

**HAIPHONG PRIVATE UNIVERSITY**  
**DEPARTMENT OF FOREIGN LANGUAGES**

**GRADUATION PAPER**

**A STUDY ON HOW TO IMPROVE ENGLISH  
SPEAKING SKILL THROUGH EXTRA- ACTIVITIES  
FOR THE FIRST YEAR ENGLISH NON- MAJOR  
STUDENTS IN HAI PHONG PRIVATE UNIVERSITY.**

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Hai phong- June 2009

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TR- ỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

Sinh viên: .....Mã số:.....

Lớp: .....Ngành:.....

Tên đề tài: .....

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## Nhiệm vụ đề tài

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

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

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3. Địa điểm thực tập tốt nghiệp.

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## **CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP**

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Cơ quan công tác:

Nội Dung hướng dẫn:

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

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

Đã nhận nhiệm vụ Đ.T.T.N  
Sinh viên

Đã giao nhiệm vụ Đ.T.T.N  
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Hải Phòng, ngày.....tháng .....năm 2009

**HIỆU TRƯỞNG**

## PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

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

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3. Cho điểm của cán bộ hướng dẫn  
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Hải Phòng, ngày.....tháng.....năm 2009  
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## **NHẬN XÉT VÀ ĐÁNH GIÁ CỦA CÁN BỘ CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP**

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

2. Cho điểm của cán bộ phản biện  
(Điểm ghi bằng số và chữ)

Hải Phòng, ngày.....tháng.....năm2009  
Người chăm phản biện.

### *Acknowledgement*

In the process of completing this research paper, I have received a great deal of help, guidance and encouragement from many teachers, friends and my family.

First of all, I would like to express my deepest thanks to Ms Le Thi Hong, my supervisors for their constant and tireless support throughout this study.

Next, I am indebted to Ms Tran Ngoc Lien, Dean of Foreign Language Department with her useful advices and ideas. My sincere thanks also go to other teachers in Foreign Language Department for their lectures and instructions during the four years which helps me much in completing this study.

Especially, I am profoundly grateful to all the members in my family and friends, who always be beside me, supporting me to complete this paper.

Finally, I wish to thank all those who have kindly given their advice and helped me with source materials during the writing of this paper.

Hai Phong, June 2008

**Nguyen Thi Dieu Huyen- NA 904.**

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## **PART I: INTRODUCTION**

### **1. Rationale**

Nowadays, it can't be denied that English is becoming the common tongue of our global village. Whether you live and work in an English speaking country or need English for travel and fun, English is the passport to success and a deeper understanding of our quickly changing world. Therefore, teaching and learning English is very important and necessary because mastering English is the best and the shortest way for us to have a great deal of opportunities to reach the success of life. The English learner, from elementary pupils to students, from worker to government employers study English with the interest and enthusiasm. But Vietnamese students, especially the 1<sup>st</sup> year English non-major students have a lot of difficulties in learning and practising English speaking skill. They often fall into confusion when speaking English because lack of professional knowledge, confidence, and the good learning method as well. Besides, the learning passive environment with the same and boring lessons without the interesting extra-activities prevent them from practising and improving English. That is the main reason why they don't get the effective result in learning English, especially the English speaking skill.

Due to the above, I make a sketchy presentation on some effective method of studying English with the hope that this can help the first year English non-major students at Hai Phong Private University will study English better in the near future. And one of my suggested methods is to study English speaking through extra-activities. That is the reason why I decided to choose the research with the title "How to improve English speaking skill through extra-activities for the first year English non-major students at Hai Phong Private University"

## **2. Aims of the study and the scope of the study**

### **2.1. Aims of the study**

My study is about to help the first year English non-major students at Hai Phong Private University improve their speaking skill through extra- activities and to prepare for them to the basic knowledge of speaking skill with higher requirement for the next graders. To summarize the above, my study is aimed at:

- Cover background knowledge of speaking
- Find out reality of teaching and learning English at HaiPhongPrivate University.
- Find out appropriate techniques for teaching speaking lessons which draw students's attention into the lesson. The students will feel interested, enjoyable and funny when they come into the speaking lesson. Some good techniques, especially the extra- activities will be given out in order to improve their speaking skill.

It should be noted that this paper shouldn't be considered exclusive to English non- major students at Hai Phong Private university. Infact, the fundamental concepts and result of this paper can be applied to most English learners.

### **2.2 The scope of the study**

There are so many different material resources and researchers that require a lot of time and effort while my personal experience is limited. Therefore, this study can only focus on study some effective techniques in studying English speaking skill, especially through the extra- activities for the first year English non- major students at Hai Phong Private University.

I hope that this study is a good reference material for the English non major as well as all students who wish to get the higher speaking skill.

## **3. Methods of study**

To finish this study, I myself carry out some following methods.

- Researching on reference books and websites.
- Attending English speaking periods at English non- major classes at Hai Phong Private University.

- Interviewing and conducting the survey questionnaires for the first year English non- major students at Hai Phong Private University with a point to find out their recognizations, attitudes of the matter and the difficulties they encounter when practising English speaking skill.
- Basing on my personal experience from my under graduating time in the university through speaking skill at class.

#### **4. Design of the study**

A table of contents with pages numbers in which they are presented with help readers have a clear overview of the research proposal. It also helps readers find the part they need more easily and quickly. The study contains of three parts:

Part I: The introduction are literature review, aims, scope, methodsand the design of the study.

Part II: The development are three chapters:

- The first chapter is Literature Review which provides readers the overview of speaking skill through the extra- activities.
- The second chapter is the Survey Questionnaire for the first year English non-major students. This chapter refers to the analysis and the findings obtained from the survey questionnaires and evaluations from students, interviewing teachers to find out the necessary informations and the discussion of the findings from the survey.
- The third chapter focuses on suggested applicable techniques to teach and practising English speaking skill fo rthe first year English non- major students.

Part III is the conclusion which sumarized all the presented informations.

## PART II. DEVELOPMENT

### CHAPTER I: LITERATURE REVIEW

Firstly, to master the techniques of studying speaking skill, especially for the first year English non- major students of Hai Phong Privste University, it is imposible not to mention the concept of speaking.

#### **1. What is speaking**

Different people use the term “ speaking” in different ways, which can cause much confusion. Speaking a foreign language ususally seems much harder than learning to write and and read it, especially to the first year English non- major students. Often the most important problems peple have with forein language is that they can not speak their thinkings and their ideas as well. In fact, it is likea vicious circle: they make mistakes, they become afraid of speaking and thus they never get the practise which would able to correct their mistakes. Most of the beginning learners do not understand axactly “ what is speaking?”. We only regard speaking sd a simple, easy process that involves speaking the words, the ideas...by speaking out what they think without the correct. So, we had better start by making sure that we are thinking about the same thing when we use this term. As the first step, it would be use ful to undersytand “what is speaking”.

According to the Oxford Pocket dictionary of Current English 2009 “ Speaking is the action of conveying information or expressing one\s thoughts and feelings in spoken language. And speaking used to indicate the degree of accuracy intended in a statement or the point of view from which it is made.”

In the book “ Developing speaking skill” of David Scheter, published on 1999, there is a definition that: “ Speaking is to uuter words or articulate sounds, as human beings to express thoghts by words, as the organs may be so obstructed that a man may not be able to speak”. Meanwhile in the book “ Collins Cobuild English for avanced learner 4<sup>th</sup> edition, published in 2007 definites that “

Speaking is the activity of giving speeches and talks, to indicate the opinion you are giving”.

“ Speaking is also understood is the productive skill in the oral mode. It, like the oral skills, is more complicated than it seems at first and involves more than just pronouncing words” ( In the website Lingua Link Library, Version 3.5, published on CD.ROM by SIL International 1998).

## **2. The purpose of speaking through extra activities.**

Speaking is usually the topic priority probably the most important aspect of the language for communication and students enjoy it. Furthermore, speaking activities improve the atmosphere in the classroom, group dynamic and help build a rapport among students and between students and teachers. Speaking activities are also a good indication of student’s strength and weakness.

When we speak English as a foreign language, it is not simple to repeat what the teacher say. Students have to use activities in speaking as a tool to perform oral tasks with real motivation behind them. When given a purpose, spoken activities are much more rewarding and engaging not to mention motivating.

## **3. Major types of extra- activities.**

There are many useful extra- activities for students to improve speaking skill. Each types of extra- activities has its own characteristic and the using. When you know exactly about the type, the characteristic of extra- activities, you will use it effectively. I have read many different sources from books as well as various websites, and basing on the purpose of speaking through extra- activities that suits for the first year non- major English students, I would like to introduce some typical/ common types of extra- activities which are very useful and easy to practise. They are the language games and telling story.

### **3.1 Using language game.**

#### **3.1.1. The definition of “ language games”.**

One of the language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language fluently. However, most of the researchs finding has shown that most of the students

learning English, especially the English non-major students are quite difficult to improve their English speaking ability since they are customed to use their native language in their daily life. So that, language games is belived can give the positve effect and joyful learning to the sudents in developing their speaking skill. So,what is the language game?

The term of “ language games” refers to the models of primitive languages that invent to clarify the working of language in general. It refers to games that childrens which enable them to learn language.( according to Wittgenstein as cited in Shawver). So, it can be said that, language games not only function as time filling activities but also can bring some educational values that enable the children to learn English.

While Mc Cabe ( 1992) defines a language games as spoken routine for two or more players, meant to repeated many times. This implies that such repetition will enable the chidren to communicate effectively since playing language games will help the children to develop language and thought.

From the definition above, it can be seen clearly that language games do not only provide supportive activities and practises that can motivate the students to interact and communicate, but games can also create opportunities for students to acquire the language in a meaningful way.

In short, it can be said that, language games are able to help students use and practise the target language in a relaxed way.

### **3.1.2. The purpose of language games**

-The purpose of language game is that it can be a very useful teaching technique for the effective and joyful learning. Games also believed can give the positive effect on the student’s interest and motivation in studying English as well as to increase their speaking ability.

- According to Steinberg ( as cited in Arifin 2003) emphasized that games are viable method to achieve many educational objectives such as reinforcement, review reward, relax, inhibition, reduction, attentiveness, retention and motivation.

