

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

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# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH : NGÔN NGỮ ANH NHẬT**

**Sinh viên : Nguyễn Thị Lương**

**Giảng viên hướng dẫn : ThS. Phạm Thị Thúy**

**HẢI PHÒNG 07– 2020**

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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**A STUDY ON  
THE EFFECT OF EXTRA- TECHNIQUES ON  
ENHANCING THE FIRST YEAR ENGLISH MAJORED  
STUDENTS' SPEAKING SKILL AT HAI PHONG  
MANAGEMENT AND TECHNOLOGY UNIVERSITY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: NGÔN NGỮ ANH**

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## NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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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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Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày ..... tháng.....năm ....*

**Hiệu trưởng**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

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Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

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**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

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Được bảo vệ  Không được bảo vệ  Điểm phản biện

*Hải Phòng, ngày ... tháng ... năm .....*

**Giảng viên chấm phản biện**

*(Ký và ghi rõ họ tên)*

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Nguyen Thi Luong

# **PART I: INTRODUCTION**

## **I. Rationale**

Nowadays, English is the most popular language in the world. As an effective means of international communication, it is used as the official language in many fields of life such as economics, politics, science, technology, sports and many others. This leads to an increasing demand of learning English. There are more and more people who learn English and consider it as an inevitable factor in their work and life. In Vietnam, English has been brought into the school curriculum as a compulsory subject, and the teaching and learning of that international language has been recently paid great attention to. When teaching English, the teacher teaches his students not only the English language but also its usage. And under the right guidance, right help of the teacher, the students have to try their best to master four language skills: reading, writing, listening and speaking in order to communicate in English successfully. Thanks to it, learners can master and use this foreign language well. In all four skills, speaking can be considered to be a skill which requires learners to spend very much time learning and practicing. Almost students have difficulties in studying speaking at first. In fact, studying speaking well is one of the key which helps learners step by step discover this interesting language. However, there are still some problems today about the teaching and learning English speaking, particularly at Hai Phong Management and Technology University, there is a fact that the first year English majors at Hai Phong Management and Technology University have a poor English speaking skill. The majority of the first year English majors are really passive in their speaking. Therefore, their English speaking skill is often low and very few of them can communicate in English fluently. Obviously, it is high time teachers chose the appropriate teaching methods to solve the problem.

Deriving from the above mentioned reasons, “A study on the effect of extra-techniques on enhancing the first year English majored students' speaking skill at Hai Phong Management and Technology University ” is made. The researcher hopes that this research will provide learners a relatively full and detailed view about how to improve speaking skill.

## **II. Aims of the study**

My study is about to help the first year English majored students at Hai Phong Management and Technology University improve their speaking skill through extra- techniques and to prepare for them to the basic knowledge of speaking skill with higher requirement for the levels. To summarize the above, my study is aimed at:

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

Infact, the fundamental concepts and result of this paper can be applied to most English learners.

## **III. 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, for the first year English majored students at Hai Phong Management and Technology University. I hope that this study is a good reference material for the English majored as well as all students who wish to get the higher speaking skill.

## **IV. Method of the study**

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

- Researching on reference books and websites.
- To consult ideas and opinions from my supervisor, peers, teachers at Hai Phong Management and Technology t University.
- Interviewing and conducting the survey questionnaires for the first year English majored students at Hai Phong Management and Technology University with a point to find out their recognitions, attitudes of the matter and the difficulties they encounter when practicing English speaking skill.
- Basing on my personal experience from my under graduating time in the university through speaking skill at class.

## **V. Design of the study**

This study consists of three parts:

**Part I: Introduction**, includes the rationale to the study. It also includes the aims of the study, the research questions, the scope of the study. Next the design of the study is also presented.

**Part II: The study** consists of three chapters:

*Chapter 1, Literature review*, presents a review of related literature that provides the concept, types, purpose of speaking and the importance of speaking skill, the problems in teaching and learning English speaking, the importance of using extra- techniques/ activities, the techniques/ activities for teaching speaking, characteristics of a successful speaking activity and the main factors affecting students' English speaking.

