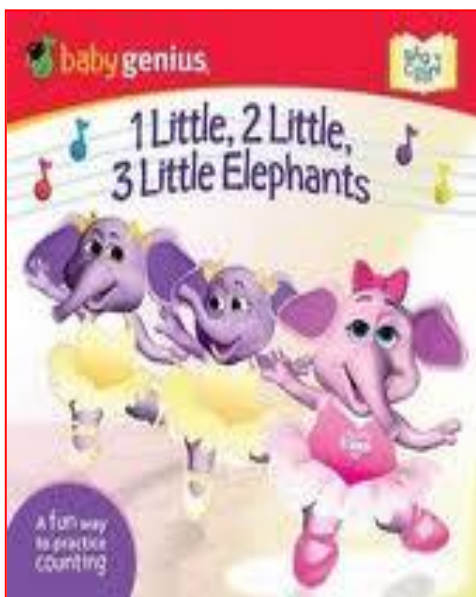
Song: Love Makes a Family



Love makes a family
So many ways that we can be
I want the whole world to see
that love makes a family
I have a friend who was born in Peru
Her mom adopted her when she was
just two
They have fun together in the things
that they do
And their house, it is filled with love
I have a friend whose parents live far
apart

At first she was thinking it would
break her heart
But after some time, she can finally
start to see two houses filled with
love
There is a house across the street
from me
Filled with generations - one, two
and three
Grandparents, parents and a little
baby
Their house is so full of love

b. Topic: animals



Song: Ten little elephants

One little, two little, three little elephants
four little, five little, six little elephants
seven little, eight little, nine little elephants,
ten little elephants.
Ten little, nine little, eight little elephants
seven little, six little, five little elephants
four little, three little, two little elephants,
one little elephant.

Song: Old MacDonald had a farm



Old MacDonald had a farm Ee i ee i oh!
And on that farm he had some chickens, Ee i
ee i oh!
With a cluck-cluck here, and a cluck-cluck
there
Here a cluck, there a cluck, everywhere a

cluck-cluck

Old MacDonald had a farm, Ee i ee i oh!

Old MacDonald had a farm, Ee i ee i oh!

And on that farm he had some dogs, Ee i ee i oh!

With a woof-woof here, and a woof-woof there

Here a woof, there a woof, everywhere a
woof-woof

Old MacDonald had a farm, Ee i ee i oh!

Old MacDonald had a farm, Ee i ee i oh!

And on that farm he had some turkeys, Ee i ee i oh!

With a gobble-gobble here, and a gobble-
gobble there

Here a gobble-gobble, there a gobble-gobble,

Everywhere a gobble-gobble-gobble

Old MacDonald had a farm, Ee i ee i oh!



1.6 Matching

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. 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:** Teacher hangs on flashcards on the white board as below otherwise teacher shows pictures on IT board: *Topic Halloween*

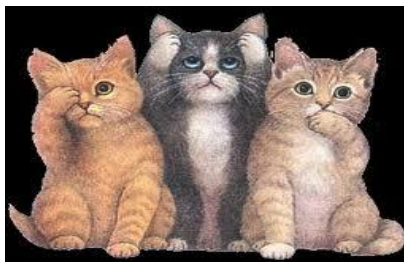
1. mummy
2. ghost
3. skeleton

4. witch
5. pumpkin



- 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.

• **Example given 2:**



This activity helps students in practicing sentences: there is/ there are and question about colors. Ask students to match the questions in column A with appropriate answers in column B. After students give their answers, teacher corrects it.

A: Questions

1. How many cats are there in the picture?
2. How many students are there in the classroom/ in the picture?
3. What can you see in the picture/ garden?
4. What color is the cabinet/ table/ chair/ wall?

B: Answers

- a. there are five students in the classroom.
- b. there are three cats in the picture.
- c. the chair is blue/ the cabinet is pink/ light green...
- d. I can see flowers.

1.7 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.

1.7.1 Hang man game

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.