## **3.2The Story Telling**

### **3.2.1The definition of “Story Telling”**

Story telling is an oral sharing of a personal or traditional story, told using the essence of the tradition from which it originates. As a shared experience between teller and listener, it offers natural language experiences for students.

According to the website: [en.wikipedia.org/wiki/story-telling](http://en.wikipedia.org/wiki/story-telling) there is a definition that; Storytelling is an ancient art of conveying events in words, images, and sounds often by improvisation or embellishment...

While in the website [emotion-research.net/wiki/Glosary](http://emotion-research.net/wiki/Glosary) defines: Storytelling is a style of narrative in which a particular agent- the story-teller-presents a narrative to one or more agents, usually through verbal

According to a definition discussed by member of the National Storytelling Association: Story telling is the art of using language, vocalization and/ or physical movement and gesture to reveal the elements and images of a story to a specific, live audience. A central, unique aspect of story telling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story.

In conclusion, story telling also is an interactive performance art form, is a process, a medium for sharing, interpreting, offering the content and meaning of a story to an audience.

### **3.2.2 The purpose of using storytelling**

Storytelling can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels. The teacher should model storytelling before expecting students to tell stories. As well, students should have opportunities to listen to Native Elders and other storytellers who can provide enjoyment and act as role models for their own storytelling experiences.

Storytelling can be a nurturing way to remind children that their spoken words are powerful, that listening is important, and that clear communication between people is an art.



#### **4.The importance of using extra- activities.**

Success in speaking skill through extra- activities can open a whole world of opportunities for all of us. It can help our students conquer new frontiers. Especially, the first year English non- major students can broaden horizons through personal development influence, and influence the social behaviour of students.

##### **4.1.using extra- activities improve the personal development**

The extra- activities help the beginners,especially the first year English non-major students realize self- worth through the personal satisfaction he experiences whenever take part in the extra- activities.

The extra- activities are building the confidence in students for speaking skill and strategies. These starting small will help the the students a lot in the professional years in the future. That ways, students don't feel the pressure and burden when it comes their term to present a presentation, speak out their ideas, feeling.... The extra- activities also reduce the anxiety and rising the interesting and the exciting as well when they practising English speaking skill. Through the extra- activities, the shiest students will get more opportunities to express their opinion and feeling.

##### **. 4.2.Extra- activities influence the social bahaviour.**

As we know, extra- activities require the solidaration, the knowledge/ understanding among the member in group. The extra- activities really have the effectiveness only when the members know how to interact, encourage and support to each other. So, it can be said that the extra- activities directly and indirectly influence the social bahaviour of students. The extra- activities improve the atmosphere in the classroom, group dynamic and help build a rapport among students, between the teachers and students. It also is a good- indicator of student' s strength and weakness.

## **CHAPTER II: A STUDY ON LEARNING AND TEACHING SPEAKING SKILL FOR THE FIRST YEAR ENGLISH NON- MAJOR STUDENTS AT HAI PHONG PRIVATE UNIVERSITY.**

### **2.The reality of learning and teaching English at Phong Private University**

In my opinion, teaching is interdependent relationship between the teacher, the aids that he/ she uses and the students. In addition, learning and teaching conditions are also very important. All these are the factors that decide the success of the lecture.

#### **2.1Teaching staff.**

Hai Phong Private University has a large teaching staff with lots of experience and enthusiam. All of them are graduated from University, most of them are M.A. They are interested in teaching profession and always define clearly the importance of education for the human development and get to know student's expectations. Therefore, they are all enthusiatic =, reponsible in their work and try their best to give the most effective lectures to students. But, some of them still have the traditional teaching method such as: teaching speaking with the old topic, the passived lectures, teaching without activities.... So,I think, beaside the high quality, techers should apply some interesting extra activities in the lecture to draw the attention and the interset as well of the students.

#### **2.2. The students**

In so far as I concerned,the number of the first year English non- major students in a class quite big, approximately 45-55 students, even higher in each class. That is not mention the fact that they have just left the high school and they come from differents places and experienced different learning condition. There still have many passived students with the lessons, that is the most difficult problem when they learn at the new environment. Their basic English, therefore, not equal. However, they begin to acquaint with the new learning

environment at university and are fully aware of the fact that English is really important and necessary for their future work. As a consequence, their attitudes toward learning English seem to be serious.

### **2.3. English teaching and learning condition at Hai Phong Private University.**

At Hai Phong Private University, each classroom of the first year English non-major students is equipped a radio and many cassettes in English lesson. Additionally, the teachers sometimes use projector to make English lessons more interesting and effective. Teachers often organize English contests encourage students to express their abilities. Moreover, there are many useful activities such as organizing some small festivals such as: Halloween, Christmas, Valentine.....to play together, exchange knowledge and relax. Sometimes, they have many chance to talk and study with foreigners. This is an outstanding advantage and a good condition to help them improve their English speaking skill. Besides, they can learn the way of communication of foreigners rapidly. It can be said that, the study conditions are quite enough and convenient for students to study English effectively. These factors have great influence on the results of the students in general and the first year English non- major students in particular.

In fact, they have just graduated from high school to study in a brand new-condition – it is at University. Certainly, their English is very common and poor. They do not have much knowledge about any specific fields, especially the speaking skill. With the textbooks interact with some funny extra- activities, they are taught according to specific topics in order to practise and improve the speaking skill. Therefore, they have more opportunities to widen and improve English speaking skill.

### **3.The survey questionnaire.**

The survey was completed by the contribution of 50 first year students from different class at Hai Phong Private University.

This study was conducted in the May of 2009. In this periods, learner- centre has been applied for most of subjects. All the 1<sup>st</sup> year students are preparing for the exminations. Teacher like to encourage their students studying lesson beforehand nad practising English speaking skill harder through any kinds of extra- activities. Through the extra- activies in the class, students and teachers as well can discover the ability in speaking English of the students. Therefore, base on this ability, they can have the new methods to improve the speaking skill of students

The best 50 English non- major students were found to voluntarily participated in the study. All these students has been passes the entrance-examination to HPU. 10% of them are excelent in the entrance- exam ( getting mark 9) , 25% of them have very good result ( getting mark 8),and 20% are good one.( getting mark 7); 45% are not good ( getting mark 5-6)

The purpose of the questionnaire.

The survey is a very important part of this assigment because it provides the data and information about the studying speaking skill of the first year English non- major students in Hai Phong Private University. Its aim is to do research students's attitudes and expectations about studying English speaking skill through the extra- activities.

### **3.1. The design of the survey questionnaire.**

The survey questionnaire includes 11 questions (in English) and they are numbered from 1 to 11. in the question, there are 3 or 4 options. The informants can choose more than one choice. The questionnaire is parted into three parts:

The first section ( question 1, 2, 3,4 & 5) focus on sudent's interest in learning English and how they think about four skills with three or four choices in each question. They are marked from A to D.

The second section contains two questions ( question 6,7 & 8) give their attitudes about the English teaching methods at Hai Phong Private University.

The third sections with 3 questions ( question 9,10&11) asks studenst some good techniques to teach a speaking lesson applies in the class.

From this survey, I can find out an appropriate method of learning and practising English speaking skill. The survey is based for my study “Improve speaking skill through extra- activities for the first year English non- major students.”

### **3.2 The data analysis.**

After the survey was implemented, the statistics were totaled up and indicated through the following nine charts. Each chart shows us the number of students who choose the most suitable answer for them in each question. This number is counted in percentage unit and the kind of chart are bar chart. The data can be easily seen in the chart, and in the right of chart are the explanations.

## SURVEY QUESTIONNAIRE

Question 1: Do you like learning English?

A: Like very much

B: Like

C: Normal

D : Do not like

E : Hate

Question 2:how long have you been learning English?

A; Five years

B; More than five years

C: Less than five years

Question 3: which skill do you like most in four skill?

A: Reading

B: Speaking

C: Listening

D: Writing

E: All four skills

Question 4: which skills is the most diffiucult?

A: Reading

B: Speaking

C: Listening

D: Writing

E: All four skills

Question 5: what do you think about the speaking lesson?

A: Difficult

B: Very difficult

C: Easy

D: Interesting

E: Boring

Question 6: Do you feel excited about the current method?

A: Like very much

B: Like

C: Do not like

D: Normal

E: Hate

Question 7: Do you want to have a new creative English teaching method?"

A: Like verymuch

B: Like

C: Do not kike

D: Normal

E: Hate

Question 8: "Do you do the task in speaking lesson at home in advance?"

A: Very often

B; Often

C: Sometimes

D: Rarely

E: Never

Question 9: studying Englishspeaking through extra- activities is an effective way,create a pleasant atmosphere in class?

A:Strongly agree

B: Extremely agree

C: Undecided

D: Disagree

E: Agree

Question 10: Learning English through funny extra- activities is a good way for students to work in group?

A: Strongly agreed

B: Extremely agree

C: Disagree

D: Undecided

E: Agree

Question 11: How often do your teacher hold the extra- activities in teaching speaking?