*Chapter 2, The study on learning and teaching English speaking skill*, focuses on English learning and teaching environment at Hai Phong Management and Technology University, the survey in which the objectives of the survey, the subjects, and the methods of the study are studied. The analysis consists of the results about students' learning time, students' attitude with English; the results about the most difficult skill, the skill students like most, students' perceived importance of English speaking skill, students' favorite speaking activities, students' difficulties in speaking lessons, students' advantages when speaking in class and students' opinion about current teaching method, students' expectations on the extra- techniques. Chapter 2 also studies on the findings and data analysis, the findings and discussion of findings as well as the recommendations for improving students' learning English speaking in class.

*Chapter 3, Some suggested techniques in teaching English speaking skill for the first year English majors at Hai Phong Management and Technology University*. Furthermore, the study also talk about the effect of extra- techniques on enhancing the first year English majored students' speaking skill at Hai Phong Management and Technology University.

**Part III: Conclusion** Teaching speaking English through techniques are made; some limitations and suggestions for further research are stated. The last are references, the appendixes that include all the documents relating to the study

# **PART II: THE STUDY**

## **Chapter 1: Literature review**

### **I. Speaking skill**

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

##### **1.1 What is speaking?**

Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence"). It has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes these skills and knowledge to succeed in a given speech act.

(Extracted from: [http://www.cal.org/caela/esl\\_resources/digests/Speak.html](http://www.cal.org/caela/esl_resources/digests/Speak.html) )

##### **1.2 What is speaking skill?**

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situations in which we find ourselves:

- ✓ Interactive
- ✓ Partially interactive, and
- ✓ Non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the

audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Here are some of the micro-skills involved in speaking. The speaker has to:

- ✓ Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- ✓ Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- ✓ Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- ✓ Put words together in correct word order.
- ✓ Use vocabulary appropriately.
- ✓ Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- ✓ Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- ✓ Make the main ideas stand out from supporting ideas or information.
- ✓ Make the discourse hang together so that people can follow what you are saying.

(Extracted from website:

<https://sites.google.com/site/kifleeamingenglishedu/speaking-skill/speakingskills>

## **2. Types of speaking**

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 member 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 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**

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 strengthen 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 give a purpose, spoken actives are much more rewarding and engaging not to mention motivating.

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

## **II. Teaching and learning 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 problems in teaching and learning English speaking**

It is a commonly recognized the fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom.

This difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication. In fact, selecting the most

appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situations. Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. They can be shown as the inhibition which is the fear of making mistakes, losing face, criticism or shyness. The second thing is that learners have problems with finding ideas to speak, formulating opinions or relevant comments. The third one is the low or uneven participation and this is often caused by the tendency of some learners to dominate in the group. The last one is about the mother-tongue use which is particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language (Ur 1995: 121).

In addition, as many teachers' observations indicate, the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative. This individual dimension is particularly noticeable among older and more advanced learners who often have a good insight into the nature of their individual difficulties, an accurate assessment of the skills they have already developed and, consequently, clearly defined needs.

<https://repozytorium.amu.edu.pl/jspui/bitstream/10593/1680/1/Aleksandrzak.pdf>

The fact is that English is used for communication among people in the world. As an international language, it is necessary for us to learn it. But we know that studying English as a foreign language is not easy. Therefore, the students should be taught English from elementary level. English skills are divided into four skills. They cannot be separated each other. So, in teaching and learning process the four skills must be taught in integration. In the process, it is possible that many problems rise in every skill and need the attention to give the solution for it.

Finally, the non linguistic problems are limited reference, limited time in practicing English, less frequency in studying English, never have partner in

practicing English, never have chance to speak English with native speaker, simply shame and there is no habit in practicing English. In coping with the problems there are no significant different ways, these are asking to friend or teacher, opening the dictionary, practicing with partners, reviewing the lesson at home, and trying to always be active in speaking activities

[\(<http://www.researchgate.net>\)](http://www.researchgate.net).

### **3. The importance of using extra- techniques/ activities**

Success in speaking skill through extra- techniques / 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 majored students can broaden horizons through personal development influence, and influence the social behavior of students.

#### **3.1 Using extra- techniques / activities to improve the personal development**

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

The extra- techniques/ 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- techniques/ activities also reduce the anxiety and rising the interesting and the exciting as well when they practicing English speaking skill. Through the extra- techniques/ activities, the shiest students will get more opportunities to express their opinion and feeling.

#### **3.2 Extra- techniques/ activities influence the social bahaviour**

As we know, extra- techniques/ activities require the solid ration, the knowledge/ understanding among the member in group. The extra- techniques/ 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- techniques/ activities directly and indirectly influence the social bahaviour of students. The extra- techniques/ 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.