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 “octopus” in Phonics O. Teacher writes down 7 dashes which represent 7 letters of the word then gives students a clue to guess: “It is a name of animal which lives in the ocean and it has many legs.” Let students guess the word until they find the word or the drawing of a man hanging is finished.



1.7.2 Spelling game

This game helps improve students' spelling and memorization of learnt words. In addition, students will be able to enrich their vocabulary source.

Teacher hangs pictures on the white board and related words in incorrect order. Otherwise put them on the floor and ask students sit around them. 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/ Who know the words raise her/ his hand and teachers pick up some students to give answers.

Example given: topic Mid – Autumn Festival



moon cake	jade rabbit	lantern	Drum
full moon	Moon lady	Lion dance	Moon Festival

1.7.4 “Who am I?” game

This game improves students' imagination and their ability of guessing and gives students more chance to practice making Yes/No question. Teacher divides class onto small groups then instructs the rule: each group proposes a representative coming to the white board or stand in front of his/ her team. Teacher will tell students the occupation then students will do some actions so that students in his/ her team can guess exactly the occupation. The student who is in the board only actions 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.



II. 2 While-speaking

2.1 New games

2.1.1 Four corners

All the students in class join in this game at the same time. Teachers put 4 flashcards at four different corners of classroom. The flashcards can be put on the floor or on the chair.



In Popodoo classroom, the tables and chairs are all colored. The colors are variety involved blue, green, red, yellow, and grey. That is a favorable learning condition for students. For this game, teachers should put flashcards on the 4 chairs of different colors, for example one is on a blue chair, one is on a red chair, one is on the green chair and the last one is on the yellow chair.



Teachers turn on music and students go around classroom or dance follows teachers. Teachers stop music after 30 seconds or 1 minute. When music stop, teachers will say one word, one phrase, one sentence or a requirement related to the English word on the flashcard. Students listen and run to flashcard which teachers say. Than they maybe take the flashcard and repeat the English word.

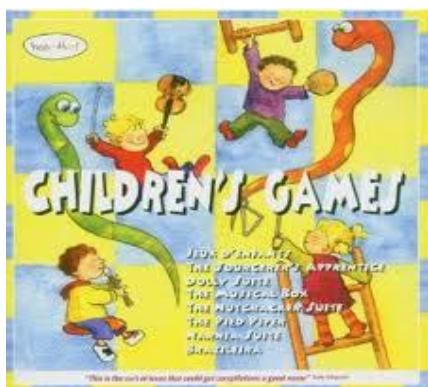
The fist student touches flashcard and says the word exactly will be the winner. Gift for the winner should be a sticker or giving high five to teacher. Of course, teachers should not forget to praise the winner by telling she/ he did a “good job, well done, perfect, excellent, marvelous...” .

2.1.2 Death corner



This game applies the same way of putting flashcards at four corners of classroom but the rule is changed a little bit. After music is turned on; teachers pick up a student staying at the middle of classroom, ask she/ he closes eyes and catches other students. Sometime teachers or assistant teachers will be the person who stay at the middle of class and catch students. When music is stopped, teachers say an English word or sentence and students run to flashcard.

2.1.3 Stand up questions



Have the students put chairs in a circle, with one less than the number of students. The student left standing has to ask the others a question (in English of course)

Example: Are you wearing glasses? If the answer is yes, then the students with glasses have to stand up and quickly switch chairs, giving the one standing a chance to sit. If the answer is no, the students remain sitting. Lots of fun, and the kids seem to love it and always ask for it. Be careful that they don't get too excited and knock over any chairs.

2.1.4 Zoo Game:

This is a fun activity for young learners on the topic of animal noises. After teaching the animals and their noises sit each student in a different part of the classroom



and assign them as different animals (to make it clearer you can give each student a flashcard of the animal they are representing). Walk around the room and talk to some students, who can only reply as an animal. Others students have to guess what animals are those and make sentences with those animals.