A: Very often

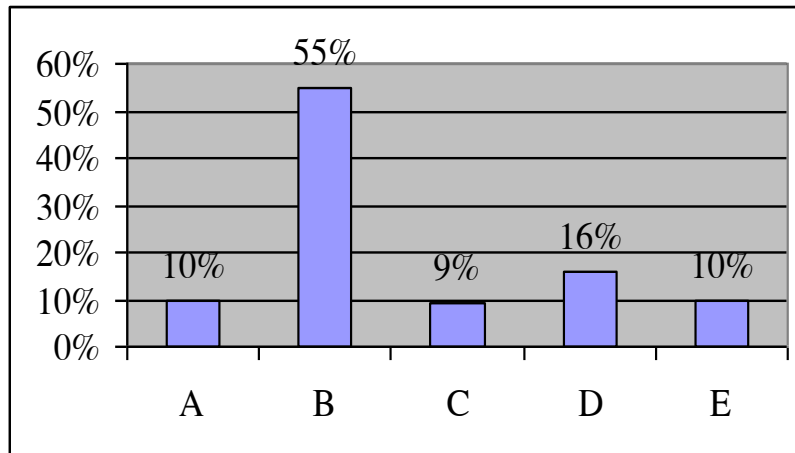
B:Often

C: Sometimes

D; Rarely

E: Never

### 3.2.1. Students' interest in learning English.



#### Question 1: Do you like learning English?

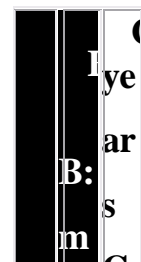
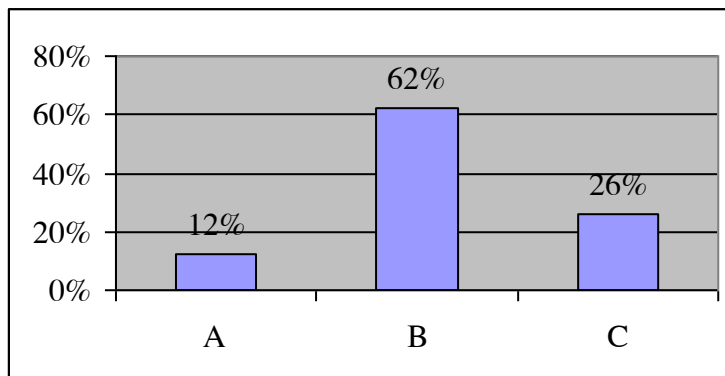
The chart above shows us the difference between students in the interest of learning English. It is realized that the number of students who choose A, B, C, D and E in the chart above. From the chart, we can see that the amount of students who choose B is over five times as much as those who choose A, six times as much as those who choose C, nearly 3.5 times as much as those who choose D. This result is not surprising. This proves that they are surely aware of how English is interesting and important to them. There are many different reasons which can be expressed like this- English is an international language which is used all over the world. Today, English is applied in every field in life because of the advancement of society. The more you study English, the more chances you have. In other words, it means that better English, better life.

However, the number of students who do not like and hate learning English are still at a high rate because they occupied 26% (16%: Do not like; 10%: Hate) out of 100% or we can say in another way that one fourth of the students do not pay attention to learning English. To the question "Why do you not like learning English?", many students said that English is a difficult subject because it is quite strange to them so they did not know how to learn it, especially when they meet difficult exercises that they could not ask their parents for help so they got bad marks. Therefore, they not only hate it but are also afraid of it. Thus, the question is that how to take advantage of the interest of learning



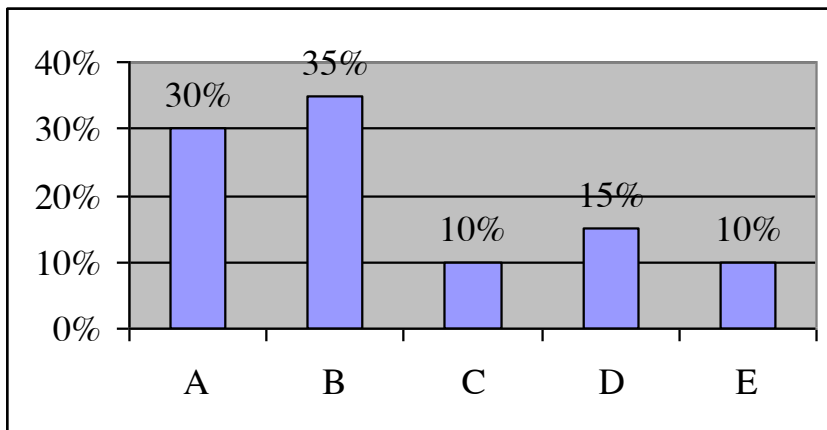
English in order to improve their studying and how to make the learning process interesting so as to attract students to this subject. If we can give the answer for these problems, students will learn English better.

Meanwhile, there are 9% students are somewhere do not like and do not hate learning English. Although it is only a small amount, it shows us that they only consider English as other subjects and there are may be nothing special in learning English at school.



**Question 2:how long have you been learning English**

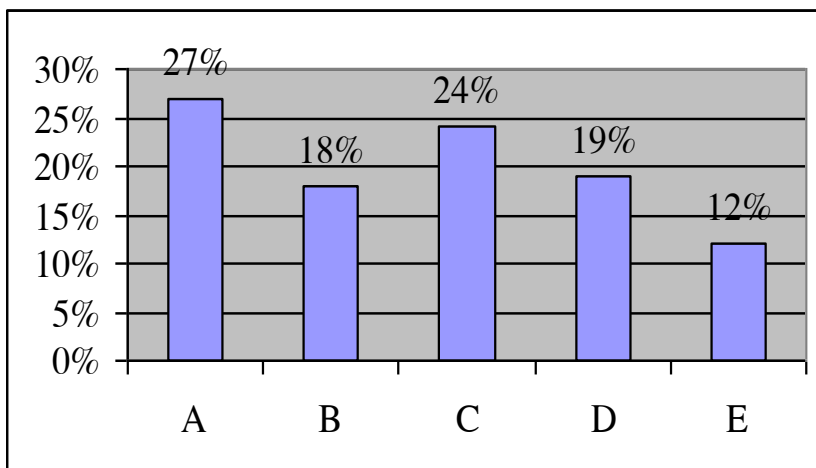
The chart show us that 62% of participants answered they have been learning English five years, some of them accepted they have been learning less than five years (26%). It is quite a long time for each student. It is proved that learning English has become a very important task and the great concern of everyone. English is an interesting subjects which attracts a great number of students. Moreover, it is a compulsory subject in most schools from primary schools to universities as well. Thus, they are fully aware of the fact that English is really important and necessary for their future jobs. They may use English to do work as an interpreter or an translator. This requires a certain English knowledge.



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**Question 3: which skill do you like most in four skill**

This is the chart that helps us know which skill in the English lesson students like most. From this chart, we can see that those who like speaking is nearly equal with those who like reading. Whereas, the amount of students who like speaking is over three times as much as the rate of students who like listening, 2.3 times as much as the rate of students who like writing. And only small amount of the students ( 10%) like all four skills. These statistics show us that the number of students who like speaking is the highest. This means that speaking lesson attract students much.

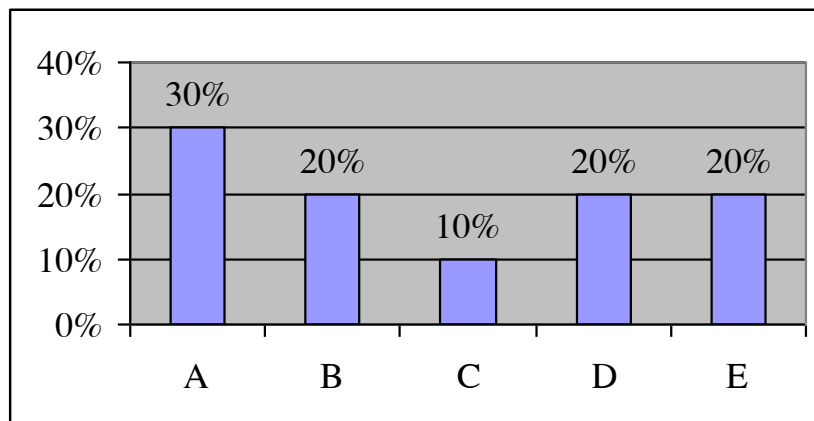


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**Question 4: which skills is the most diffiucult?**

The chart 4 gives us the answer for the fourth question: “ which skill do you think is the most difficult?”. It is very surprising to know that 27%studenst think Speaking is the most difficult skill. In cmparision with the amount in the chart 3, students like speaking skill most, but they think Speakingis also the most

difficult. So, why students suppose Speaking is the most difficult skill? Some interviewed students said to me that: “ There are so many kinds of speaking which are too difficult for them so they do not know what should speak and how to practise. Although they can understand the topic of speaking, sometimes they can not speak out their ideas and their attitudes as well correctly.



**A: Difficult**

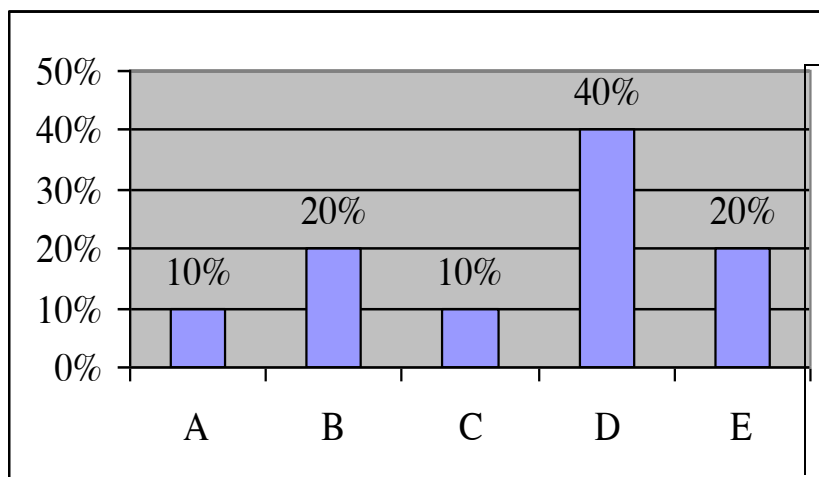
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**Question 5: what do you think about the speaking lesson?**

The result indicates that 50% the students faced up with difficulties in learning speaking lesson. Additionally, when being interviewed, a large number of students said that “ It is not easy to present their ideas and thinking as well”. Normally, they practise English speaking not very often and without right methods. So that, the result they get is not high and good and students have to spend much times to practising English speaking skill. Naturally, 20% of them feel boring with speaking lesson while only 40% of them find speaking lesson is easy and interestingly respectively. This leads to a status like that students do not pay attentions to the lesson and loose many knowledge.

All the questions above are about the interest of learning english of student and how do they think about four skills in English, especially the Speaking skill. From that, we can find how do they learn English in the class and we also need to know how they prepare a speaking lesson at home. In order to know exactly about it, we have another questions and the following chart will show the answers of them.

