

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

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**ISO 9001 : 2008**

# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGOẠI NGỮ**

**HẢI PHÒNG - 2010**

**HAIPHONG PRIVATE UNIVERSITY  
FOREIGN LANGUAGES DEPARTMENT**

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**GRADUATION PAPER**

**HOW TO PROMOTE SPEAKING SKILLS FOR 7<sup>TH</sup> GRADERS AT  
BACH DANG SECONDARY SCHOOL IN HAIPHONG**

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**HAI PHONG - 2010**

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**Nhiệm vụ đề tài tốt nghiệp**

Sinh viên:.....Mã số:.....

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( về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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3. Địa điểm thực tập tốt nghiệp.

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Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày tháng năm 2010*

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Ngày..... tháng..... năm 2010

**Người chấm phản biện**

## ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to my lecturer Nguyen Thi Huyen - M.A who directly instructs me. Thank to her tireless and helpful support in the preparation as well as the correction. In addition, I would like to give my sincere thanks to Mrs. Tran Thi Lien – the dean of the department of Foreign languages of HPU as well as my teachers at the Department for the enormous help and their various lectures on the main points related areas during the time I study at the university.

Also, I would always acknowledge the encouragement and support of my family, especially my dear mother.

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

Finally, I would like to send my thanks to my friends for their directly help and encouragement with source materials in my writing process.

Hai Phong, June,2010.

Student

Le Thi Thu Hang



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## **PART I: INTRODUCTION**

### ***1. Rationale***

In the 21<sup>st</sup> century, the countries all over the world are tending to develop basing on international cooperation. The English language has become crucial to the way we interact with the different people in the world; not being able to communicate in English imposes what seem to be formidable limitations on us. With English we are able to bridge cultural, economic, and even social gaps, in turn we are able to better understand and tolerate each other. Therefore, it is not just important but in fact crucial that the English language be learnt by all individuals. However, this also raised an issue that foreign language education should be taken seriously in which English is the most popular language in use. Teaching and learning English, thus, are very important and necessary because mastering English seem to be one of the best and the shortest ways for us to have a great deal of opportunities to reach the success of life. English learners, from elementary pupils to students, from workers to government employers study English with the interest and enthusiasm. As for Viet Nameese students, especially the 7<sup>th</sup> graders have many difficulties in learning and practising English speaking skill. They also fall into confusion when speaking English because of their lack of professional knowledge, confidence, and surely good learning methods.

The goal of teaching speaking, surely, is to improve the oral production of the students. Viet Nam has officially become a member of WTO, students should improve and promote their communication skill so that they can express themselves and learn to follow the social and cultural rules appropriating in each communicative circumstances. Speaking for schools has not apparently been paid much attention. Teachers' role is not only to create a warm and friendly classroom but also to provide students with effective and plentiful activities.

These factors mentioned have aroused my ambition to carry out the study of “How to promote speaking skills for 7<sup>th</sup> graders at BACH DANG secondary school in HAI PHONG “.

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

My study is about to help the 7<sup>th</sup> graders at Bach Dang secondary school 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. My study is aimed at:

*Firstly*, the study focus on the different aspects of speaking skill that serves as overview, the features and characteristics of teaching speaking skill.

*Secondly*, the study explores the real situation of teaching English-speaking skill in 7<sup>th</sup> graders at Bach Dang secondary school in Hai Phong.

*Thirdly*, the study investigates the students and teachers’ attitude toward speaking skill.

*Finally*, the study suggests some effective activities that can be applied in Bach Dang secondary to promote students’ speaking skill.

### ***3.Scope of the study***

There are so many different material resources and researchers that require a lot of time and effect while my personal experience is limited. Therefore, this study can only focus on study some effective techniques in studying English speaking skill, especially for the 7<sup>th</sup> graders at Bach Dang secondary school.

I hope that this study helps the 7<sup>th</sup> graders to improve speaking skill at Bach Dang secondary school as well as in others.

### ***4. Methods of study***

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

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

*Secondly*, a survey is conducted for five 7<sup>th</sup> classes at Bach Dang secondary school with a point of view to find 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 chapters:

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

Chapter 2: “How to promote speaking skills for 7<sup>th</sup> graders at Bach Dang secondary school in Hai Phong” referred to the analysis and findings obtain from the survey questionnaires made to 7<sup>th</sup> form students and interview for teachers of Bach Dang secondary school. This helps examine the real situation of teaching speaking and the need of using various activities in speaking lessons.

Chapter 3: “Suggested the techniques to attract students’ interests and involvement in speaking skill for 7<sup>th</sup> graders at Bach Dang secondary school”.

Part III: Conclusion which summarize all the presented information.

## **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).

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

Different people use the term “speaking” in different ways, which can cause much confusion. Speaking a foreign language usually seems much harder than learning to write and read it, especially to the 7<sup>th</sup> graders. Often the most important problems people have with foreign language are that they cannot speak their thinking and their ideas as well. In fact, it is like a vicious circle: they make mistakes, they become afraid of speaking and thus they never get the practice which would be able to correct their mistakes. Most of the beginning learners do not understand exactly “what is speaking?” We only regard speaking as a simple, easy process that involves speaking the words, the ideas...by speaking out what they think without the correct.

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 of contexts.

According to the website *Lingua Link Library Version 3.5*, published on CD ROM by SIL International 1998, speaking is also understood as 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.

Moreover, the book “ Collins Cobuild English for advanced learner 4<sup>th</sup> edition”, published in 2007 by Tomaz P.Szynalski defines that “Speaking is the activity of giving speeches and talks, to indicate the opinion you are giving”.

Furthermore, 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 the action of conveying information or expressing ones thoughts and feelings in spoken language. Its forms and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experience, the physical environment and the purpose for speaking.

## ***2. Types of speaking***

(Extracted from website: [www.wordpress.com](http://www.wordpress.com) )

According to Saverinus Kaka-the headmaster of SMA Tarsisius II, West Jakarta, in speaking classes, students must be exposed three key items:

### **2.1. Form-focused speaking**

Form-focused speaking, that is attention to details of pronunciation, grammar, vocabulary, and so forth...

When learners first begin to speak in another language their speaking will need to be based on some form-focused learning. Based on the writer’s experiences in teaching speaking for the beginners, it is an effective way to learn to speak a language. It will enable the learners to improve the language and grasp it by themselves outside the classroom.



The speaking activities can be started on some useful, simple memorized phrases and sentences. A teacher can begin the speaking activities by giving the learners some common greetings, simple personal descriptions, and simple questions and answers. All the activities can be practiced in *Repetition drills*.

The teacher first says a phrase or sentence (for example; “*What is your name?*”) several times and then asks the class to repeat. Some learners can be called on to repeat individually. Then the teacher says the answer (answer; *my name is James*) and the learners repeat again. Then they repeat it by changing the answer with their own names. By the same question and answer, the learners can take turns to do with friends.

Having done the simple practice and repetition, the teacher can change the object of the question with others word, such as; What is your hobby? What is your favorite color? What is your favorite food? What is your favorite animal? And so forth. To avoid boring atmosphere, the teacher needs to find out ways of varying repetition activities, so it will keep the learners interested and continuously practice the language.

The use of drills, however, should be seen as merely one kind of form-focused activity that needs to be balanced with other types of form-focused activities, as well as with meaning-focused and fluency development activities. Drills play a useful part in a language course in helping learners to be formally accurate in their speech and in helping them to quickly learn a useful collection of phrases and sentences that allow them to start using the language as soon as possible.

## **2.2. Meaning-focused speaking**

Besides form-focused speaking, language learners should also be exposed to and given opportunities to practice and use meaning-focused communication,

in which they must both produce and listen to meaningful oral communication.

Meaning-focused instruction, that is opportunities to produce meaningful spoken messages with real communicative purposes. The following are some ways to explore the learners' skill in speaking:

For beginning learners, the oral speaking can be started by giving each learner a number and a topic. The topics could be about family, hobbies, sports, school activities, colors, traveling, and so forth. Then all the learners are requested to take a number and a topic. Having got them, each learner can think about their topics for a minute or two and then the teacher calls a number. The learner with that number then says two or three sentences about his or her particular topic. The speaker then calls a number and the learner with that number has to ask the speaker a question or two related to the topic just spoken about. When the question is answered, the questioner calls for another number to do the same. After several times then the speaker calls the number of a new person who will speak about the topic that she or he was given. Then he or she will do the same steps as the first learner has already done.

Before the learners speak on a topic, they can work in pairs or groups of three or four to prepare it. This gives the learners the chance to learn new items from each other. Here is an example using a *same or different* information gap activity. Then each learner can describe pictures or topics to each other. Without looking at other learner's picture or topic, the opponent speaker must response to the description whether it is the same or different. All learners can take changes in practicing this way.

The learners are given topics to talk about. They prepare at home, using dictionaries, reference texts, reading sources, and so forth. Each learner has to choose a short and interesting article from an English language newspaper to present to the class. The learner must not read the article aloud to the class but

must describe the main points of the article. The class should then ask the presenter questions.

### **2.3. Fluency focused speaking**

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language terms needed to express the message. There are some techniques for developing fluency:

The learners can be called to read certain reading or text in a limited time given by their teacher. The learners should be completed reading the text on the exact time provided.

The learners choose a topic or are given a topic with which they are very familiar. Then they try to explain the topic given as fast as possible with the limited time provided.

The learners can be led to work in groups of about four people. First they read a given text carefully until they have reached a good understanding of it. They discuss their understanding of the text to make sure everything is fairly clear. Then each learner takes turn to retell the text in their own word, and others will deliver some questions. Then the next learners utter the tasks again in turn, like role plays.

### ***3. The purpose of speaking activities.***

Speaking is usually topic priority probably the most importance 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 teachers and students. 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 teachers 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.

#### ***4. Characteristics of a successful speaking activity***

(Extracted from website: [www.caslt.org](http://www.caslt.org))

According to Ur, P. (1996), a successful speaking activity is characterized as below:

##### **4.1. Learners talk a lot**

In a successful speaking activity, the students talk a lot in the foreign language. One common problem in a speaking activity is that students often produce one or two simple utterances in the foreign language and spend the rest of time chatting in their mother tongue. Besides, teachers talk too much of time, thus taking away valuable practice time from students. Therefore, teachers should notice to avoid students' talking in native language and too much teacher's talk. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

##### **4.2. Participation is even**

Whether the activities take place among the whole class or in small group, a successful speaking task should encourage speaking from as many different students as possible. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

##### **4.3. Motivation is high**

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

#### **4.4. Language is of an acceptable level**

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

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

## **II. Teaching speaking**

### ***1. The importance of speaking skill.***

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

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

### ***2. The Techniques for Teaching Speaking***

(Extracted from website: [www.nclrc.org](http://www.nclrc.org) )

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

**2.1. Language input** comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content-oriented or form-oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

**2.2. Structured output** focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

**2.3. Communicative output**, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

### ***3. Activities to promote students speaking.***

#### **3.1. Why teachers should give students a variety of speaking activities?**

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

A variety of speaking activities will enable students to cope with different situations in reality.

Variety helps keep motivation high because any kind of activity, if overused, may become less interesting.

Variety may suit students of different learning styles because each student has his own learning style so some kinds of activities may suit some students while others may suit other students.

### **3.2. Activities to promote speaking**

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

#### **3.2.1. Information-gap activities**

One excellent way to make speaking tasks communicative is to use information-gap activities. Information gap activities are those where students have different pieces of information about the same subject and have to share this information (usually without looking at what their partner has got) in order for them both to get all the information they need to perform a task.

In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions (Neu & Reeser, 1997).

In this activity, students are supposed to be work in pair. Information-gap activities serve many purposes such as solving a problem, or collecting information. Also, each partner plays an important role because the task cannot be completed if the partner does not provide the information the other needs. These activities are effective because everybody has chance to talk in the target language.

Information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. They allow students to use linguistic forms and functions in a communicative way. These activities bring the



language to life for students. Grammar is no longer a concept they have difficulty applying to their speaking. Students have the opportunity to use the building blocks of language we teach them to speak in the target language.

### **3.2.2. Discussions and role-plays**

**3.2.2.1. In role-plays**, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role-plays:

*Prepare carefully:* Introduce the activity by describing the situation and making sure that all of the students understand it

*Set a goal or outcome:* Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product

*Use role cards:* Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.