E.g. Teacher: "Hello Yumi", student 1: "Moo! (cow).

Teacher: "What's your name?" student 2: "Roar!" (lion).

Teacher: "How are you, Kenta?" student 3: "Bow-wow!" (dog).

2.1.5 Dog & Cat chase:

Students sit in a circle. Teacher walks around the outside of the circle patting the students on the head saying "dog" each time. Suddenly, teacher says "cat" as she/he touches a student's head and then that student



must chase the teacher around the circle. The teacher must try to sit in the student's spot before being tagged by the chasing student. If the teacher is tagged she/he must touch the heads again. If teacher makes it back without being touched then the chasing student walks around the circle touching heads. This can be done with any variation of English words and teacher can let two students play this game each time instead of a student and a teacher.

2.1.6 Telephone



Got a scrap piece of paper, a pencil and a room full of students. Then you have everything you need to play a fun game of telephone. This game is a great one to play if you are looking for a little peace and quiet in your classroom.

Ask students stand in a line. Write down a funny or educational phrase on a sheet of paper and set it aside. Now whisper the phrase into the first student's ear and have that student whisper it to the next student in line and so on. When the phrase is whispered to the last student in the line, that student



repeats it back to you. You then reveal what the original phrase was, showing them the phrase written on the sheet of paper if they don't believe you.

2.1.7 Silence

If you really want to keep your students quiet, then challenge them to a game of silence. You tell all the students that they can't make a single sound, not even a whisper, as they arrange themselves in order according to different categories that you give them. You might have them arrange themselves in order of height or even in rainbow order according to the shirts they are wearing. See if they can pull it off without communicating verbally.

After that, each team will have to do a task such as describe their team shirts, make up sentences by using the English words they have learnt. Teachers need to stimulate students so that they can make up as many sentences or describe as detail as they can.

2.1.8 Word search

A word search is a word game that is letters of a word in a grid, that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search puzzles have a

theme to which all the hidden words are related. Obviously, this game is useful for spelling of students. Moreover, this game also promote the intelligent of children.



Teacher hands out the photo of word search

to every students in class, and then he guides the rules of this game. 7 minutes are allowed time to find these words.

Example given: Words can go across and down only. Words do not overlap or share letters.

B E A U T I F U L O
 G O I V H M C B W W
 T M O O R H T A B M
 M O O R G N I V I L
 W N E H C T I K F I
 J B E D R O O M G P
 N D A V M R W J K X
 A L L A M S O W H K
 B U H A O E S U O H
 E R N I Z B I G J W

After 7 minutes, teacher asks students how many words they can find when time is up, and then call some of them write their answer in blackboard. Moreover, she will give A mark if the answer is total true with purpose of encouraging their learning. Teacher checks the answer and finds how many percentages of students are total true. Keys of “My house”:



bathroom, beautiful, bed room, big, house, kitchen, living room, small.

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

Example given: making new friends. The speaking part of this unit requires students to ask and answer fluently about age, hobbies... Teacher provides the situation: a new student joining in class and other students communicate with him/ her. Let's make a conversation in which all of you ask and answer about age, hobbies... Teacher can divide class into group or pair. Teacher calls some pairs to play in front of class to compare and make corrections.

2.1.10 Information gap

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

Teacher gives a form or a grid so that students can follow it. Otherwise, teacher writes/ types some sentences/ information on separated paper and each student will take one/ several pieces of paper. 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.

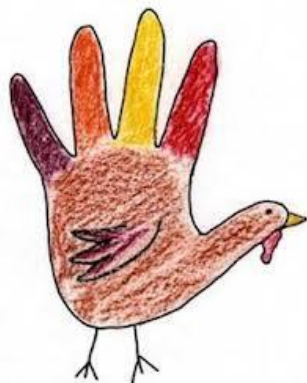
In other way, teacher hands out paper to students. Ask students to work in pair: students will ask other to fulfill the information in the paper. After students finish it, teacher calls some students to report the information they have collected.