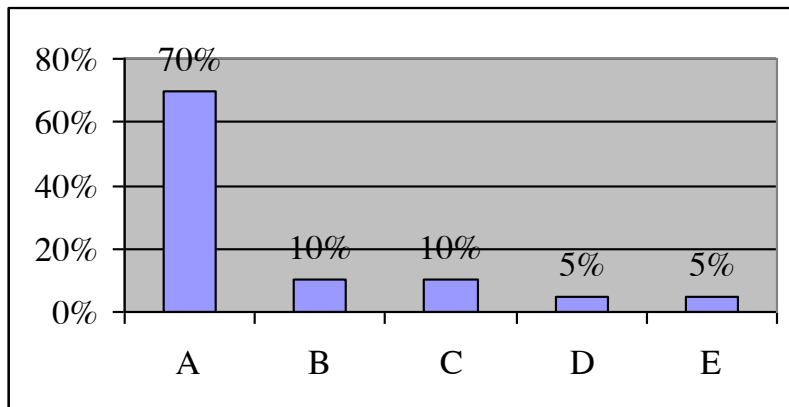
**3.2.2 The way of learning and teaching a speaking lesson**



**A: Like very much**

**Question 6: Do you feel excited about the current method?**

Because of the lack of teaching aids, conference books and the limited of creativeness in each lesson, so the number of students who do not like the current methods is different. 70% of students think the current methods are not satisfied. They want to enjoy English in another way that are not grammatical lesson, making a sentence ...anymore. And the result agree with the current methods just only 30%.

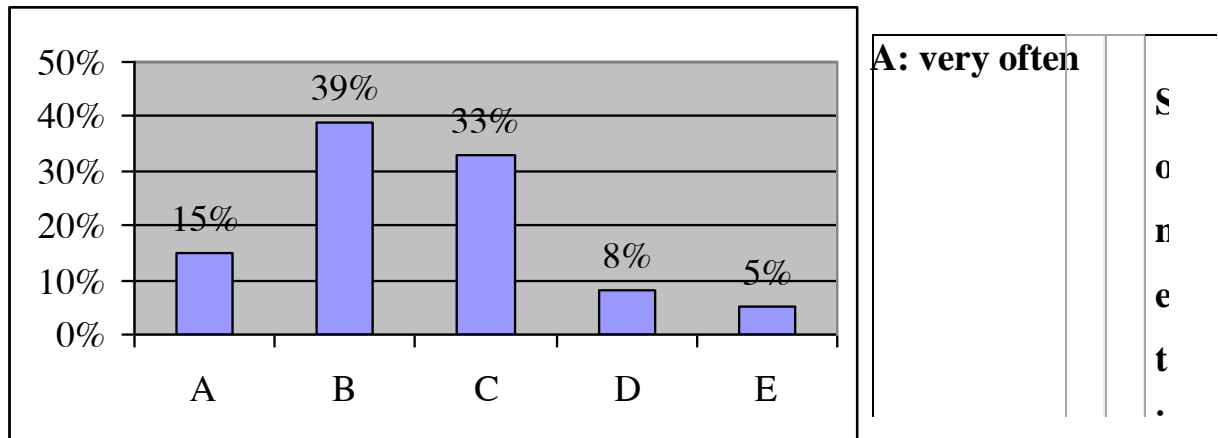


**A: Like verymuch**

**Question 7: Do you want to have a new creative English teaching method?"**

Look at he pie char, above with the question: “ Do you want to have new creative English teaching method”. 90% of students say “Yes”while 10% of them say “ No”. So, I decided to have an interview with these students who say “ No” with this question and they said to me that: “ I think I can undestand 80% of my teacher lecture and I satisfy with this method.” But, after a while, they said to me: “ But, if the new crative method make us feel excited and easily understand, I think it is acceptable.” To demand another teaching methods does

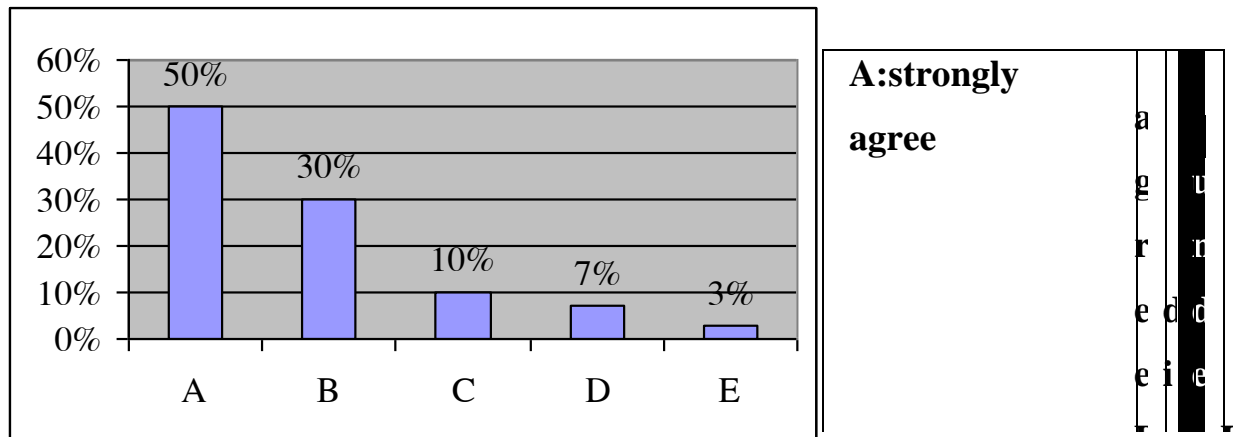
not mean they dislike traditional one, but it means students hope to have new creative way to learn English better. So, I think, applying more activities in teaching English speaking for students is very necessary, especially for the first year English non- major students. Students will like English periods more and teachers will feel more comfortable in each lesson.



**Question 8: “Do you do the task in speaking lesson at home in advance?”**

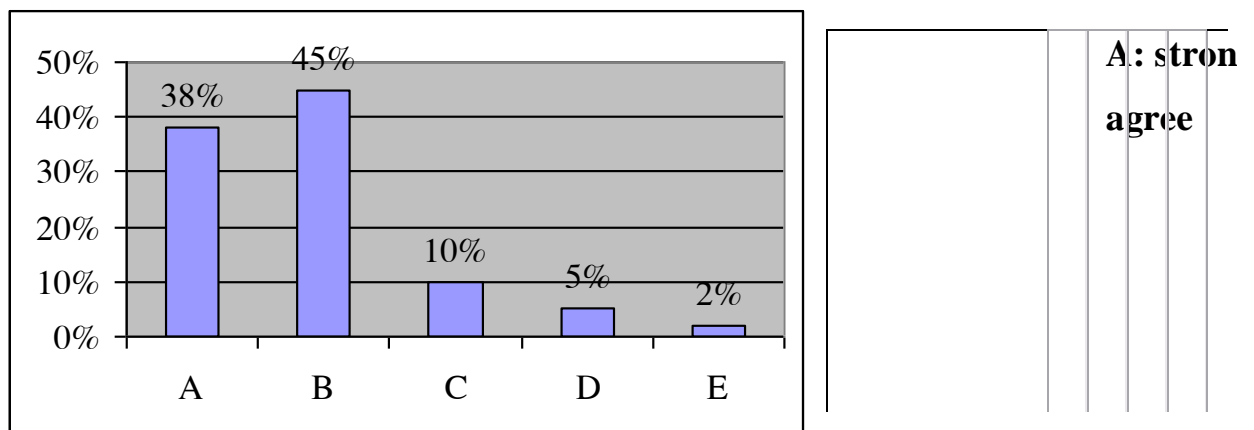
This chart is very important and helpful because it helps teachers understand better about the students’ habit of preparing learning English, especially the speaking lesson. When learning a speaking lesson, it is very necessary to do the tasks in advance. This activity help students be active in learning. The amount of students who usually prepare the tasks in advance is 54% ( often : 39%; and very often 15%). These statistic prove that over a half of students prepare lesson at home. Although doing the tasks at home playing the important part in learning speaking lesson, there are still many students who sometimes or rarely even never prepare the lessons at home. It is the reason why they often think speaking is the most difficult skill. From these statistic, the problem given that we have to encourage students to prepare lessons at home in advance.

### 3.2.3. some expected techniques to learn and improve speaking skill



**Question 9: studying Englishspeaking through extra- activities is an effective way,create a pleasant atmosphere in class.**

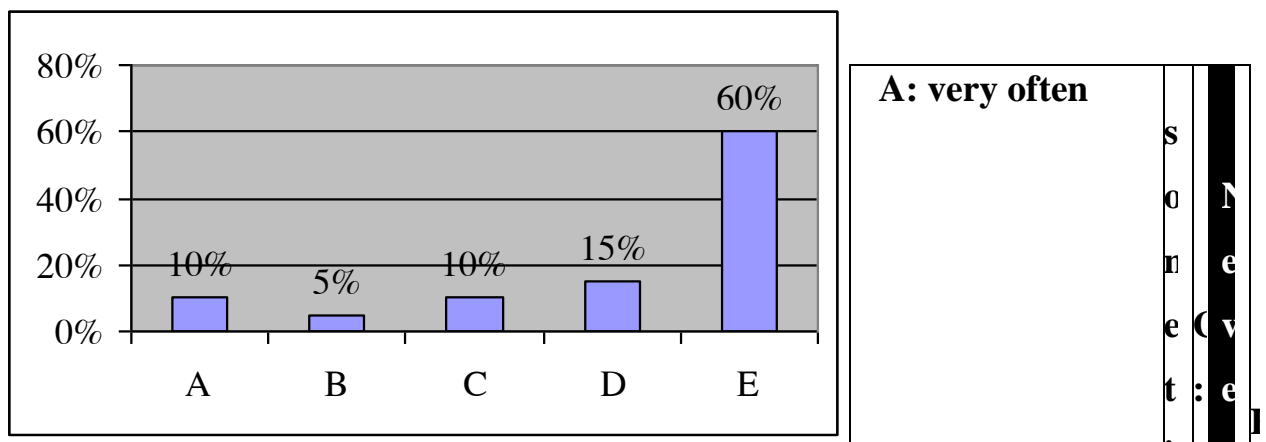
To answer this question, all of questioned students agreed and strongly agreed but only 2% of them undecided and 7% of them are not agree. From this, we can see clearly that studying through extra- activities is considered the most favourable method. Playing a game, or making a role play appears attractive to the pupils; contrasting with traditional method, it will make the atmosphere in class better. So, it is suggests that teachers should use this method in teaching English speaking in order to make students find these advantages of this method.