*Brainstorm:* Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

*Keep groups small:* Less-confident students will feel more able to participate if they do not have to compete with many voices.

*Give students time to prepare:* Let them work individually to outline their ideas and the language they will need to express them.

*Be present as a resource, not a monitor:* Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

*Allow students to work at their own levels:* Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

*Do topical follow-up:* Have students report to the class on the outcome of their role plays.

*Do linguistic follow-up:* After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

**3.2.2. Discussions**, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

*Prepare the students:* Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.

*Offer choices:* Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

*Set a goal or outcome:* This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.

*Use small groups instead of whole-class discussion:* Large groups can make participation difficult.

*Keep it short:* Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

*Allow students to participate in their own way:* Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

*Do topical follow-up:* Have students report to the class on the results of their discussion.

*Do linguistic follow-up:* After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

### **3.2.3. Using pictures activities**

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

*Kind 1:* Use two pictures which look identical to each other at first glance but actually have several differences then teachers ask students to find the differences.

*Kind 2:* Give students just one picture and ask them to describe what is in picture. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.

*Kind 3:* Give students some pictures which describe a story but they are in incorrect order then ask students to reorder them and tell class about that given story.

### **3.2.4. Using game**

In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative

competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. Games, which are task-based and have a purpose beyond the production of correct speech, serve as excellent communicative activities (Saricoban & Metin 2000). On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously.

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman 1998).

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

*Learners are the main factor*

*Promote communicative competence*

*Create a meaningful context for language use*

*Increase learning motivation*

*Reduce learning anxiety*

*Integrate various linguistic skills*

*Encourage creative and spontaneous use of language*

*Construct a cooperative learning environment*

*Foster participatory attitudes of the students.*

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

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

To sum up, Chapter 1 has provided us the theoretical background of speaking skill in general and teaching speaking in particular. In the Chapter 2, we will investigate the situation of teaching and learning English at Bach Dang secondary school in Hai Phong thanks to survey questionnaires.

## **CHAPTER 2: STUDY ON LEARNING AND TEACHING SPEAKING SKILL FOR THE 7<sup>TH</sup> CLASSES AT BACH DANG SECONDARY SCHOOL IN HAI PHONG.**

This chapter aims at showing the attitudes and the expectations of 7<sup>th</sup> graders in Hai Phong towards teaching English speaking skill. The first section in the chapter reveals the reality and the second deals with the results and analysis of the collected data from survey questionnaires.

### **I. Reality**

In 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.

#### ***1. English teaching staff***

With 4 English teachers, Bach Dang secondary school has young English teaching staff and advantageously, all of them graduated from university and have experience in teaching English. All of them are interested in teaching profession and they are very enthusiastic in teaching and helping students; they always prepare their lectures carefully. However, they sometimes still keep the traditional teaching methods: focusing on teaching grammar not communication, so this at times prevents students from developing their communicative skill.

#### ***2. The students***

The school has more than 700 students divided into 17 classes, in which about 200 students enrolled in 5 classes are learning in 7<sup>th</sup> grade. Most of them have been learning English from 3<sup>rd</sup> grade. Moreover, some students got acquainted with English from their primary education.

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

### ***3. English teaching and learning condition***

In general, Bach Dang secondary school is well-equipped with a lot of aids and spaces. The teaching and learning condition in Bach Dang secondary school is fairly good with a system of the new blackboards, the equipments are modern: the furniture is right in size. In each class, there are a lot of illustrations English pictures for studying, that is why in English periods the class atmosphere is very pleasant and comfortable. With difficult lessons, teachers do not know how to make students understand clearly without illustration.

Bach Dang secondary school has 5 classes of 7<sup>th</sup> graders; each of them consists of about 35 to 45 students, for much reason it is a little bit difficult for teachers to keep discipline in class. Teaching staff is well-trained and enthusiastic, that will be an advantage for teaching and learning English.

## **II. Survey questionnaires**

### ***1. Participants***

12 survey questionnaires were thoroughly completed by 200 students 7<sup>th</sup> grade in Bach Dang secondary school in Hai Phong city.

### ***2. Purposes of the survey questionnaires***

With a view to provide a thorough insight into the real situations of teaching speaking, survey within the scope of the study is conducted in Bach Dang secondary school. The major aim of the study is to collect and analyze data regarding to recognition and the utilization of speaking.

The survey questionnaires are designed for the following purposes:

To make out the attitude of students and teachers toward English teaching and learning in general and a speaking lesson in particular.

To get more information about the situation of teaching speaking skill in 7<sup>th</sup> form classes at Bach Dang secondary school.

To get to know students' problems as well as expectations toward techniques applied in the speaking classes.

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

### ***3. Design of the survey questionnaires***

The survey questionnaires consists of 12 questions are raised to students so study the reality of teaching and learning speaking skill at Bach Dang secondary school. Students were asked to tick the most suitable answers which correspond with their opinion. The questionnaires are designed as below:

*Question 1:* English learning time of all students

*Question 2:* Students' interest in learning English

*Question 3+4+5+6:* Students' attitude toward speaking skill as well as kinds of working in speaking activities.

*Question 7:* Students' difficulties encounter when speaking in class.

*Question 8:* Advantages which students have when speaking in class



*Question 9:* Students' expectation while taking part in speaking lessons

*Question 10:* Students' opinions on current used techniques and their effectiveness in teaching speaking.

*Question 11:* Frequency for the implementation of extra-activities by the teacher in speaking lesson.

#### ***4. Data and analysis***

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

##### **4.1. Students' English learning time**

(Question 1, Appendix 1)

Number of years	1-3 years	4-7 years	More than 6 years
Percentage of students	1.25%	95%	3.75%

*Table 1: Students' English learning time*

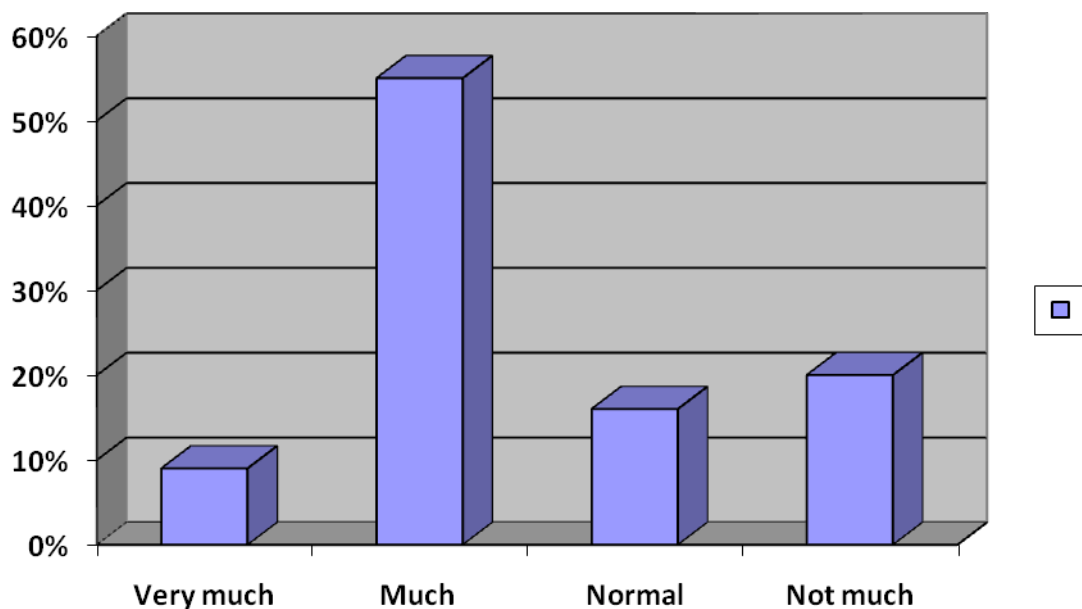
The table above indicates the time of learning English of all 7<sup>th</sup> graders at Bach Dang secondary school. As you can see from the table, of all the students, there are only 1.25% students who have been learning English for 1-3 years. The percentage of students studying English for 4-7 years is 95%. The rest of the students with 3.75% have spent more than 6 years learning English. From the figures, it is clear to see that almost students have been acquired to study English early from primary school. Very few students have

just learnt English. It is likely that there would be not many differences in their levels.

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

(Question 2, Appendix 1)

Very much	Much	Normal	Not much
9%	55%	16%	20%



*Chart 1: Students' interest in learning English.*

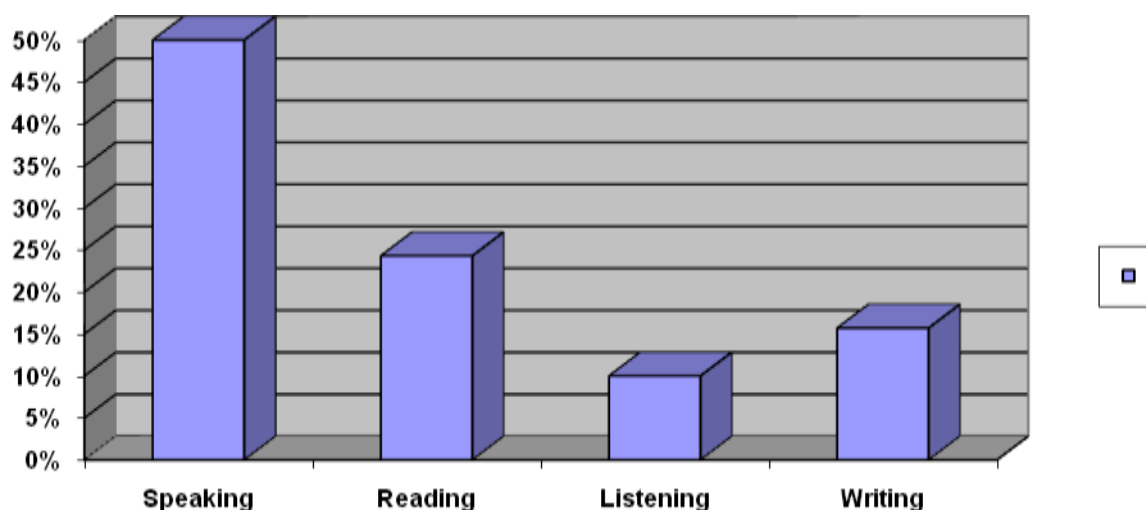
As you can see from the chart, it shows the difference between students in the interest of learning English. To be more specific, the highest percentage is the students like (55%) learning English and the lowest percentage is the students like very much (9%) learning English. This proved that they are 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 the students who do not like learning English are still at the high rate 20% in out of 100% or we can say in another way that one fourth of the students do not pay attention to learn English. To the question “Why do 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 they could not ask their parents for help so they got bad marks. Therefore, they not only do not like but 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.

#### **4.3. Students’ attitude toward speaking skill and kinds of working in speaking activities.**

(Question 3, Appendix 1)



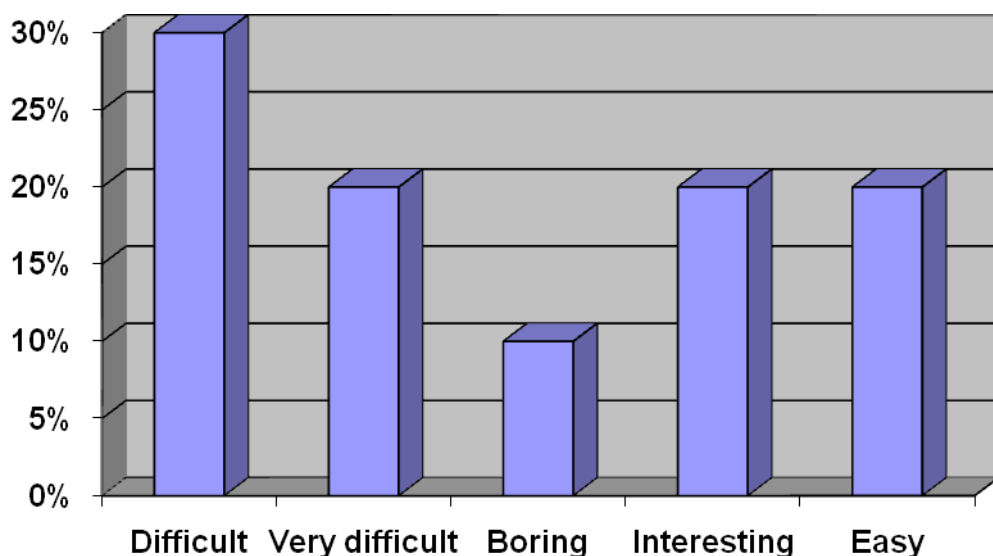
*Chart 2: Most skill which students prefer*

As you can see from the chart, it shows which English skill students like most in four skills: listening, speaking, reading, and writing. The number of

students like speaking is the highest ( 50%). Following the trend of WTO integration, our modern society with more and more attractive things force them to speak English well while listening is only occupied 10%. There are many reasons for this figure. First, in every secondary school, most teachers pay much attention to teach grammar but not to listening. Second, Vietnamese teachers' voice makes students not very interested in. Moreover, when learning listening in class, students often hear from CD, cassette... in which the native foreigners speak quite fast with so many homophones, accents...Thus, it is very difficult for students to catch the words and understand what the speakers mean.