2.2 Drawing activity



With the advantages of having white board in every classroom, Popodoo has great potential for carrying out activities related to this board. Draw and description should be more frequently apply in class.

The aim of this activity is practice student's spoken English through picture's description. In addition, it's also enhancing students' imagination and creativeness. This activity reinforces the use of prepositions and the vocabulary of concrete objects students have already learnt before. It is also tests students' ability of memorizing and recalling what they heard from their teachers and friends. Teachers ask students draw things in lesson's content. They can use colorful markets to write on white board. The markers are available in many colors such as red, black, dark blue... It is very convenient for students to draw colorful pictures on the whiteboard. After that teachers ask students describe the picture they draw. Encourage students by keeping class quiet to listen to speakers who are talking, clap hands, nod head, smile to them... make them feel as comfortable and confident as teachers can so that the effectiveness of this activity can be raised.



For example: lesson's content is learning words of phonic H (house, horse, hand, head, hen, hammer) and short sentences: "I have..."; "this is..."

Teacher invites some students come to the board, ask them draw a picture of a hand, a house, a horse, a hen or a hammer...on the board and make several sentences to describe picture such as: I have to hands; this is my hands; this is a white horse...

II. 3 Post-speaking

3.1 Free talk

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. Teacher raises some questions related to the lesson students have studied and ask students to think about it. After several minutes, teacher lets students freely speak.

Example given: Teacher raises the question to students such as: what can you do? What colors do you like?... Students will think about that and share their ideas freely. They certainly have different answers. Teacher lets students say what came up to their mind.

3.2 Games to review

3.2.1 Jumbled words

Jumbled words help students recall the knowledge and words fast and effectively. It is also an useful way of relaxing after a hard lesson. 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: Ask students to work individually or in pairs to guess the words. Who can speak the words fastest and correctly will be the winner.

3.2.2 Game: Gunny



Teacher asks students make two teams or two lines in which two students playing together should in the same English level. Teacher stands or sits on a chair in front of students. Then, teachers show flashcards and ask students say the words or make a sentence. After saying a word or sentence about the flashcards, students must say “bang” towards his/ her partner. Who faster is the winner and the loser must turn back and stay behind the last person of his/ her team or line. This game is very funny and interesting due to the repeated sound “bang, bang...” which students like it very much.

3.2.3 *Simon says*

A good review for any topic. Teachers start every sentence with "Simon says ..." then students do as teachers' requirement. Teachers both say and do action at the same time so that it is easy for students to follow them. When teachers says a sentence without the word "Simon" then students shouldn't follow that instruction. If a student makes a mistake she/he has to sit out until the next round.



For example: lesson's content is topic "in the garden"

Teachers: " Simon says tree, tree, tree

Simon says leaf, leaf, leaf,

Simon says flower, flower, flowers

Garden, garden, garden".

If students do action of "garden", he/she will be loose. For this reason, students must pay much attention to teachers' word. After several times being the loser, student will be punished. The punishment maybe is reading some English words, making sentences or singing an English song...

3.2.4 Asking questions

To practice any others phrases, sentences such as "there is/ there are". Give your students a list of questions, and have them go around the school, park in order to answer the questions.

Questions could be:

How many doors are there in the school?

How many teachers are there in the school in this moment?

How many plants are there in the hall?

How many tables are there in the classroom?, etc...



3.2.5 Word-cue-drill

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. Teacher gives the suggested words, students have to base on these word-cues to complete the sentences and speak. Examples: am/ I / a/ student.

Are/ there/ many/ how/ chairs/ class/ in/ the?

My father/ a/ doctor/ is.

3.3 Coloring activities

Advantages of coloring pictures in children learning

Color Encourages Learning: Children learn and retain information longer when color is used in educational material and in the classroom. Eighty percent of the brain receives information visually. Color stimulates the visual sense and encourages the retention of information.