**Question 10: Learning English through funny extra- activities is a good way for students to work in group.**

Students are likely to be passive learners when they receive lectures only in the classroom. On the contrary, small group discussion could stimulate students to

be involved in the active process of constructing knowledge. Furthermore, during group discussion, students will learn from each other, whether consciously or unconsciously. When learning in group, many good ideas appear and but students can help other do the tasks easier. Looking at the chart above, I find that almost students agreed and strongly agreed ( 93%). Working in a group with the extra- activities seem to be a new kinds of learning for students, so the number of dis agree and undecided students are 5% and 2% respectively. So, when the teachers use this method, they must pay special attention to improve activities in group in class.



**Question 11: How often do your teacher hold the extra- activities in teaching speaking**

It can be seen from the chart 11, the teacher do not have a habit of holding extra-activities in teaching. It means that the teachers hardly create an exciting atmosphere in the class. Their lecture, thus, sometimes do not attract students. So, this method is considered as an interesting methods to make students pay attention to the class. Therefore, teacher had to find out the suitable methods to teach effectively.

**4. Findings and discussion of findings**

The survey is responded by 50 the 1<sup>st</sup> year english non- major students of HPU, which can partially useful to give some suggestions on using some techniques in studying English speaking skill.

Most of the participants agree that they like learning English and have been learning English for many years. It means that teachers will have many

advantages in teaching. Moreover, they have a basic background to study English for specific purpose. Almost them admitted that studying English speaking skill through the extra- activities help them obtain the knowledge more rapidly and exciting. Futhermore, demanding about studying English speaking skill through extra- activities creates a pleasant atmosphere in class most pupils agreed or strongly agreed with this statement. It is also a good oportuunity for them to work in group.

Just only small of pupils feel excited about the current English teaching method so that nearly of participants want to have a new creative English teaching method.

Inconclusion, teaching English speaking through extra- activities for the 1<sup>st</sup> year English non- major students is an effective way. It is an interesting method that is very helpful for teachers to present speaking skill. Using funny extra-activities in teaching speaking skill is very necessary and building a system of techniques to teach English skill through extra- activities for the 1<sup>st</sup> year English non- major students is very important.

Basing on surveying the current teaching and learning English in HPU of the 1<sup>st</sup> year English non-major students I have already had some research on their attitudes toward learning English speaking. During the process of complete this research paper, I would like to give some useful suggestions to support the 1<sup>st</sup> year English non-major students made progress in learning English vocabulary with the hope that this research paper will contribute some effective techniques to study English speaking skill in particular. Thus, this chapter is the background for me to find out suitable techniques to make this research paper.



# **CHAPTER III: SOME SUGGESTED TECHNIQUES TO STUDY ENGLISH SPEAKING SKILL FOR THE FIRST YEAR ENGLISH NON- MAJOR STUDENTS.**

Obviously, current situations of learning and studying English speaking skill in Hai Phong Private University has been unfolded. Through the study, it is found that techniques in students's favor are not frequently used by teachers such as using pictures, games, mime and gesture, hues words, role play.. In fact, there are also some interesting techniques for studying English speaking skill; for example: studying fom online website on internet, listening to the news on TV, reading news paper, talking with the foreigners....There are really simple and popular ways to study English speaking with a better result. Each of them can be applied many small techniques. For the limitation of this research, I only present the capability of some techniques in studying English speaking skill. The capability will concentrate on some suggested techniques to help the 1<sup>st</sup> year English non- major students have more pleasure and effectiveness in learning speaking skill.

## **3) Suggested activities for teaching and studying English speaking**

### **3.1. the langguage game**

#### **3.1.1The effective/ advantages of language games**

The language games has a lot of advantages. Beaside the above purose of using language game, the advantages of language games has also showned that it can lower students's anxiety in using the target language, they are also highly motivating and intertaning so that the shy students will get more opportunities to express their opinion and feeling.

Futher support comes from Zdybiewska ( as cited in Uberman 02) , she believes that games can be a good way in practising the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Related to the statement,

Kim ( as cited in Uberman 03) presents six advantages of using the language games in the classroom, which are:

- + ) games are motivating and challenging
- + ) games are a welcome break from the usual routine of the language class.
- + ) games help the student to make and sustain the effort of learning.
- + ) games provide language practise in the various and intergrated language skills.
- + ) games encourage students to interact and communicate to each others.
- + ) games create a meaningful context for language that is being learned by the students.

In the same field with Kim, Mei and Yujing ( 2003) also believed that through playing games, students can learn English as the way children learn and say their mother language without being awared they are studying.

In conclusion, games are able to help the students use and practise the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practise in all language skills and the use to practise many types of communication which is in line with objectives of the speaking skill.

### **3.1.2. Introduce six suggested activities of using language game.**

#### **A) The “ twenty second” game.**

“Twenty second” is one kind of guessing games. The essential rule of this game is that someone knows something and others must find out what it is. This game is a useful teaching technique since it can create a true communicative situation and combine the language practice in fun and extiment ways.

- The procedures

Sudents are devided in two teams. Each teams think of an object and tell the other team that the object is either animal, vegetable, or mineral- or a

combination of two or three of these. If team A is in charge, so team B has to find out what the object is asking by only “yes/ no” questions such as “ Can you use it in the kitchen?”, and team A can answer the question in a complete answer like “ No, we can’t” or just in short answer like that : No” or “ yes”

If team B can find out what the object is in twenty questions or less, team B will get point. At this phase, the teacher should arrange how many point that the team B will get if they can answer it in five questions, the team will get 20 points, in or less than ten questions the team will get 15 points, and so on.

### **B) “ Where are My Glasses?”**

“ Where are My Glasses? ” is one kind of picture games. Here, the pictures hold the main role in conducting the games and pictures can cue responses to questions or cue situation through controlled practice.

• The procedures:

1. the teacher copies the set of pictures for each group.
2. teacher divides the students into group of three or four.
3. teacher gives out the pictures



‘Our housekeeping’



4. teacher tells the students that they belong to a very untidy family, and are always losing things. The pictures consists of the large and small pictures. The large shows the picture of their family living room and small pictures shows thing that they have lost .

teacher then asks each player of the group to find out from other where these things are and draw them in his/ her picture. One player should begin by asking “ Where is/ are my.....?” and naming one of the lost object, then the other player answers and if it is right, he/ she will get points and gets the next turn

### **C) The word search game**

Through this game, students can enrich their vocabulary and then use them to improve speaking skill. If they have a rich vocabulary, they will be able to speak English better, more quickly and exactly.

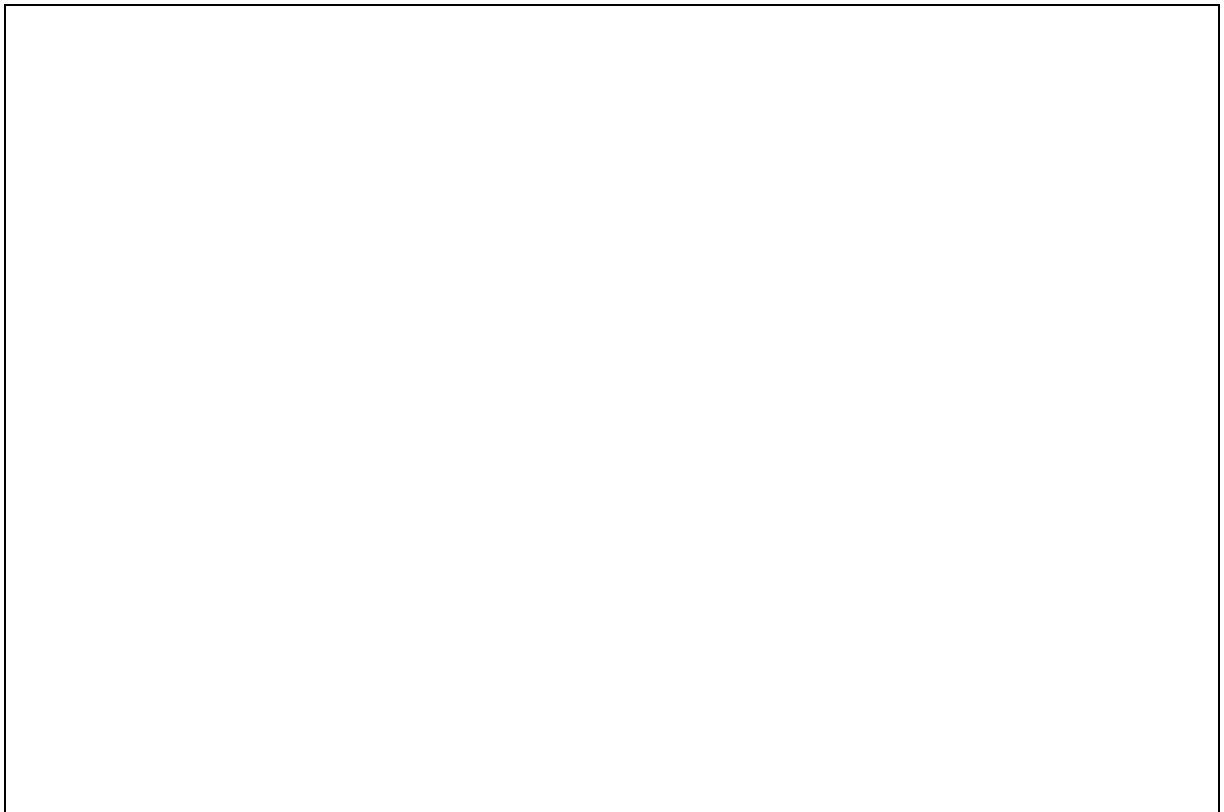


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 M O A C H A R F A D M S I R Y  
 M O T I U Q S O M R E G I T A S  
 B C O C K R O A C H O C C S I  
 Q R A C T I C E F U T A K S T  
 P I X A R O P J A I J T P K N  
 L S C L N I T E S C L E I O A  
 C P A P T O C U T I E R R E P M  
 R U L W L E N K P B D P M P G  
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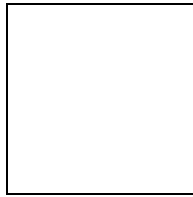
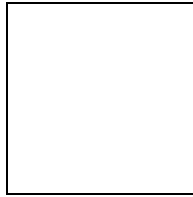
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|-----------|----------------|----------------|
| MAYFLY    | WHIP SCORPION  | CENTIPEDE      |
| TARANTULA | PRAYING MANTIS | GRASSHOPPER    |
| BUTTERFLY | COCKROACH      | CRICKET        |
| WASP      | SUMBLEBEE      | DRAGONFLY      |
| LADYBUG   | CATERPILLAR    | TIGER MOSQUITO |

© Family Fun

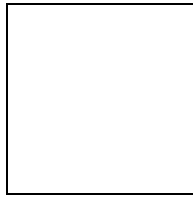


### D) The matching game

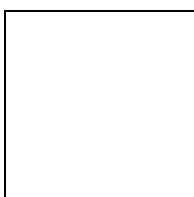
In this activity, pupils will try to match the pictures and the suitable words. The teachers present words by using objects.