The figures show that oral production skill is concentrated while the two skills reading and writing account for: 24.3% and 15.7% in turn.

(Question 4, Appendix 1)

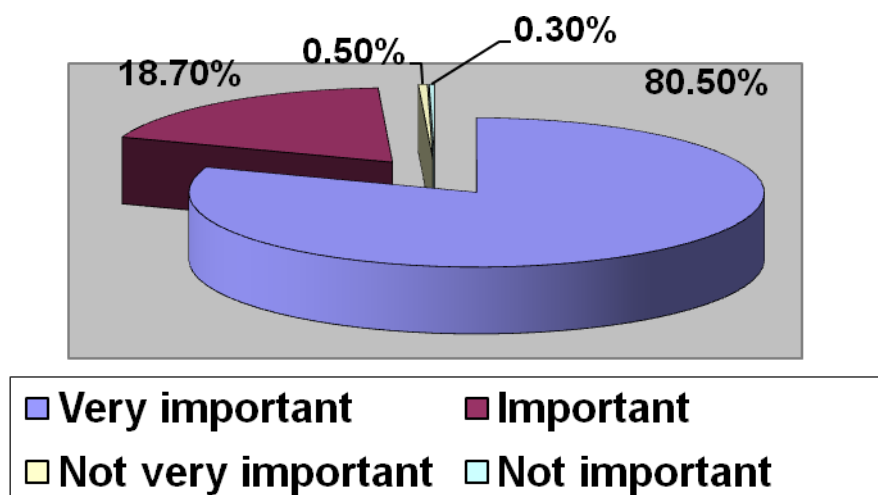


*Chart 3: The students' opinion about the speaking lesson.*

As you can see from the chart 3, it shows the students think about the speaking lesson: difficult, very difficult, boring, interesting, easy. The result indicates that 50% the students faced up with difficulties in learning in the

speaking lesson. In addition, 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 being not high and good; students have to spend much time practising English speaking skill. Naturally, 20% of them feel boring with speaking lesson while only 40% of them find speaking lesson is easy and interesting respectively. This leads to a status like that students do not pay attentions to the lesson and miss many knowledge.

(Question 5, Appendix 1)

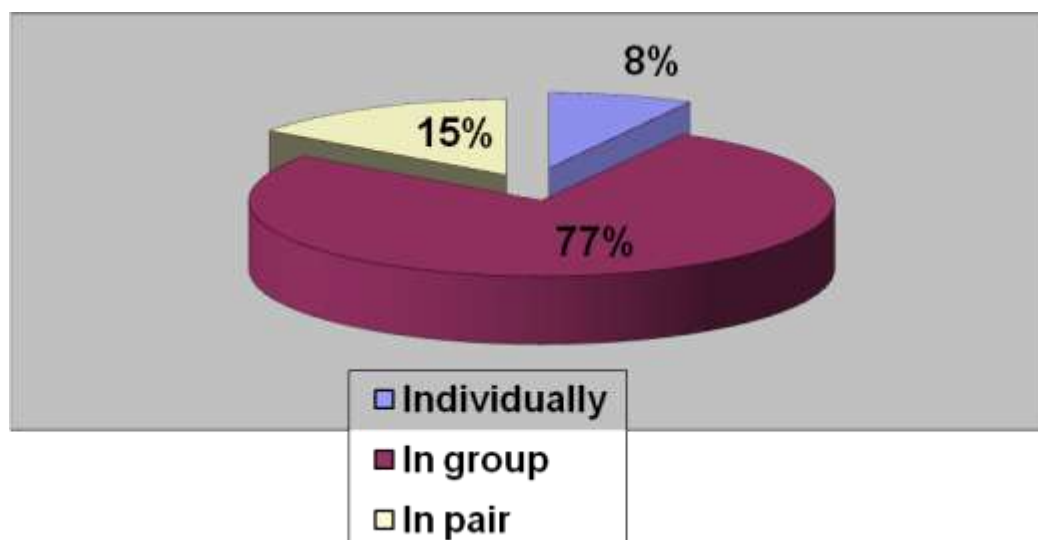


*Pie chart 1: The importance of speaking skill.*

Of course, to some extents, students’ favorite lesson and their thought of speaking lesson affect their attitudes toward speaking skill. According to the pie chart 1, most of them realize the very important role of speaking skill which occupies 80.5%. Meanwhile, 18.7% of them think speaking skill important, but 0.8% of them think that speaking skill is not very important ( 0.5%) and not important( 0.3%). This shows their awareness of the role of speaking skill.



(Question 6, Appendix 1)



*Pie chart 2: Most activity which students prefer when talking part in speaking activities*

The work arrangement does play role in speaking class management, since it expresses the effectiveness of doing speaking activities. According to the pie chart 2, 15% students preferred to working in pairs, while 77% is for working in groups, and 8% is for working in individual. It proves that students come to realize that with working in groups, they would have more opportunities and motivation to practise speaking English. 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 group as their favorites. 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 cannot time 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 two given problems.

#### 4.4. Students' difficulties in speaking lessons.

(Question 7, Appendix 1)

Difficulties	The percentage
I do not have enough words to express what I want to say	75%
I am shy	45%
I am afraid of making mistakes	40%
The lessons are too difficult for me	6.5%
My friends do not cooperate with me	25%
I do not understand what people say to me	50%
I am not interested in speaking	7.4%
Other difficulties (grammar, pronunciation, laziness...)	21%

*Table 2: Students' difficulties in speaking lessons.*

As you can see from the table 2, it shows some difficulties that students often cope with such as vocabulary, shyness... To be more specific, the biggest difficulty for students is do not have enough words to express which occupied 75%, because the students are mostly poor vocabulary. But 6.5% is the lessons are too difficult. Actually, these difficulties are popular for learners. It is suggested that they can use simple words instead of thinking about complicated ones which are new or they don't know. Grammar mistakes are unavoidable in speaking and it takes time to overcome it. For most, they have



to get over their own shyness and laziness by the help of teachers and friends especially themselves. When we know what our problem is, we certainly find the ways to overcome it. With the guidance of teachers and the efforts of students, they will be more interested and involved in speaking lessons.

#### 4.5. Students' preferences when speaking in class.

(Question 8, Appendix 1)

Advantages	The percentage
I feel more confident when working with my friends	67.3%
I can talk to foreign teachers	15%
The teacher is helpful	45%
The teacher has various activities such as using games, discussion, information-gap, ...	42%

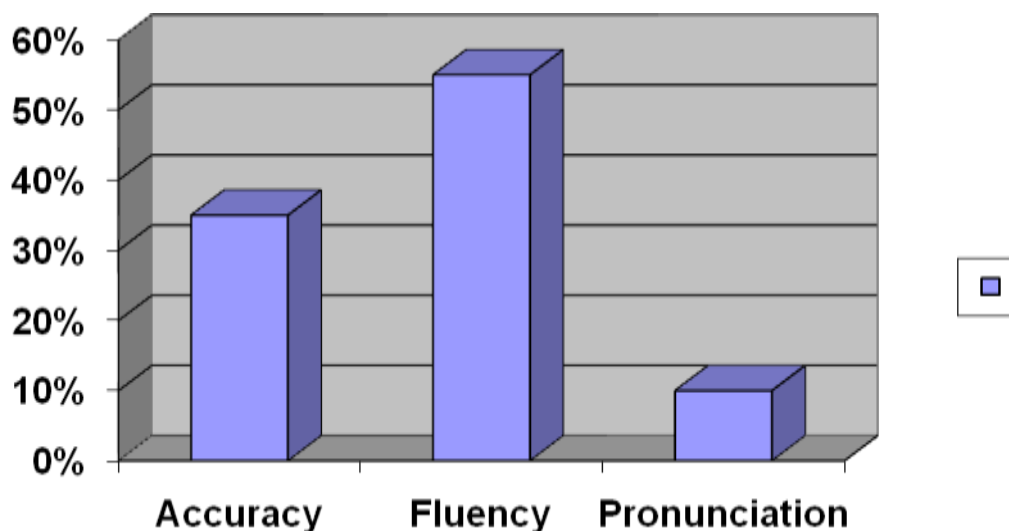
*Table 3: Students' preferences when speaking in class.*

Along with the difficulties, it is necessary to emphasize and account to the advantages that students have when speaking in class. As you can see from the table 3, it shows some advantages that students often have. According to the analysis in question 6( Appendix 1), most students adore working in group. This gives them effectiveness in speaking, as they feel more confident when working with their friends (67.3%). Three of them said that they were self-confident and active in speaking. Moreover, it cannot be unaccounted for the advantages that teachers – the instructors bring to students, 45% students said that the teacher is helpful, 42% said that the teacher has various activities. However, they are in the secondary school, they do not usually meet and talk

with the foreign teachers. Only 15% students say that they had opportunities to talk with foreign teachers.

#### 4.6. Students' expectation while taking part in speaking lessons

(Question 9, Appendix 1)



*Chart 4: Students' expectation of improving their English in speaking lessons.*

As you can see from the Chart 4, it shows students' expectation of improving their English in speaking lessons. There are three criteria that all students wish to improve in a speaking lesson: accuracy, fluency, and pronunciation. It is common knowledge that teaching English in elementary 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 the students want to improve their fluency (55%) in English more than accuracy( 35%). Pronunciation is also an aspect

that students want to enhance (10%). Therefore, all students' expectation above should be taken into consideration to design more activities in speaking lesson to motivate students to learn.

#### **4.7. Students' opinions on current used techniques and their effectiveness in teaching speaking.**

(Question 10, Appendix 1)

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Questions	75%	25%		36%	59%	5%
Matching	55%	45%		68%	27%	5%
Games	44%	56%		90%	10%	
Information gap	20%	45%	35%	42%	58%	
Discussion	8%	35%	57%	30%	50%	20%
Pictures description	7%	30%	63%	70%	21%	9%
Learning by songs		20%	80%	70%	24%	6%

*Table 4: Frequency and effectiveness of adopted techniques in speaking lessons.*

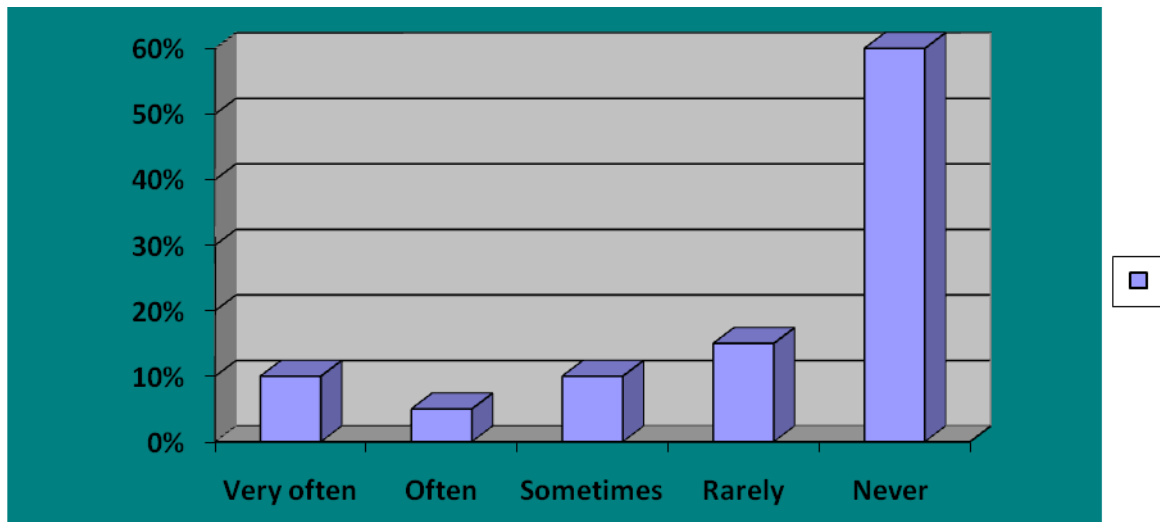
As you can see from the table 5, it illustrates the frequency and effectiveness of adopt techniques in speaking lessons. To be more specific, on students' opinion, teachers use questions and matching most frequently (75% for questions, 55% for matching). Besides, games which are often used in class time so as to create activeness in students take the third rank with 44%. Specially, students also noted that their teachers rarely use information-gap (20%), discussion(8%), pictures description(7%)and learning by songs(0%) in speaking skill. Answering questions is the 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. This technique can get students' attention because it is quite easy and clear. Furthermore, game are often more attractive than the others because it attracts a lot of participants in a class and makes a class more interesting. Playing games helps students to understand lesson easily and to relax. A grate percent of students claims that these techniques are never applied: learning by songs(80%), pictures description(63%) and discussion(57%).