#### **4. The Techniques for teaching Speaking**

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

**4.1 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.

**4.2 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.

**4.3 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.

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

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

### **5.1 The role of teacher**

As started by Nguyen Bang and Nguyen Bang Ba Ngoc (2002: 66) the role of teacher is necessary for learner:

Firstly, teachers need to become effective mediators. Secondly, they need to be able to take on such roles as advisors, consultants, co- communicators, partners and joint problem – solvers. Thirdly, teachers' attitudes towards the value of learning strategies is crucial, as this will inform everything that the teacher does and therefore pervade the delivery of the whole curriculum.

The successful teacher may not be one who merely provides specific learner training task, but rather, one who is aware of the strategy implications of every language learning that they give. Teachers would then habitually draw the attention of their learners to develop an awareness of how they go about their

learning, and seek, through the process of mediation, to gradually give control to their learners.

## **5.2 The role of learner**

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. The learners bring to the task of learning different characteristics such as age, gender, personality, motivation, self-concept, life experience and cultural background, all of which influence the way in which they go about of learning. It is, therefore, over simplistic to assume that all learners will use or should be taught the same strategies in the same way. What apparent from a constructivist learning, they make their own personal sense of the skills and strategies influences that surround them.

A crucial aspect of strategy training is that learners develop a sense of personal relevance or personal authenticity. Rather than asking them to use particular strategies simply because the teacher tells them to, it is more beneficial to help individuals to discover and develop those that are most significant and personally relevant to them. Within this process, the learner's knowledge, in its broader context of knowledge of the self, feeling and emotions, personal aims and motivation, will be significant in discovering personal authenticity in how to learn.

## **5.3 Participant is even**

Classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed.

## **5.4 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.

## **5.5 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.



## **6. Main factors affecting students' English speaking**

### **6.1 Psychological factor**

#### **6.1.1 Fear of Mistake**

Robby (2010) argued that the fear of mistake becomes one of the main factors of students' speaking in English in the classroom. With respect to the fear of making mistake issue, and this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

#### **6.1.2 Shyness**

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

#### **6.1.3 Lack of Confidence**

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students'

confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence. Therefore, teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

## **6.2 Vocabulary**

Learning vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. Rich vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English.

## **6.3 Pronunciation**

It is quite common for non-native speakers of English to mispronounce English words. This can lead to misunderstand or even some more serious consequences. What we should do is to try our best to learn more and practice more to improve our pronunciation.

## **6.4 Listening comprehension**

Listening comprehension is a very basic skill one must have in order to be a good English speaker. However, many of students try to improve their English speaking skill without practicing their English listening comprehension skills. Most of them spend a lot of time on studying grammar and vocabulary but they can not hear when talking with foreigners.

## **6.5 Organization of Ideas**

Every speech should be made in order. This makes the speech not only more scientific but also easier to understand. A person who can arrange a good order can make the shortest and most emotional speech. No one wants to talk with a person if they have to listen stressfully but do not understand what the speaker mean.

## **6.6 The Rooted Habit of "Inert"**

"Inert" here means "inactiveness" in the class. In the traditional teaching class, the teacher likes to ask students questions and the students should hand up to answer. However, when being asked, most of students lower down their heads

and pretend not to hear what the teacher said. Therefore, they always miss this chance to stand up and say something in English, which is a better way to practice English. When groups of student are chosen to discuss something, they often reject it. Such kind of shyness has been rooted in the students' heart for a long time. What students need to do is to change their shyness and try to accept new challenges bravely in their life, which is an important factor affecting their mental quality to speak perfect English.

### **6.7 The Lack of Target Language Learning Environment**

If a person stays in the foreign countries, he or she will practice their oral English in a short time, maybe just several months. That is why a majority of college students choose to study abroad. However, domestic students cannot own this perfect target language learning environment, which is an important factor affecting their oral English. In class, English teachers are mostly native Vietnamese speakers who have they can hardly speak as standard as native foreigners so students cannot learn a Standard English.

## **Chapter 2: The study on learning and teaching English speaking skill at Hai Phong Management and Technology University.**

### **I. The reality of learning and teaching English speaking skill at Hai Phong Management and Technology 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.