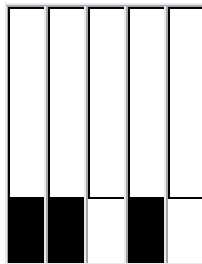
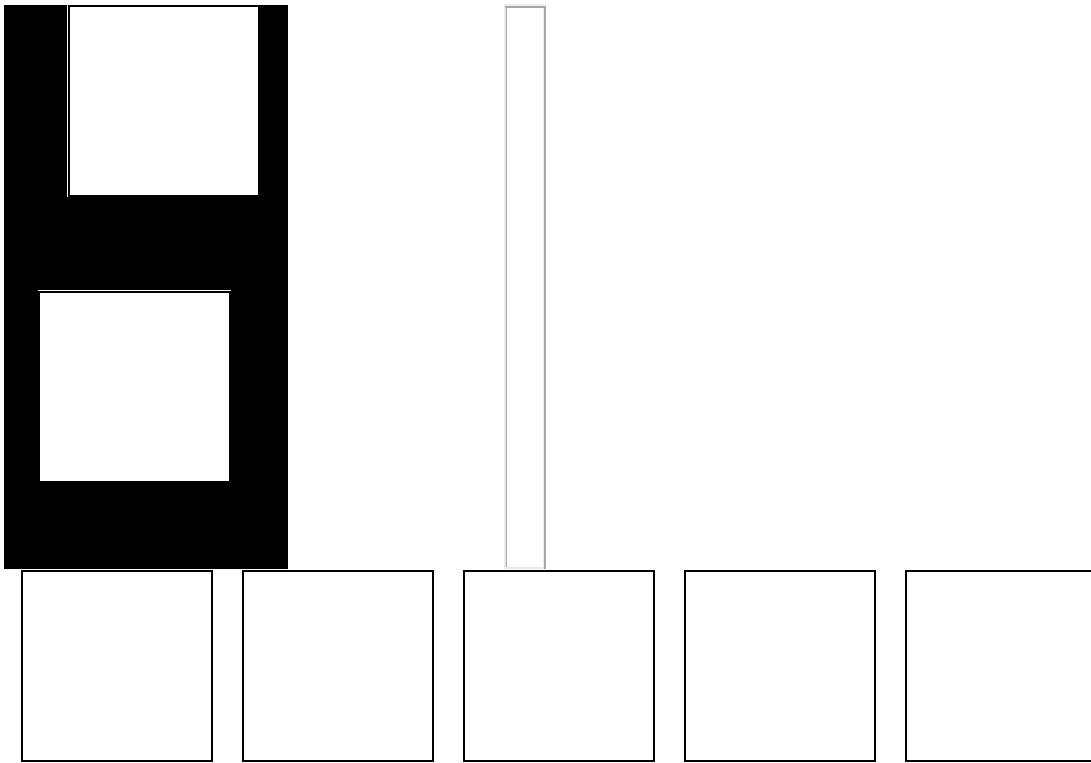


### E The Hangman Game



For example: you can ask your pupils the question:





[edit]

### Across

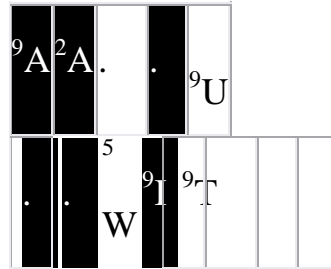
1. Sheep sound (3)
3. Neither liquid nor gas (5)
5. Humour (3)

[edit]

### Down

1. Road passenger transport (3)
2. Permit (5)
4. Shortened form of Dorothy (3)

The solution to this crossword is:





## **3.2. Story telling extra activities**

### **3.2.1. The advantages of using storytelling.**

Storytelling has many advantages that has showed in the fact. It allows students to internalize importance aspects of story beginnings and endings, settings, characters and plot lines. It provides practice in expressing ideas in thought units using colorful and descriptive language, developing ideas in sequence and choosing effective action words.

Storytelling also encourages students to experiment with voice, tone, eye-contact, gesture and facial expressions. It also lets them practice techniques for holding audience attention. Storytelling encourages reading motivation and aids listening comprehension. It can lead directly to story writing.

Through storytelling, developing the imagination can empower students to consider new and inventive ideas. Developing the imagination can contribute to the self confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams.

Beside, storytelling is a gentle way to guide young people toward constructive personal values by presenting imaginative situations in which the outcome of both wise and unwise actions and decisions can be seen.

Related to the statement, the website:

“ [http://practicalaction .org./practicalanswer/product\\_info.php](http://practicalaction.org/practicalanswer/product_info.php)” has named 5 advantages of using story telling. They are:

- + ) stories can be devised to suit local situation, such as particular problem facing the community.

- + ) stories can evoke immediate responses and discussion from the listeners.

- + ) storytelling is free; it requires no costly resources and can take place in any location.

- + ) stories can be told in the local language ( audience does not need the literacy skills)

+ ) storyteller can reach all community members including those ( such as girls and women) who are often left out.

### **3.2.2. The procedure of storytelling**

#### **A) Before Storytelling**

As an introduction to storytelling, students might tell riddles, jokes or personal anecdotes that have some story elements. In each case, practise beforehand is required and close attention must be paid to the conclusion or punch line.

To ease students into the practice of storytelling, the teacher might suggest that they make up different endings to stories that are old favourites and tell them to one another. After a story is read aloud, an individual or group could create an add-on story and tell it. Another introductory activity is having students recall one incident in a story they have read and telling about that incident as though they're one of the characteristics involved.

The following guidelines apply to storytellers in general ( teacher and student)

- choose a story that you like that enables you to use words you enjoy and communicate enthusiasm to your audience
- look for a simple, direct story in which the plot unfolds crisply and the characters are few.
- Memorize only refrains or phrases used for special effect.
- Record yourself reading the story aloud and listen to the tape several times.
- Divide the story into sections, constructing the divisions in a way that will make sense to the listeners. ( eg: use a storyboard, an outline , a diagram, or a story map).
- Visualize the setting and the characters ( eg: close your eyes and image each location; and detail of colour, shape and light...)
- Next, in your mind, silently run through the story action from beginning to end ( eg: picture the scenes happening in sequence and develop a sense for which ones happen slowly and which ones are fast-paced)
- In your own words, tell the story aloud to yourself
- Tell the story over a few times referring to your story notes, if necessary

- Put your notes away and tell the story directly from your moving mental images ( you will have internalized the tale by now and will know it “ by heart”).
- Tell your story on audiotape while it is fresh in your mind and play back the recording to clarify the visual story elements in your imagination.
- Practice telling your story to a live audience ( family, friends, pets) until it comes naturally.

Students may wish to tell stories from real experiences or from their imaginations, rather than retelling stories they have read; or they may wish to retell a story they have heard. Topics for personal stories might include how students got their names, favourite family possessions and stories behind them, grandparents stories.....

If students like to develop their own stories, they might borrow traditional plots, themes, and story pattern; or they may take several versions of the same story and combine them to achieve the results they want.

#### B) While storytelling

Listeners require a physical setting that allows their comfort during the storytelling, perhaps on a rug and cushion in the reading corner. Listeners should be encouraged to relax and to concentrate on understanding and enjoying the storytelling experience.

Storytellers should find a comfortable position, look directly at the audience, tell the story they have practised it, and let the tale to its work.

Storytellers may darken the room, play music, or do whatever helps to create an appropriate mood. They may select visual aids or props ( eg: an article of clothing, illustrations, wordless film) to enhance the effectiveness of their stories. These aids offer a number of advantages:

- provide the shy speaker with a prop
- guide students through a sequence
- motivate student interest
- combine visual and oral activities.

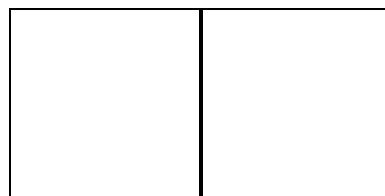
#### C) After storytelling

Talking with students about their listening experience after the story has been told is an important way to develop their “ story sense”. As well, discussing what they have heard allows students to reflect on the interpretations each of them has a story and how their own unique life experiences and prior knowledge affect those interpretations. Students need time to explore thoughts feelings about story characters and events.

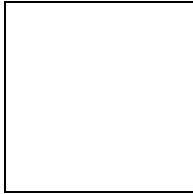
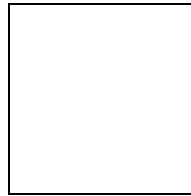
When a storyteller is ready to examine his or her storytelling style, the teacher might make arrangements to have the storytelling process either audiotaped or videotaped. Students need to be reminded that the storytelling process is what is important: the shaping of the story, its restructuring, and the discovery of what it was in the story that mattered to them. Although students will strive for improvement, performing a story in a polished way is not the primary purpose.

\*For example : the teacher can give a story , and then ask students in the class telling this story in their own way to encourage their imagination, their speaking ability... . Following is the story about the “The Frog Prince”.

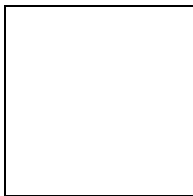
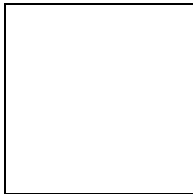
The story “The Frog Prince” goes on that, “Once upon a time, there was a beautiful princess who met an ugly frog (but this ugly frog was a handsome young prince). The wicked witch had put a spell on him. Only did the princess turn an ugly frog into a handsome and strong guy...” Do you know what the princess did to help the prince become an ordinary person?