In regard to students, games are the most effective techniques.90% students want to take part in games together with their friends. The number of students choosing learning by songs, pictures description are quite high with 70%.70% students expect that listening to songs can be applied more in speaking skill. Matching seems to be more effective with 68%. However, in students' opinion, effective of answering question, discussion and information-gap are not high, such as 42% for information-gap, 36% for question, and 30% for discussion.

In short, through the statistics, we have an overview on the techniques teachers use in teaching speaking skill, its frequency as well as its effectiveness.

#### 4.8. Frequency for the implementation of extra-activities by the teacher in speaking lesson.

(Question 11, Appendix 1)



*Chart 6: Frequency for the implementation of extra-activities by the teacher in speaking lesson.*

It can be seen from the chart 6, the teachers do not have a habit of holding extra-activities in teaching speaking skill. It means that the teachers hardly create an exciting atmosphere in the class. Their lecture, thus, sometimes do not attract students.

Therefore, this method is considered as an interesting methods to make students pay attention to the class. The teachers had to find out the suitable methods to teach effective.

### **III. Findings and discussion of findings.**

Because my survey is limited to only small number of students, surely the result cannot reflex the real situation of teaching speaking skill at Bach Dang secondary school. However, I hope that my findings and discussions following can give useful information to some extents.

During my observation time in some English periods in Bach Dang secondary school, I found that the current methods in each English period seem to be poor and the learning atmosphere is a little bit boring. Teachers just use their books without any more teaching aids to present their lectures. Each lesson is familiar, and I think it needs to be teaching aids in each lesson.

Regarding to students, they express their good attitudes toward speaking skill. Most of them find speaking interesting (80%). It means that students realize soon the importance of speaking skill. With this positive attitude, they will have effective ways to learn English because English is not only their favorite subject but also their future job.

Besides, a small percentage of students consider that speaking lesson is not exciting. Therefore, it is necessary for teachers to encourage students' ability and carry out activities that attract their students' interests.

Moreover, when taking part in speaking lessons, all most students (77%) prefer working on group. It proves that students can learn better from working with their friends. Therefore, the finding raise the demand that teachers should apply some activities using group work to promote speaking skill of students.

In addition, students still have many difficulties in speaking skill. Most students lack of vocabulary(75%), Shyness(45%) and fear of making mistakes(40%).

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

With this Chapter 2, through survey questionnaires for students, we have an overview on English teaching and learning situations in Bach Dang secondary school. Basing on the result of survey, Chapter 3 will provide us with some

suggested techniques of using picture to attract students' interests and involvement of 7<sup>th</sup> graders at BACH DANG secondary school in HAI PHONG.

### **CHAPTER III: SOME SUGGESTED TECHNIQUES TO PROMOTE SPEAKING SKILLS FOR 7<sup>TH</sup> GRADERS AT BACH DANG SECONDARY SCHOOL IN HAI PHONG**

Through my survey, it is found that techniques in students' favor as using pictures, games,... are not frequently used by teachers. In fact, there are also some interesting techniques for studying English speaking skill; for example: studying from online websites on internet, listening to the news on TV, reading newspaper, 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 different techniques. For the limitation of this research, I only present the capability of some techniques in studying English speaking skill. This research will concentrate on some techniques to promote speaking skill for the 7<sup>th</sup> graders at Bach Dang secondary school have more pleasure and effectiveness in learning speaking skill.

#### **I. Pre-speaking**

##### ***1. Brainstorming***

(Extracted by website: <http://iteslj.org/> )

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is

that the students are not criticized for their ideas so students will be open to sharing new ideas.

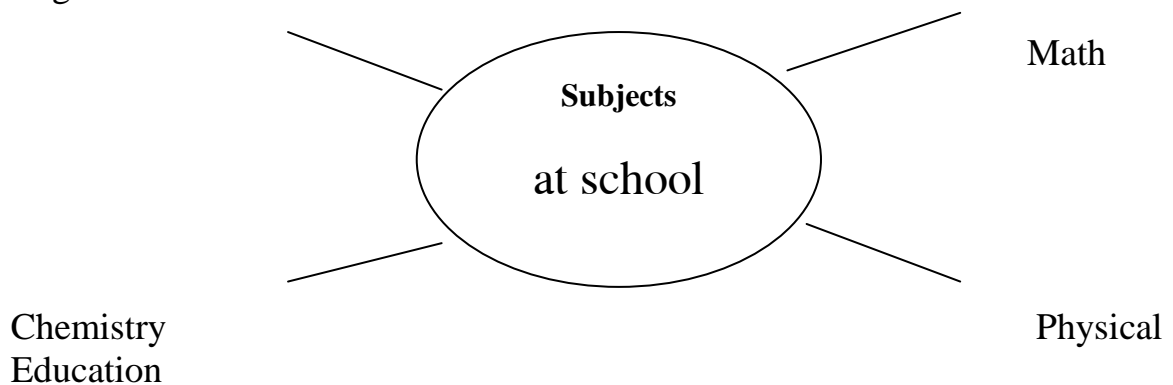
**Objectives:** Brainstorming fosters students to think in a logical way, uses their imagination as quickly as possible to pick out their ideas.

**Procedures:** Teacher gives a phrase which is the main topic of the lesson and asks students to find things related to the given word.

**Example given 1: Unit 4: At school**

Teacher gives the phrase “ Subjects of school” and then let students 5 minutes to speak as much things as they can think about that phrases.

English



## 2. Games

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

### 2.1. Hang man game



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

**Procedures:**

Teacher thinks of a word and writes down dashes which are the series of letters that make up the word.

Students guess relevant letters, then teacher has to fill it on the relevant dash. If they guess wrong word, teacher may draw parts of a man hang on a gallows.

The guess continues until the word has been found or the hang man drawing has been finished.



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

— — — — —

**Example given:** Teacher gives students topic on Family.

Teacher writes down 6 dashes which represent 6 letters of the word and suggests: “ It is a noun indicating a man supports and earns a lot of money his family”.

Let students guess the word until they find the word or the drawing it, the hang man is finished.



**F A T H E R**

## **2.2. Opposite Adjective Crossword**

**Objectives:** To help students to retain and understand clearly the meaning and usage of some adjectives thank to this, students will avoid making mistakes with opposite adjectives.

### **Procedures:**

Teacher distributes worksheets for students to work in pairs.

Students look at the Opposite adjectives in the worksheet and guess the appreciate adjectives, and then fulfill the entire crossword.

Teacher calling students to share their answer.

**Example given 1:** Students look at the Opposite adjectives in the worksheet to guess the adjective and fill in the crossword.

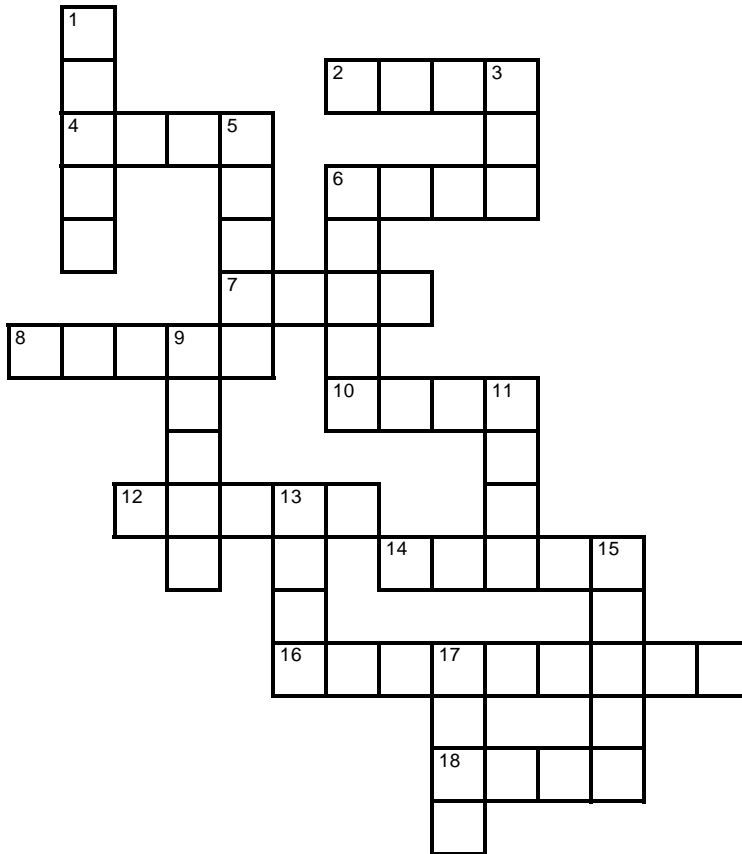
# Opposite Adjectives

## Across

2. The opposite of fast
4. The opposite of rich
6. The opposite of first
7. The opposite of low
8. The opposite of noisy
10. The opposite of fat
12. The opposite of white
14. The opposite of clean
16. The opposite of easy
18. The opposite of short

## Down

1. The opposite of sad
3. The opposite of dry
5. The opposite of left
6. The opposite of dark
9. The opposite of late
11. The opposite of far
13. The opposite of hot
15. The opposite of old
7. The opposite of empty



After that  
teacher gives  
students the

answer key:

**Across**

2. Slow

4. Poor

6. Last

7. Fast

8. Quiet

10. Thin

12. Black

14. Dirty

**Down**

1. Happy

3. Wet

5. Right

6. Light

9. Early

11. Near

13. Cold

15. Young

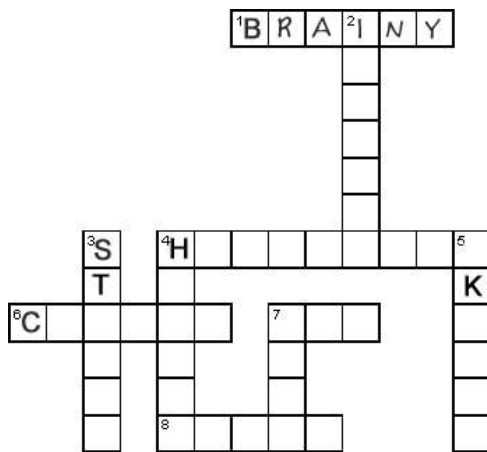
16. Difficult

17. Full

18. Long

*Example given 2:*

ACROSS



1: Another word for windy.

4: Another word for dangerous.

6: The opposite of warm.

7: The opposite of bright.

8: The opposite of strong.

DOWN

2: Another word for hurt.

3: Another word for smell.

4: Another word for empty.

7: The opposite of dry.