Different Colors Cause Different Moods: The colors red, orange and yellow stimulate and increase brain activity. The colors green, blue and violet induce relaxation. Teachers can design classroom decor to match either an active or relaxed style of learning. Classroom assignments and presentations can use color to enhance learning.



Children that are overly stimulated could benefit from the relaxing colors. Children with attention disorders can benefit from brain stimulating colors.

Children Remember Colors Better Than Verbal Cues: A study conducted in 1999 by Vuontella, showed that children remembered color cues better than verbal cues. Combining lesson material with colors can help children to memorize information. For instance, flash cards with facts can be presented with colored back grounds. Each fact can have a different colored background. The students will associate the color with the fact, helping them to recall the information.



Color and Creativity: Color inspires creativity and encourages students in coming up with new ideas. The use of color not only assists students in artistic projects, color stimulates creativity thinking towards story writing and helps students to evaluate and solve questions.

Colored Writing Utensils: The simple adjustment to classroom instruction of allowing students to use various colored pens and pencils to complete their schoolwork, has proved to motivate students to do their schoolwork. It also hold the student's attention span for longer periods of time, and helps to retain classroom information.

1. Some kinds of typical coloring pages



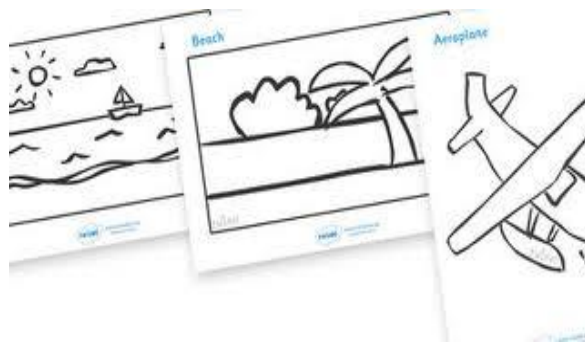
Cartoons and characters coloring pages: most of children love drawing and coloring cartoon coloring pages which including favorite cartoon characters like SpongeBob, Dora the Explorer, Ben 10, Harry Potter, Hello Kitty, Snoopy and many more.

Family, people and jobs coloring: great coloring pages of people and jobs that are important for our community. This way help children learn about important community helpers like the police, doctors, scouting and firemen.

Fantasy and medieval coloring pages: Let the imagination of children run free with those coloring pages of elves, fairies, dragons, knights and princess coloring pages.

Holiday and seasonal coloring pages: Coloring pages featuring children’s favorite holidays and seasons, they will have a great holiday time coloring their favorite holiday coloring pages such as Christmas, Tet holiday, Halloween, Mother's day and many more.

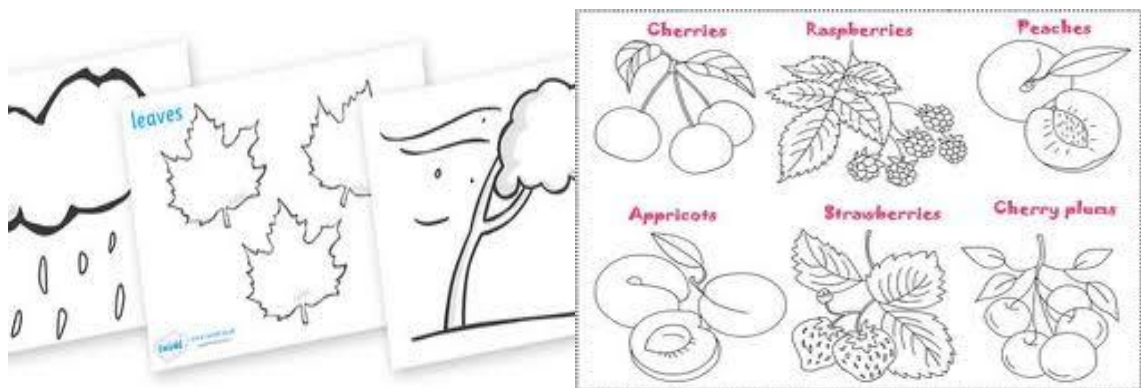
Nature and food coloring pages: Fun and educational nature coloring pages for children. They will love these nature coloring sheets of fruits, trees and rainbows. Food and drink coloring pages are also found in this section.