The Princess and the Frog Movie Still



The Princess and the Frog Publicity Still



#### **4) Suggested activities to improve English speaking skill**

##### **4.1. Teaching through songs.**

Poetry and music are elements of each human society. They show many aspects of its culture- the relationship to the past and the ancestors, the faith, the fun and the anxieties of the people, the hopes and the views of the future. Music and poetry have immanent powers. For example, they give people energy that had none before they can change people's mood. They occur in all phases of one's life from birth to death. So. They play an important role in the process of learning and using the mother tongue. Music and poetry are also an essential part of foreign language learning for young learners. ( Richard 1993:100).

Songs are authentic and easily accessible examples of spoken English. The rhymes in songs provide listeners with repetition of similar sounds. Students often choose to listen to songs time and again, indirectly exposing them to these

sounds. Words in song fit the music, helping learners associate the number of syllables, stress in these words with memorable rhythms.

The relaxed atmosphere songs create can expose students to this difficult pronunciation area without their realizing songs contain endless examples of weak syllable, simple sentence structures...helping to convince learners of the way English is pronounced, how to make a sentence... Songs can attract students and draw them in English period.

Songs and rhymes also support for phonetic development- an important element to succeed in speaking skill. “ Poems, rhymes, chants and songs could be used to give a feeling for the rhyme of the spoken language. Many well-known rhymes make use of the iambic pentameter, the natural rhythm of the English language” ( Straeter – Lietz 1999:9) .Practising English speaking through reciting rhymes and poems is mostly funny and very effective.

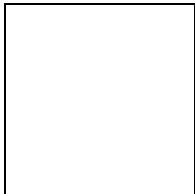
#### **4.2.Using pictures in studying English speaking**

Everyday, we can see picture everywhere, such as on the ways, in the streets, at work, at home...They become a very vivid part of life. Picture with lot of colours and shapes always capture the attentions of all people. Sometime, when looking at picture we can image many interesting things with the real emotions. This is very important because pictures bring joys to everyone, especially young people such as students. They are enjoyable, they set the sence for contexts. And of course,they are one of the mist effective and useful kinds of visual aids in studying English speaking skill.So, students can self-study by collecting pictures to practise everyday. Surely,their English speaking will be widened very effectively. The first year EGLISH non-major student of Hai Phong Private University are still young, inquiring and active but also lack of confidence, vocabulary to speak English. Thus, the picture's colour must be beautiful bright and impressive. The image must be meaningful,easy understand. Attentionally, using picture game which can developpe the imagination of students which can develop the imagination of students. It means when students look at the pictures, they can express the picture in their own thought. Students will know

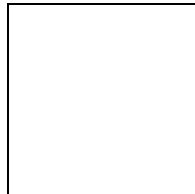
how to describe the picture and improve the speaking skill very well. Therefore, students can speak English better, more fluently and natural. Importantly, colours seem to be the decisive factor leading the success of the lecture using pictures.

For the 1<sup>st</sup> year English non- major students in Hai Phong Private University, they are taught some main topics such as: Love and Marriage, Home and House ; Family, Season in a year.....

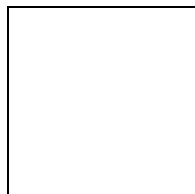
As for the topic Season in a year, we can learn speak English by using some following pictures



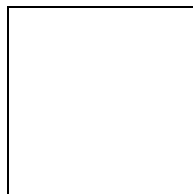
Summer



Spring



Autumn



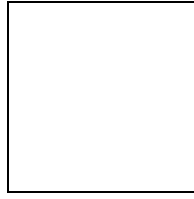
Winter

From the pictures above, students can have a look at the four seasons in a year such as: spring; summer, autumn, and winter. They realize the difference among the seasons through looking at all the pictures: colours, images...of each one. For example: spring has many trees and beautiful flowers while autumn is famous for its beauty of falling leaves.

As for the topic Environment, we can use some following pictures when learning about natural disasters.



Earthquake



Waterspout



Tsunami



Vacalno

There are some terrible natural disaster which destroyed many houses, villages and killed millions of people all aver the world. In some recent years, because of the change of world’s teperature,it leads to many different natural disaster. So, looking at these pictures makes us images the distruction of natural disater.

#### **4.3. Studying English speaking through the funny games**

Games have been shownd to have advantages and effectiveness in learning speaking English in various ways. First, games bring in relaxation ad fun for students, thus help them learn and retain new words easily, and help them speak more fluently. Second, games usually involve friendlycompetition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, trough the funny, inteligent games, student can apply the situations, the structures from theory to the real life in a flexible, commnicative, easier way. Therefore, the role of games in teaching and learning speaking English can not be denied. However, inorder to achive the most from games, it is essential that suitable games are choosen.whenever a game is to be conducted, the number of students, proficiency level, cultural context, learning topic, timing and the classroom setting are factors that should be taken into account.



Students can learn from the funny questions

For example:

\* Can February March?

No, but April May

\* What does the Easter Bunny order at a Chinese restaurant?

Hop Suey

\* In what season do you use a trampoline?

Spring time

\* What do you get when you pour hot water down a rabbit hole?

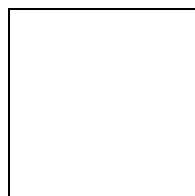
A hot, cross bunny.

\* Why do birds fly to the south for winter?

Because it is too far to walk.

#### **4.4. Applicability of Internet in studying speaking**

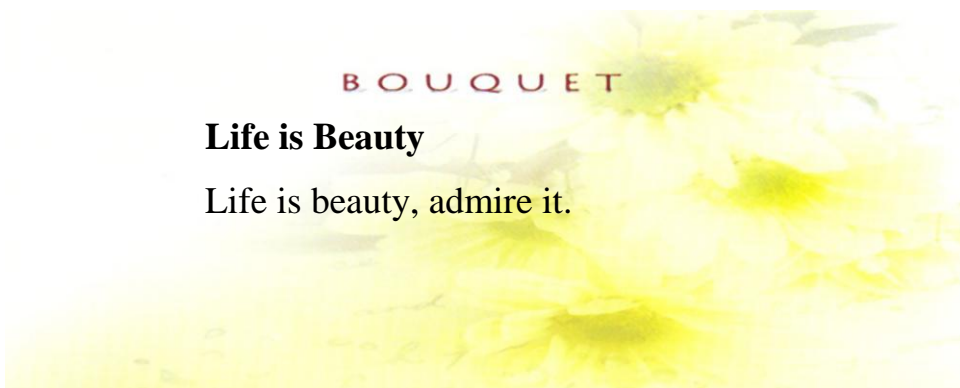
Nowadays, internet has a great influence on our life. As for the 1<sup>st</sup> year English non- major, Internet can help them study English speaking effectively. Everytime, students can learn directly through online websites which teach English, especially speaking skill. It is very convenient for them to study new word, pronunciation, the presentation skill through the interesting topic... This is a very interesting techniques. Through internet, students can download many documents related to English speaking to improve their speaking skill. Besides, Internet includes a huge of English resources. They can learn from English songs, English music, even English poems like this. It has been found in a website: [www.cycnet.com](http://www.cycnet.com)



BOUQUET

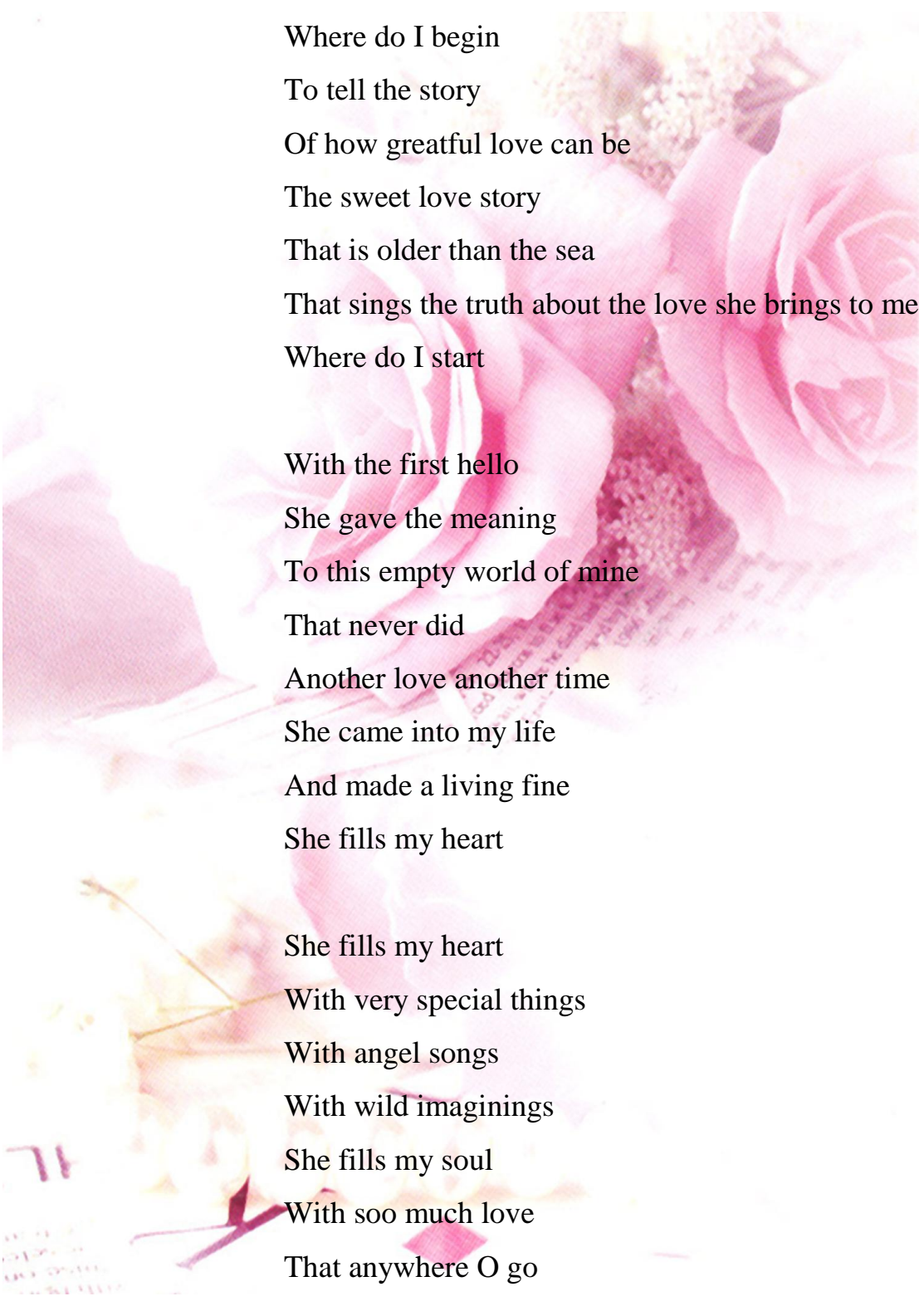
**Life is Beauty**

Life is beauty, admire it.