The key answers:

DOWN

ACROSS

2: Injured

1: Brain

3: Stinky

4: Hazardous

4: Hallow

6: Chilly

7: Damp

7: Dim

8: Win

### 2.3. “ Jumble words” game

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

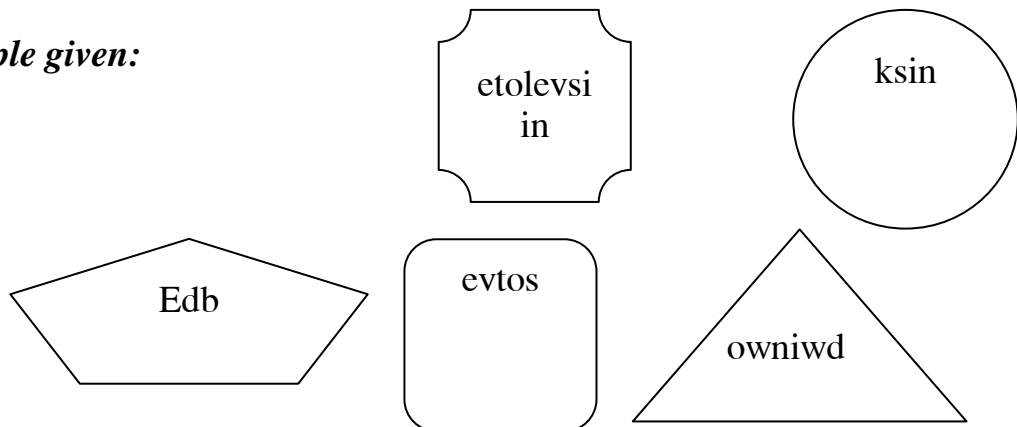
**Procedures:**

Teacher hangs pictures on the blackboard and related words in incorrect order.

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

Who finishes all the words first will be the winner.

**Example given:**



Ask students to guess the right words.

After that, teacher gives the key answers.

Television	Window
Bed	sink
stove	

### 3. Picture

#### 3.1. Matching

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

**Procedures:**

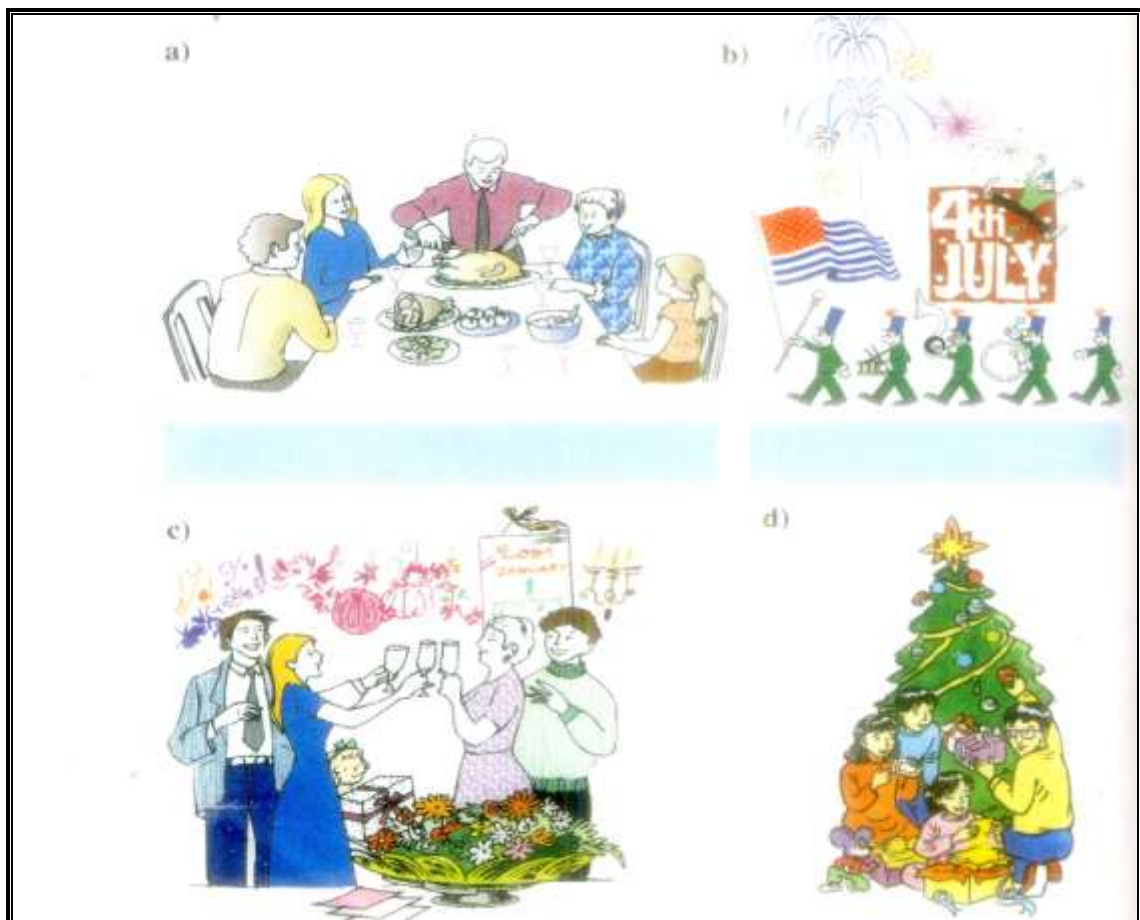
Teacher hangs on 2 posters: pictures (poster1) and phrases (poster 2). Picture and phrases are arranged illogically.

Students have to match pictures (poster1) suitable for phrases (poster2).

**Example given 1: Unit 7: The world of work, A3**

Teacher hangs on 2 posters: pictures (poster1) and name of the public holiday (poster 2).

Poster1:



Poster 2:

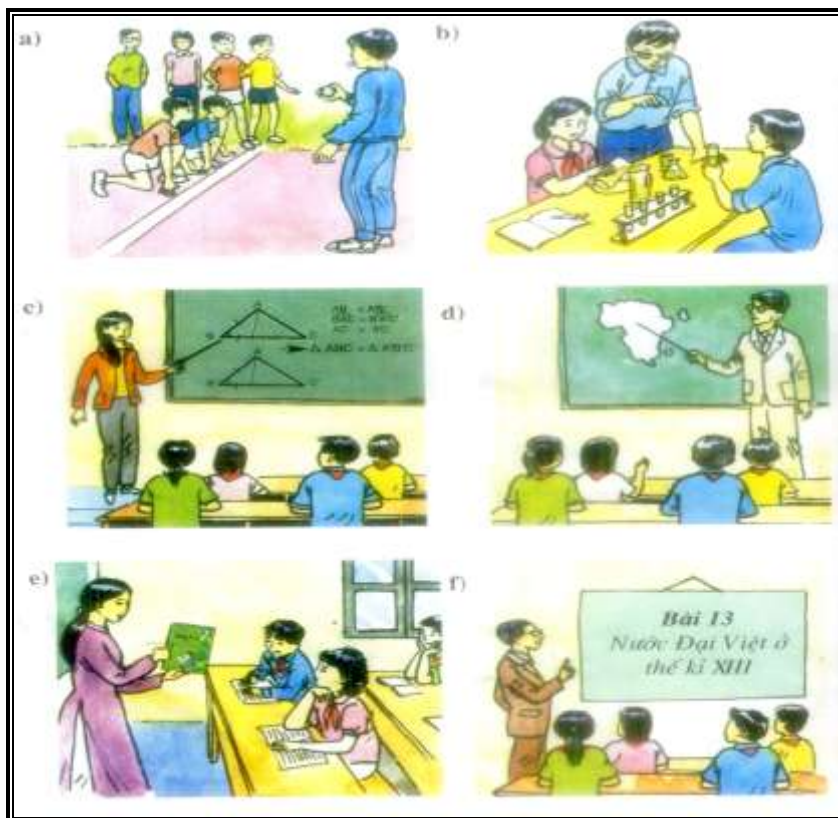
(1) Christmas day	(3) Thanksgiving day
(2) Easter day	(4) Happy New Year

After teacher give answer key: a – (3), b – (2), c – (4), d – (1).

**Example given 2:** Language focus 2

Teacher hangs on 2 posters: pictures (poster1) and subject names (poster 2)

Poster1:



Poster 2:

(1) Geography	(3) Physical Education	(5) Chemistry
(2) English	(4) Math	(6) History

After teacher give answer key: a – (3), b – (5), c – (4), d- (1), e – (2), f – (6).



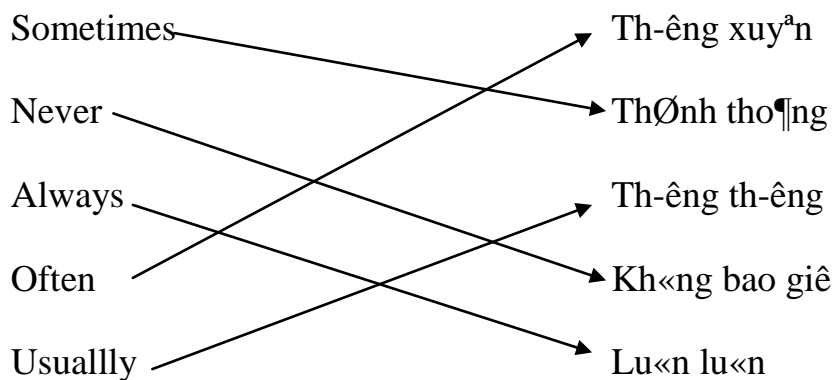
**Example given 3: Unit 1: Back to school**

Teacher hangs the worksheet of Adverbs of frequency.

Students match column A suitable to column B

<b>Column A</b>	<b>Column B</b>
Sometimes	Th-êng xuy <sup>a</sup> n
Never	ThØnh tho¶ng
Always	Th-êng th-êng
Often	Kh«ng bao giê
Usualy	Lu«n lu«n

After students give their answers, teacher gives the key answers:



**II. While-speaking**

**1. Pictures**

Almost every day, we can see picture almost everywhere, such as on the ways, in the streets, at work, at home... They become a very vivid part of life. Picture with a lot of colors and shapes always capture the attentions of all people. Sometimes, when looking at picture we can image many interesting things with the real emotions. This is very important because picture bring enjoys to almost everyone, especially young people such as students. They are

enjoyable; they set the scene for contexts. And of course, they are one of the most effective and useful kinds of visual aids in studying English speaking skill. Thus, students can self-study by collecting pictures to practise every day. Surely, their English speaking will be widened very effectively. The 7<sup>th</sup> graders at Bach Dang secondary school are still young, inquiring, and active but also lack of confidence, vocabulary, and grammar to speak English. Therefore, the picture's color must be beautiful bright and impressive. The image must be meaningful, easily understood. In fact, using picture game which can develop the imagination of students. It means when students look at the picture, they can express the picture in their own thought. Therefore, students can speak English better, more fluently and natural. Importantly, colors seem to be the decisive factor leading the success of the lecture using pictures.

### **1.1. Find the difference**

Use two pictures which look identical to each other at first glance but actually have several differences then teachers ask students to find the differences.

**Objectives:** Increasing students' flexibility and creativeness. Students will also learn how to observe and find the differences among similar pictures or things with fastest speed. Moreover, it helps students to practise the Present Progressive Tense: S+ tobe (am/is/are) + V-ing.

#### ***Procedures:***

Teacher divides the class into small groups and gives them to similar pictures.

Let groups observe in few minutes, then each group shows its idea. Any group which finds most of differences, it will win and receive a gift.