Sports coloring pages: Hundreds of free sports coloring pages that parents and teachers can print for children. Sports fans will enjoy coloring these sports themed coloring pages. Sports include basketball, baseball,

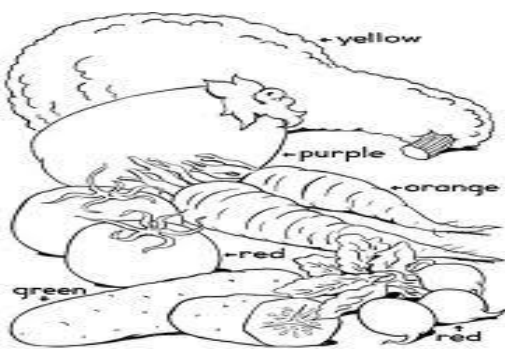
football, soccer, ballet and many more!
Transportation coloring pages: Transportation coloring book pages can be printed and colored. Printable coloring pages of trains, boats, helicopters, cars and many more cool vehicles!

2. How to carry out coloring activity in class?



This activity should last 10 to 15 minutes. Teachers desired the coloring pages so that it is suitable for content of each lesson. There are maybe one or some pictures on a coloring page and besides that the English words, phrases,

sentences about those pictures are next to or under the pictures.



The requirements for coloring pages are also variety. They all contribute in helping children remember the lesson's content.

Teachers maybe ask students color the pictures with different colors so that students can both learn the new word and colors. Otherwise teachers ask students read/ say the English words, phrases, sentences while coloring pictures. Then teachers check them after students finish coloring; ask them not only say the words but also phrases and sentences. Meanwhile related question bout the lesson's content is also necessary.

At Popodoo Foreign Language Center, it is very seldom to see coloring activity talking place. Due to its effectiveness in many aspects, Popodoo teachers should pay more attention in using this techniques.

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 Haiphong Popodoo Foreign Language Center so that how to attract beginners to 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.

Appendix 1: The survey questionnaire

Dear students,

This survey questionnaire aims at finding out your attitude and your expectations towards speaking lessons at Popodoo Foreign Language Center. Your answers will be used for researching purposes of my graduation paper entitled “a consideration of how to attract beginners to speaking lessons in Popodoo Foreign Language Center”. Thank you for your cooperation in completing this survey questionnaire.

1. How old are you?

- 8 years old
- 9 years old

2. How long have you been learning English?

- Less than 1 year
- 1-2 years
- More than 2 years

3. How long have you been learning English at Popodoo?

- 1-3 months
- 3-6 months
- more than 6 months

4. Why do you choose Popodoo for learning English? Because of:

- Teaching staff
- teaching equipment
- teaching method

5. In your opinion speaking skill is:

- Very important
- Important
- Not very important
- Not important

6. What do you think about Popodoo speaking lesson?

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

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

- Individually In group In pair

8. 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						
Games						
Discussion						
Pictures description						
Learning by songs						
Popodoo CD & DVD						

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

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Flashcards						
Songs						
Questions						

Games						
Discussion						
Free talk						
Drawing						
Popodoo curriculum						
Picture description						
Popodoo CD & DVD						

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

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Coloring pictures						
Games						
Exercises						
Popodoo CD & DVD						
Free talk						

11. 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 speak to me
- I am not interested in speaking

Other difficulties:

12. Please rank the following activities from 1(the most interesting) to 10 (the least interesting) in this table:

Activities	Rank
Coloring pictures	
Flashcards	
Popodoo curriculum	
Drawing	
Learning by songs	
Free talk	
Games	
Learning with foreign teachers	
Popodoo CD & DVD	
Questions	

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

- Accuracy
- Fluency
- Pronunciation