Life is bliss, taste it.  
Life is a dream, realize it.  
Life is a challenge, meet it.  
Life is a duty, complete it.  
Life is a game, play it.  
Life is a promise, fulfill it.  
Life is sorrow, overcome it.  
Life is a song, sing it.  
Life is a struggle, accept it.  
Life is a tragedy, confront it.  
Life is an adventure, dare it.  
Life is luck, make it.  
Life is too precious, do not destroy it.  
Life is life, fight for it.

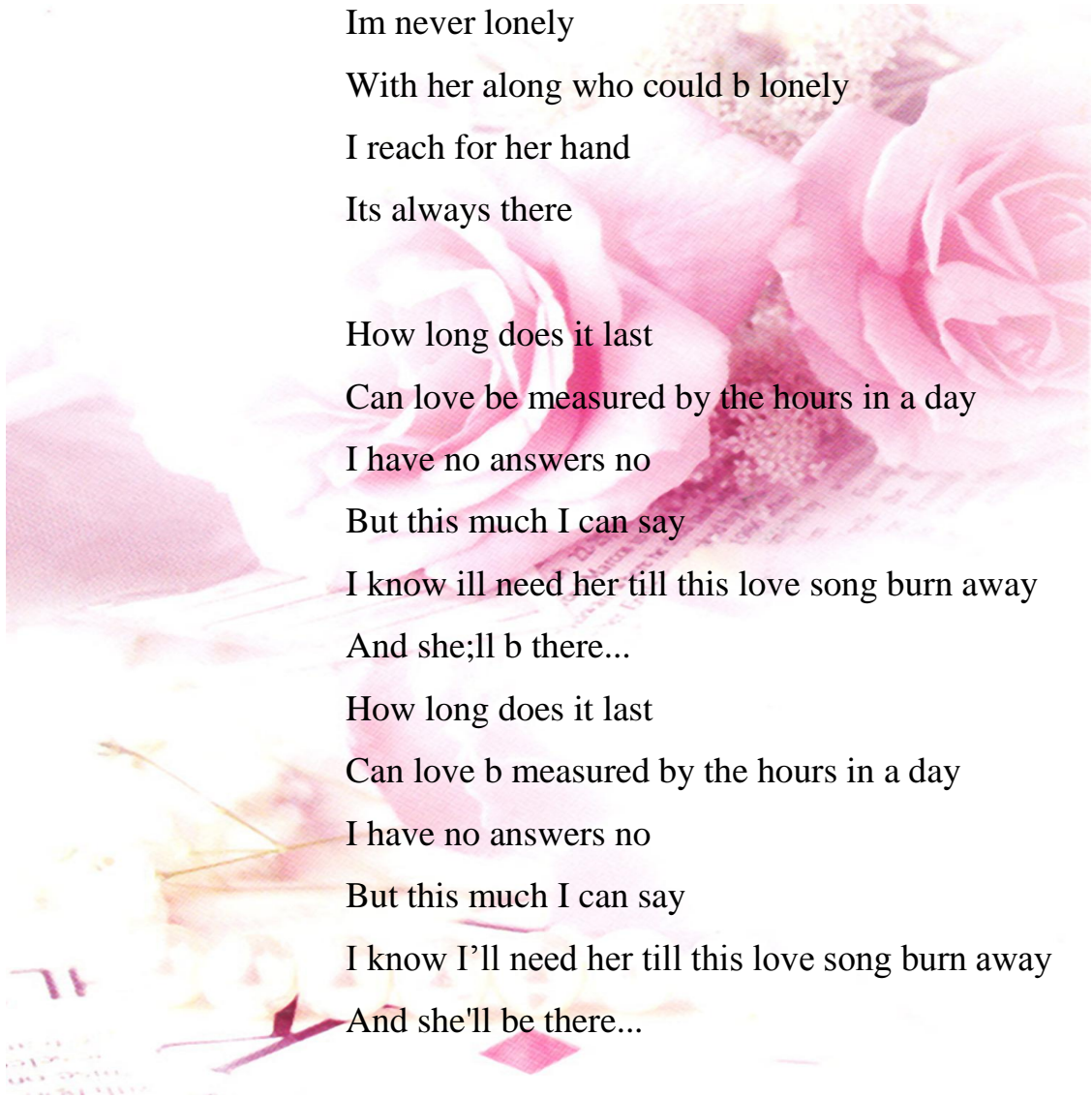
In addition, students can learn from the lyric of English songs. Simply, they loaded song lyrics to their computer and listen to the song, skim the lyric, then try to repeat by themselves. Or they can study with their friend by asking some simple structure sentence, find out the especial structure sentence.... For example, the lyric of the song “ Love story” from this website [www.lyrics007.com](http://www.lyrics007.com)



Where do I begin  
To tell the story  
Of how greatful love can be  
The sweet love story  
That is older than the sea  
That sings the truth about the love she brings to me  
Where do I start

With the first hello  
She gave the meaning  
To this empty world of mine  
That never did  
Another love another time  
She came into my life  
And made a living fine  
She fills my heart

She fills my heart  
With very special things  
With angel songs  
With wild imaginings  
She fills my soul  
With soo much love  
That anywhere O go



Im never lonely  
With her along who could b lonely  
I reach for her hand  
Its always there  
  
How long does it last  
Can love be measured by the hours in a day  
I have no answers no  
But this much I can say  
I know ill need her till this love song burn away  
And she;ll b there...  
  
How long does it last  
Can love b measured by the hours in a day  
I have no answers no  
But this much I can say  
I know I'll need her till this love song burn away  
And she'll be there...

Sometimes, students can collect some funny English videoclips to have hoy to study. They will be relaxed and studied very quickly. These funny video clips have interesting sounds, images and informations. Therefore, students do not fell boring. On contrary, they are fond of paying attention to these and learn English speaking naturally. Obiviously, when they study with the interest , their speaking ability will be improve faster and their vocabulary will increasen very fast.

Beasides, students use some English news loaded from internet to have more up-date information about all events happened recently. This will become a good habit of students in order to accumulate knowledge, and new words. They have to brainstorm to understand about a certain matter and express their thoughts according to their opinions.

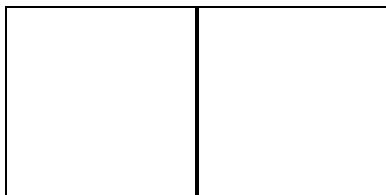
#### **4.5.Using mass media in studying English speaking**

Mass media is an indispensable part in our life today. In fact, it is very useful for the 1<sup>st</sup> year English non- major students to study English speaking. For example, everyday, spend a little time reading newspaper or magazines to enrich English vocabulary or collect the correct structure. Listening English news on television is also a good method to learn speaking. In fact, it is hard to understand much information through these news, especially to the 1<sup>st</sup> year English non-major students. However, it really boosts students' listening skill.

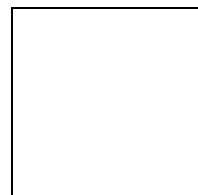
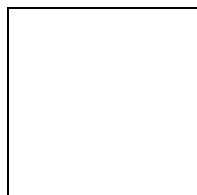
Mass media consists of main means of mass communication such as newspaper, television & radio, books, magazine, adverts, cinema, videos, internet( personal website pages, blogs....)which occupy a central and pivotal role in our lives. we can learn a enormous number of vocabulary and the sentence structures as well from this. Importantly, these information are very up-to-date and denote the fact of each events happened everyday in detail. The four basic skills in English will be better when studying from mass media.

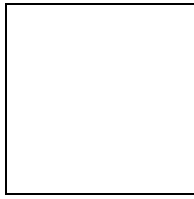
##### **4.5.1 Using books, magazines, newspapers**

For example, here are some reference books which can help students to have more knowledge about English speaking.



It will be very useful and interesting if students have chances to read some English newspaper to get information and practise speaking skill.





When having difficulties in learning and understanding text, or the meaning of the new words, students can ask the teacher for help. Reading newspaper and magazine will improve student's reading and speaking as well.

### **PART III: CONCLUSION**

Speaking is an important skill because communication by itself. It is often the primary medium for presenting and selling products or ideas. Therefore, they need to learn and practise English speaking skill whether a students or a working adult. However, most of their difficulties is they do not have the good and interesting methods to practise English speaking.

In this graduation paper, I have consulted a lot of English books and websites to explores whats factors learners of English consider important when speaking English. An overview of speaking in chapter I gave the audience a general understanding about definition, purpose, and major types of speaking and extra-activities. Next, Fifty -1<sup>st</sup> year English non- majr student who get goods mark in the examinations were surveyed at Hai Phong Private University. A 11- items questionnaires was used to discover their attitudes about speaking lesson and their hope about the new teaching method in speaking lesson. Descriptive statistic and principal component ananalysis were done in the chapter II nad this result indicated that the participants consider extra- activities is the interesting method

that help them a lots in learning and improving the speaking skill. Based on the outcome of the study, this paper further delineates the pedagogical implications for studying speaking skill as well as some good techniques in order to improve speaking skill for the 1<sup>st</sup> year English non- major students in the chapter III.

However, because the limitation of time, of knowledge as well as of experience, mistakes in this paper might be possible to be made. So, I would like to receive contribution opinions from my teachers and friends.

Once again, would like to express many of my thanks to my supervisors Mrs. Nguyen Thi Phi Nga and Mrs. Le Thi Hong for their whole hearted help in my study and also to all my teachers, my friends and my family members, who have encouraged me to accomplish this graduation paper.

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