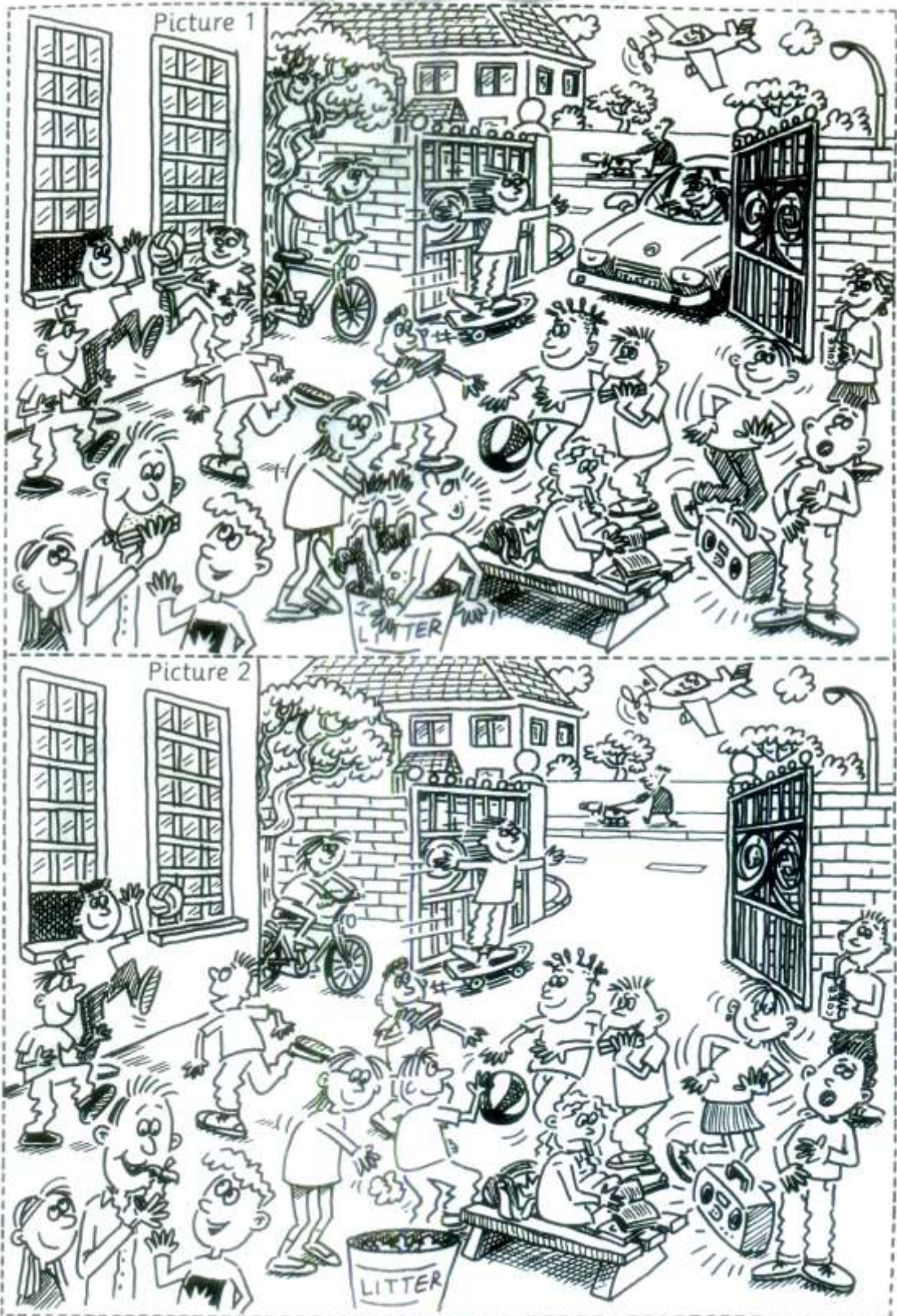
#### ***Example given:***

Teacher shows 2 pictures which contain 9 differences:



# FIND THE DIFFERENCE

SHEET 43



Each group works to find 9 differences, and then show their result.

Then teacher gives students the key answer :

No	Picture 1	Picture 2
1	The tall boy is eating a sandwich.	The tall boy is eating an apple.
2	Four boys are playing football.	Three boys are playing football.
3	The girl is standing on the bicycle.	The girl is riding on the bicycle.
4	A boy is dancing next to the radio.	A girl is dancing next to the radio.
5	Three children are playing basketball.	Four children are playing basketball.
6	A girl is pushing a boy into the bin.	A girl is throwing paper into the bin.
7	A boy is climbing a tree.	Nobody is climbing a tree.
8	A man is driving a car through the school gates.	Nobody is driving a car through the school gates.
9	A girl is drinking a Coke.	A boy is drinking a Coke.

## 1.2. Pictures description

Giving students just one picture and ask them to describe what is in picture. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.

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

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

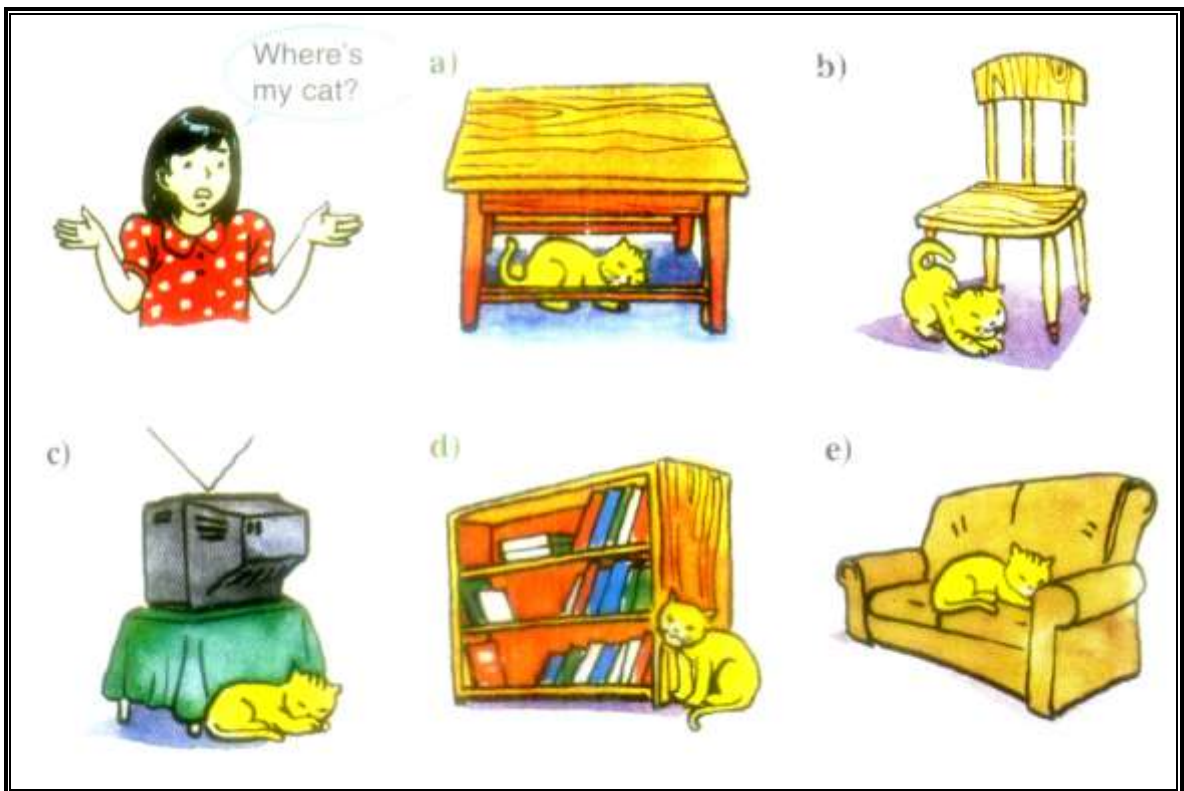
**Example given 1: Language focus 1**

Teacher hangs some pictures on the blackboard as below:

Teacher divides the class into pairs, and then each pair questions, answers base on the suggestion.

Teacher reminds students to use preposition.

On	In front of	Under	Behind	Next to
----	-------------	-------	--------	---------



For example: a) It's under the table.

**Example given 2: Unit 6: After school, A2**

Teacher displays pictures on the blackboard as below:



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

Remind students to use the structures of the Present Progressive Tense: S + tobe (am/is/are) + V-ing.

For example: Four students are reading books in the library.

Four students are studying books in the library.

***Example given 3: Unit 10: Health and hygiene, A4***

Teacher hangs some pictures on the blackboard as below:

a) tooth / hurt  
have / cavity



b) nervous  
see / dentist



c) cavity / not serious  
small



d) happy  
teeth / OK



Teacher divides the class into pairs, and then each pair questions, answers base on the suggestion.

For instance: a) Student 1: Minh's tooth hurts.

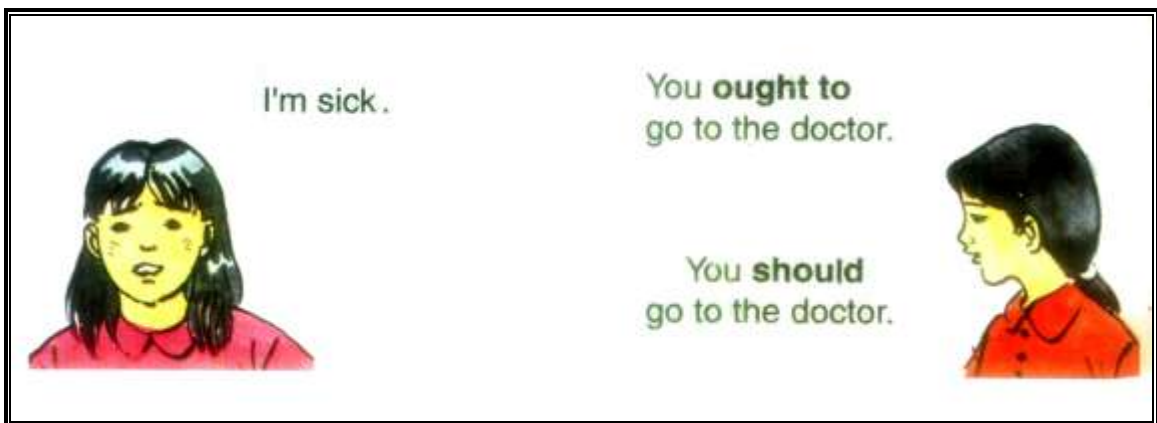
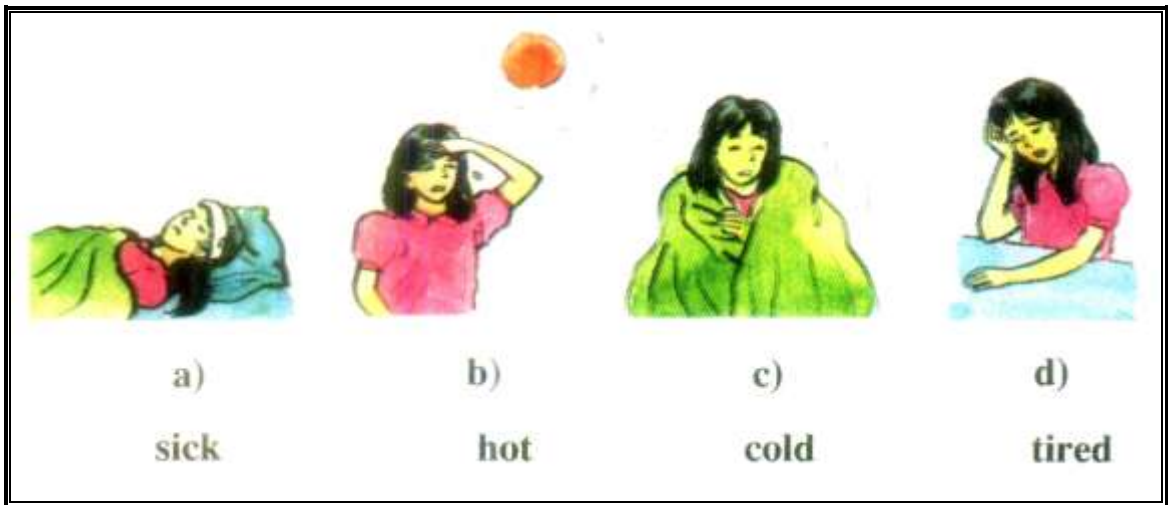
Student 2: Why?

Student 1: Because he has a cavity.



**Example given 4: Language focus 5**

Teacher hangs some pictures on the blackboard as below:



Teacher divides the class into pairs, and then each pair practice with the structure: S + should/ ought to + V-bare infinitive.

**1.3. Story telling**

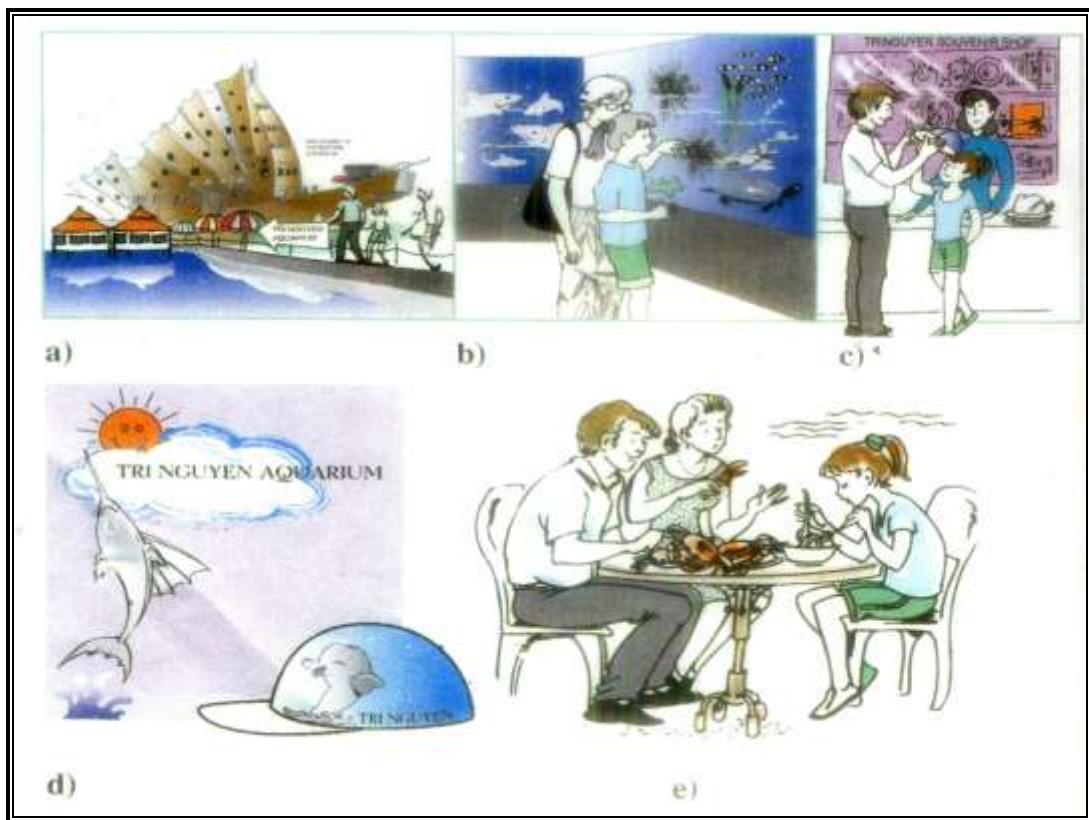
Give students some pictures which describe a story may be they are in incorrect order then ask students to reorder them and tell class about that given story.

**Objectives:** Improve students' ability of observation and expression what they have observed in the pictures given by teacher as well as students feel confident, pleasure. Make students to improve pronunciation, intonation,...

**Procedures:** Teacher shows a picture on the blackboard or divides class into small groups and then asks students to tell a story based on the picture. After all groups have finished their discussions, teacher calls some students to speak in front of class.

**Example given:** Unit 9: At home and away, A2

Teacher hangs pictures of Liz’s trip to Tri Nguyen Aquarium on the blackboard as below:



Remind students to use the Past Simple Tense: S + V-ed with regular verb and irregular verb.

Give students list of some regular verb and irregular verb:

Regular Verb	Irregular Verb
Arrive - Arrived	Be - Was/ Were

Help	-	Helped	Eat	-	Ate
Remember	-	Remembered	Have	-	Had
Rent	-	Rented	Give	-	Gave
Return	-	Returned	Go	-	Went
Talk	-	Talked	See	-	Saw
			Send	-	Sent
			Take	-	Took
			Teach	-	Taught
			Think	-	Thought

Tell the story of Liz's trip to Tri Nguyen Aquarium. Beginning with:

For example: a) The Robinson family went to the aquarium.

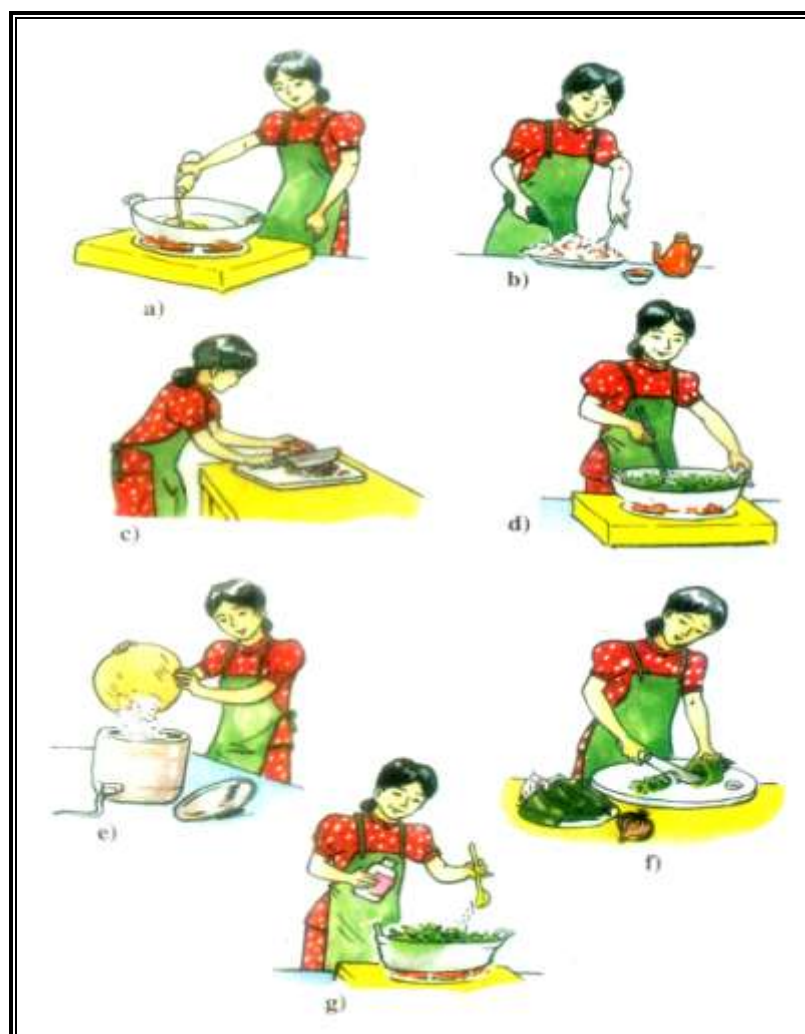
After teacher gives comment and key answer :

- a) The Robinson family went to the aquarium.
- b) They saw many different types of fish.
- c) Mr. Robinson bought Liz a cap in a souvenir shop near the exit of the aquarium.
- d) Mrs. Robinson bought a poster.
- e) After their visit to the aquarium, the Robisons went to a food stall for lunch. Mr. and Mrs. Robinson ate fish and crab, Liz ate noodles.

***Example given 2: Unit 12: Let's eat!A3***

Remind students to use the Past Simple Tense: S + V-ed with regular verb and irregular verb

Poster 1:



- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. Slice the beef                     | 5. Add some soy sauce to the dish |
| 2. Slice the green peppers and onions | 6. Cook rice                      |
| 3. Heat a pan                         | 7. Add salt to the spinach.       |
| 4. Stir-fried the beef                |                                   |

After that teacher gives answer key: c – (1), f – (2), a – (3), b – (4), d – (5), e – (6), g – (7).

Teacher emphasizes that students have to use the Past Simple Tense.

Teacher calls some students to speak in front of class.

## 2. Games

### 2.1. The word order game

**Objectives:** Improve students' ability of rearranging words in to a complete sentence based on given words and images.

**Procedures:**

Teacher hands out papers to students.

**THE WORD ORDER GAME**

You have three minutes to write six sentences  
For example

AT " alarm clock HE 7:30 usually person getting up USUALLY

He usually gets up at half past seven

1. MEET WILL CINEMA THE YOU I outside AT

2. woman VERY 早晨 SHE FLUENTLY

3. YOUR ? FASTER car MINE THAN IS

4. OFTEN ? TV DO WATCH YOU

5. MUCH typewriter THE IS TYPING IN NOT THERE

6. ? hand salt ME COULD YOU THE SALT

Ask students to work individually to complete 6 sentences

After few minutes, calling students to read out their answers.

After students have finished, teacher gives them answer keys:

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

Teacher suggests students to produce similar sentences, such as:

1. We will see the movie at seven o'clock tomorrow.
2. Nam speaks English very fast.
3. Is your house bigger than mine?
4. Do you listen to music?
5. Could you tell me the way to the post office?

### ***3. Information-gap***

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

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

***Procedures:***

The information needed for the lesson should be divided into two parts, usually separated out onto two handouts: information A and information B.

Students are divided into pairs; one student is given the handout with information A and the other student will have the handout with information B.

The most common format is to present information in a grid layout in which handouts A and B have complementary information. Students will then ask each other questions and try to complete their handouts by filling in the missing information.

**Example given 1:** Students should find out the information missing from their grid by asking the relevant questions of their partner.

Handout A

Person's Name	From	Occupation	Weekends	Movies
1. Jill (female)		doctor		romance
2.		professor	go fishing	
3. Jared (male)	Cincinnati			action
4.	Cleveland	banker	play cards	
5. Janet (female)	Dayton			

Handout B

Person's Name	From	Occupation	Weekends	Movies
1.	Toledo		relax at home	
2. Jason (male)	Columbus			horror
3.		mechanic	play baseball	
4. Jenny (female)				drama
5.		lawyer	read novels	comedy

Sample Questions:

What is the first person's name?

How do you spell it?

Where is he/she from?

What is his/her occupation

What does he/she do on weekends?

What kind of movies does he/she like?

**Example given 2:**

Handout A

Anybody Call



A: Did anybody call while I was out?

B: Just your mom. She wants you to drop by when you have a chance.

<b>WHILE YOU WERE OUT . . .</b> <b>CALLER:</b> <i>Your Mom</i> <b>MESSAGE:</b> <i>Drop by when you have a chance.</i>
--

<b>WHILE YOU WERE OUT . . .</b> <b>CALLER:</b> <i>Your Sister</i> <b>MESSAGE:</b> <i>Stop by the post office and pick up some stamps.</i>
--

<b>WHILE YOU WERE OUT . . .</b> <b>CALLER:</b> <b>MESSAGE:</b>
--

Handout B

Anybody Call

A: Did anybody call while I was out?



B: Just your mom. She wants you to drop by when you have a chance.



WHILE YOU WERE OUT ...  
CALLER: *Your Mom*  
MESSAGE:  
*Drop by  
when you have a chance.*

WHILE YOU WERE OUT ...  
CALLER:  
MESSAGE:

WHILE YOU WERE OUT ...  
CALLER: *Your Brother*  
MESSAGE:  
*Call him back.*

#### ***4. Debate***

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

***Procedures:***

Teacher gives a situation and divides class into small group then let each draw to choose which group is for or against.

Teacher lets students discuss it to find as many evidences as possible to persuade others.

After finishing, teacher calls representatives of each group to start the discussion. The members of group listen and have questions for other group.

**Example given:** Unit 15: Going out, B: In the city

Teacher shows the situation: Someone says that living in the countryside is more comfortable than in the big city. Do you agree or not? Why?

Each group discusses to find evidences to prove for their opinions.

Teacher can give students some clue for discussion:

People	Means of transport	Job opportunity...
Living environment	Entertainment	

After students finish their discussion, teacher gives comments and summarizes the main idea.

### **5. Role play**

**Objectives:** Help students speak English more naturally and fluently because they have to perform their own play and develop imagination and creative.

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

**Example given:** Complete the dialogue. Ba and Bao are talking arrangements to play chess. Practice the dialogue with a partner. They make similar arrangements.

Ba: Hello, 0313712733

Bao: .....

Ba: Hello, Bao. How are you?

Bao: .....

Ba: Great. Me too

Bao: .....

Ba: I'm sorry. I can't play chess tonight. I'm going to do my homework.

Bao: .....

Ba: Yes, tomorrow afternoon is fine.

Bao: .....

Ba: At the Central Chess Club? Ok. Let's meet at the front door.

Bao: .....

Ba: Great. See you tomorrow afternoon at 2 o'clock.

After that, teacher gives the appropriate answer:

Ba: Hello, 0313 712 733

Bao: Hello, It's me, Bao.

Ba: Hello, Bao. How are you?

Bao: Fine, thanks. And you?

Ba: Great. Me too

Bao: Would you like play chess tonight?

Ba: I'm sorry. I can't play chess tonight. I'm going to do my homework.

Bao: Will you be free tomorrow afternoon?

Ba: Yes, tomorrow afternoon is fine.

Bao: Where will we meet?

Ba: At the Central Chess Club? Ok. Let's meet at the front door.

Bao: That's fine.

Ba: Great. See you tomorrow afternoon at 2 o'clock.

### **III. Post-speaking**

## 1. Games

### 1.1 “Jumble words” game

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

**Procedures:**

Teacher hangs pictures on the blackboard and related words in incorrect order.

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

Who finishes all the words first will be the winner.

**Example given:**

Teacher hangs on following picture:



Ask students to rearrange words and then spell it.

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

- |              |              |
|--------------|--------------|
| 1. Bottle    | 7. Fifty     |
| 2. Curtains  | 8. Queue     |
| 3. Knives    | 9. Sixteen   |
| 4. Magazines | 10. Biscuits |
| 5. Shower    | 11. Blankets |
| 6. Pajamas   | 12. Dining   |

## 1.2. Crossword

**Objectives:** To help students to retain and understand clearly the meaning and usage of some adjectives thank to this, students will avoid making mistakes with opposite adjectives.

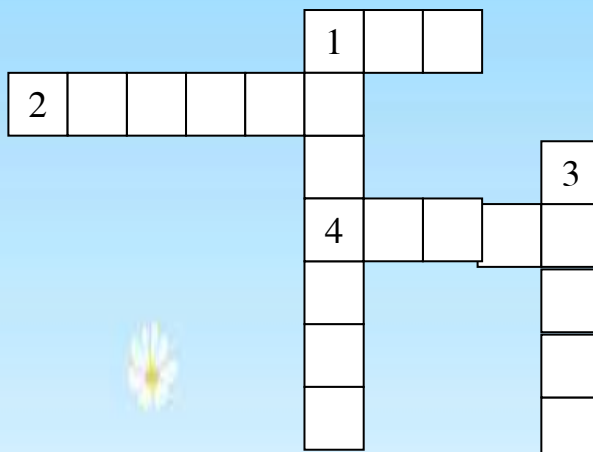
### **Procedures:**

Teacher distributes worksheets for students to work in pairs.

Students look at the worksheet and guess the appreciate words, and then fulfill the entire crossword.

Teacher calling students to share their answer.

### **Example given 1: MY SCHOOL**





ACROSS



1. What do you read?
2. What do you write with?
4. Where do you sit
5. Who teaches the class?
6. Where do you put your book?

DOWN

1. Where does the teacher write?
3. Pencil and.....

The key answers:

ACROSS

DOWN

- |            |               |
|------------|---------------|
| 1. Book    | 1. Blackboard |
| 2. Pencil  | 3. Rubber     |
| 4. Chair   |               |
| 5. Teacher |               |
| 6. Desk    |               |

**2. Complete sentences**

Complete sentences is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

**Objectives:** Complete sentences activities help students recall learned words and give students more opportunities to talk extensively in the target language.

**Procedures:**

Teacher hangs the worksheet on the blackboard.

Remind students the related words.

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

**Example given 1:** Countries and nationalities



**Type the words in the gaps.**

**What countries do they come from?**

- 1) Shrong is Chinese. She comes from \_\_\_\_\_.
- 2) Juan is Spanish. He comes from \_\_\_\_\_.
- 3) Marco is Peruvian. He comes from \_\_\_\_\_.
- 4) Maria is Brazilian. She comes from \_\_\_\_\_.
- 5) Julie is French. She comes from \_\_\_\_\_.

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The key answers:

1. China

3. Peru

5. France

2. Spain

4. Brazil

3. *Using songs*

Songs are authentic and easily accessible example 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.

**Objectives:** Create the relaxed learning atmosphere for students. Music and lyrics of songs help provide energy for students. Students also know songs related to topic they are going to discuss.

**Procedures:**

Teacher prepares a song.

Let students listen it and then ask students some questions about name, singer, and content of song.

After that, teacher hands out of lyric of it but put the gap.

Say students their homework are completing the gaps and learning by heart.

**Example given:** *The Learning Song Vietnam, written by Khalid Muhmood and sung by Doan Trang*

(Extracted by website: <http://www.apolloedutrain.com/en/index.php>)

I'm learning for **my country**

I'm learning how to live

**I'm learning** for my future

I'm learning how to give



I'm learning for **tomorrow**  
I'm learning for today  
I'm learning **for parents**  
I'm learning everyday  
We're learning learning learning  
to be **the best** we can  
We're learning learning learning  
to develop Vietnam  
I'm learning **how to think**  
I'm learning how to learn  
I'm learning **how to win**  
I'm learning how to earn  
I'm learning how to sell  
I'm learning how to buy  
I'm learning how to do  
I'm learning to ask why  
We're learning learning **learning**  
to be the best we can  
We're learning learning learning  
to **develop** Vietnam.

## ***2. Using poems***

Poetry is the art of expressing one's thoughts in rhyme. It is a form of literary art in which language is used for its aesthetic qualities and message can be conveyed with few words. It is meant to be read aloud and arouses emotions.

***Objectives:*** Create the relaxed learning atmosphere for students. Poems help provide energy for students. Students also learn English vocabulary.

***Procedures:*** Teacher prepares a poem, hands out of lyric of it

***Example given1:*** Unit 3: At home

Teacher hangs on the poem “What do you do at school?” on the blackboard.

In Literature, I read a book  
And write about what I read.  
In Home Economics, I learn to cook  
And what our bodies need.

In History, I study the past  
And how the world changes.  
In Geography, I study the world,  
Its rivers and mountain ranges.

I have several classes every day.  
And learn what, where and how.  
What is my favorite class today?  
The one we are learning now.

Teacher ask students some questions:

1. What is the poem about?
2. What are the key words?

Teacher let students freely express their feeling about the poem.

In conclusion, 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 phrase 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 learner.

With this Chapter 3, through some suggested techniques to studying English speaking skill, especially for the 7<sup>th</sup> graders at Bach Dang secondary school.

I hope that this study helps the 7<sup>th</sup> graders to improve speaking skill at Bach Dang secondary school.



### **PART III: CONCLUSION**

In conclusion, my graduation paper has been gained at the aim of studying and given out some techniques to help the 7<sup>th</sup> graders learning English well.

Due to the learning and teaching English situation of the students as well as their expectation in teaching's techniques, I have suggested some specific techniques that may promote students' speaking.

In order to readers have full understandings my graduation paper, the theoretical background such as: what is speaking, types of speaking, activities to promote students speaking... has been presented in Chapter I. Chapter II has an overview of teaching and learning English at Bach Dang secondary school. The survey questionnaire has been carried out the situation and expectation of students towards effective teaching English. A series of charts, pie charts, tables data analysis have provided statistics which made the study more practical and persuasive. In Chapter III, some suggested techniques to improve students' speaking skill were displayed.

However, the shortcomings are unavoidable. Due to limitation of time and knowledge, the study only concerns a very small part of teaching speaking skill with the main purpose is to enhance students' speaking skill. Finally, I hope that in the near future, many other activities for attracting students' interests and involvements into writing/reading/listening lesson will be studied to help learners in studying English well.

# Appendices

## Appendix 1: The survey questionnaires for students

Dear 7<sup>th</sup> grade students, ( Các em học sinh lớp 7 th<sup>o</sup>n m<sup>o</sup>n!)

This survey questionnaire aims at finding out your attitude and your expectations towards speaking lessons. Your answers will be used for researching purposes of my graduation paper entitled “How to promote speaking skills for 7<sup>th</sup> graders at BACH DANG secondary school in HAI PHONG ”. Thank you for your cooperation in completing this survey questionnaire.

Phi<sup>o</sup>u <sup>o</sup>i<sup>o</sup>u tra n<sup>u</sup>y <sup>o</sup>-<sup>o</sup>ic th<sup>u</sup>c hi<sup>o</sup>n nh<sup>u</sup>m t<sup>x</sup>m hi<sup>o</sup>u th<sup>i</sup> <sup>o</sup>e v<sup>u</sup> nh<sup>o</sup>ng mong mu<sup>o</sup>n c<sup>o</sup>n<sup>g</sup> c<sup>o</sup>u trong vi<sup>o</sup>c n<sup>o</sup>ng cao k<sup>u</sup> n<sup>o</sup>ng h<sup>o</sup>c Ti<sup>o</sup>ng anh trong nh<sup>u</sup> tr<sup>o</sup>ng THCS. Nh<sup>o</sup>ng c<sup>o</sup>u tr<sup>o</sup> l<sup>o</sup>i c<sup>o</sup>n<sup>g</sup> c<sup>o</sup>u s<sup>i</sup> <sup>o</sup>-<sup>o</sup>ic d<sup>o</sup>ng cho m<sup>o</sup>c <sup>o</sup>Y<sup>o</sup>ch nghi<sup>o</sup>n c<sup>o</sup>u kho, lu<sup>o</sup>n t<sup>o</sup>t nghi<sup>o</sup>p “ L<sup>u</sup>m th<sup>o</sup> n<sup>u</sup>o <sup>o</sup>Ó th<sup>o</sup>c <sup>o</sup>E<sup>o</sup>y kh<sup>o</sup> n<sup>o</sup>ng k<sup>u</sup> n<sup>o</sup>ng n<sup>o</sup>i cho h<sup>o</sup>c sinh lớp 7 tr<sup>o</sup>ng THCS B<sup>o</sup>ch <sup>o</sup>ng <sup>o</sup> th<sup>u</sup>nh ph<sup>o</sup> H<sup>o</sup>i Ph<sup>o</sup>ng”.

Complete the following questions by circling the answer you choose.

(Em h<sup>o</sup>y khoanh v<sup>u</sup>o c<sup>o</sup>u tr<sup>o</sup> l<sup>o</sup>i em ch<sup>o</sup>n.)

1. How long have you been learning English?

( Em h<sup>o</sup>c Ti<sup>o</sup>ng Anh <sup>o</sup>-<sup>o</sup>ic m<sup>o</sup>Êy n<sup>o</sup>m r<sup>o</sup>i? )

A. 1-3 years

B. 4-6 years

C. More than 6 years

2. How do you like learning English?

( Em th<sup>o</sup>Y<sup>o</sup>ch h<sup>o</sup>c Ti<sup>o</sup>ng Anh nh<sup>o</sup>- th<sup>o</sup> n<sup>u</sup>o?)

- A. Like very much
- B. Like
- C. Normal
- D. Do not like

3. Which skill do you like most in four skills?

(Trong bốn kĩ năng: nghe, nói, đọc, viết, em thích nhất kĩ năng nào?)

- A. Reading
- B. Speaking
- C. Listening
- D. Writing

4. What do you think about speaking skill?

(Em nghĩ gì về kĩ năng nói?)

- A. It is difficult
- B. It is easy
- C. It is boring
- D. It is very difficult
- E. It is interesting

5. In your opinion, speaking skill is:

(Theo em, kĩ năng nói:)

- B. Very important
- C. Important
- C. Not very important
- D. Not important

6. While talking part in speaking activities, you like working:

(Trong giờ nói, em thích học theo: )

- A. Individually
- B. In group
- C. In pair

7. What difficulties do you have when speaking in class? (You can choose more than one answer).

(Nh÷ng khã kh'n emgÆp ph¶i trong giê nãì? Em cũ thÓ chãn nhiÒu h-n mét ®,p ,n)

- A. I do not have enough words to express what I want to say
- B. I am shy
- C. I am afraid of making mistakes
- D. The lessons are too difficult for me
- E. My friends do not cooperate with me
- F. I do not understand what people say to me
- G. I am not interested in speaking

Other difficulties: .....

8. What advantages do you have when speaking in class? (You can choose more than one answer).

(Nh÷ng thuËn lĩ em ®-íc trong giê nãì? Em cũ thÓ chãn nhiÒu h-n mét ®,p ,n)

- A. I feel more confident when working with my friends
- B. I can talk to foreign teachers
- C. The teacher is helpful
- D. The teacher has various activities such as using games, discussion, information-gap, ...

9. Which do you expect to improve speaking skill?

(Em mong chê ®iÒu g× ®Ó c¶i thiÓn kh¶ n'ng nãì?)

- A. Accuracy
- B. Fluency
- C. Pronunciation

10. What do your teachers often do in speaking skill? Its frequency and effectiveness? Please rank the following activities from 1 (the most interesting) to 9 ( the least interesting) in a table.

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

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

(C« gi, o cña em cũ th-êng xuy<sup>a</sup>n sô dông c, c ho<sup>t</sup> @éng ngoµi giê trong viÖc d<sup>l</sup>y nãi kh«ng?)

- A. Very often  
 B. Often  
 C. Sometimes  
 D. Rarely  
 E. Never

Very often	Often	Sometimes	Rarely	Never
10%	5%	10%	15%	60%

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

(C, m ñn em rÊt nhiÒu vµ chóc em cũ mét kú nghØ hÏ vui vÏ.)



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