#### **1. The teaching staff**

Hai Phong Management and Technology University has a large teaching staff with lots of experience and enthusiasm. 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 enthusiastic, responsible in their work and try their best to give the most effective lectures to students. Furthermore, they have modern professional teaching style, they understand the students and they are very friendly. Talking to the students and sharing their experiences help both teachers and students understand one others deeply and enhance the quality of the lectures.

#### **2. The researcher**

The study was carried out by a student who has been the last year student at Hai Phong Management and Technology University. She is very interested in learning English and always tries to find out the most suitable learning method which can help all of student to learn better. So, the researcher here keeps thinking to make this study applicable to make learning more interesting. The author can have some more methods to strengthen their passion on studying English speaking, make students love speaking English more as well as enhance students' English speaking skill.

#### **3. The students**

A total of 31 students in the class NA23 who are in the first year of English Department at Hai Phong Management and Technology University are selected for this study. That is not mention the fact that they have just left the high school and they come from different places and experienced different learning condition. There still have many passive students with the lessons, that is the most difficult problem when they learn at the new environment. They appear to

be used to listening to the lectures and writing down what the teachers read aloud or copying what is written on the board. Particularly, for English majors a big number of them are really reluctant in their learning English speaking proven by the fact that they only focus on trying to understand words and grammar structures in the given text book. Consequently, a number of students cannot speak English fluently. Therefore, a question raised here is what we should do now to inspire in students the interests and motivation to improve their English speaking learning.

#### **4. The textbook**

The material for English speaking in the first year English majors is the "Speaking Extra" textbook. It is designed following communicative approach. The content of the new textbook is arranged according to themes and each unit mentions one theme relating to everyday life, which is very useful and practical to students' needs for example: the family, food and drink, describing people or daily activities...For speaking skill, its aim is to develop students' speaking competence beginning with a range of the specific information to a complete theme. In short, the English textbook has proved to be realistic, relevant and appropriate to the context of teaching and learning English.

#### **5. English teaching and learning condition at Hai Phong Management and Technology University.**

At Hai Phong Private University, each classroom of the first year English majored students have been equipped with projectors, camera, air -conditioners, computers with internet connection and wireless internet connection. The teachers often use projectors to make English lessons more interesting and effective. Besides, the school library is an "electronic library system", which has been equipped with many modern thing. This is really a big advantage for students learning.

Beside, 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: Christmas, Valentine'...to play together, exchange knowledge and relax. Sometimes, they have many chances to talk and study with foreigners. This is an outstanding advantage and a good condition to help them improve their English speaking skill.

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 majored 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. They do not have much knowledge about any specific fields, especially the speaking skill with the textbook. Interact with some funny activities, they are taught according to specific topics in order to practice and improve the speaking skill. Therefore, they have more opportunities to widen and improve English speaking skill.

## **II. The survey questionnaires**

Nunan (1992) points out that “A questionnaire is an instrument for the collection of data, usually in written form, consisting of open and closed questions and other probes requiring a response from subjects”. Richards et.al (1994) also defines questionnaires as an effective way of collecting information about “affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences, and enable a teacher to collect a large amount of information relatively quickly”. In addition, having the same idea with Richards, Seliger and Shohany (1995) also state that questionnaire is an attractive means of collecting data on phenomena, which are not easily observed, such as motivation, attitude, language learning strategy use, etc.

### **1. The design of the survey questionnaires**

The survey questionnaires consists of 10 questions are given to students to study the reality of teaching and learning speaking skill at Hai Phong Management and Technology University. Students were asked to tick the most suitable answers which correspond with their opinions.. The questionnaires are designed as below:

*Question 1* gives information on students’ English learning time. The author wants to have further understanding about students’ bonding time with English. Basing on this understanding, the author can get right information and give appropriate method to them.

*Question 2* focus on students’ attitude with English language and students’ interest in learning English .

*Question 3* is about how they think about four skills and which skill is most difficult. It can bring more information and help everyone to study better.

*Question 4* is about the skill which students like to learn most.

*Question 5* gets information on how students think about the importance of English speaking. The researcher wants to know about students' opinions on this matter.

*Question 6* gives information about activity which students prefer when talking part in speaking activities. The author can have some more methods to strengthen their passion on studying English speaking.

*Question 7:* Students' difficulties encounter when speaking in class. The researcher wants to know about students' opinions on this matter.

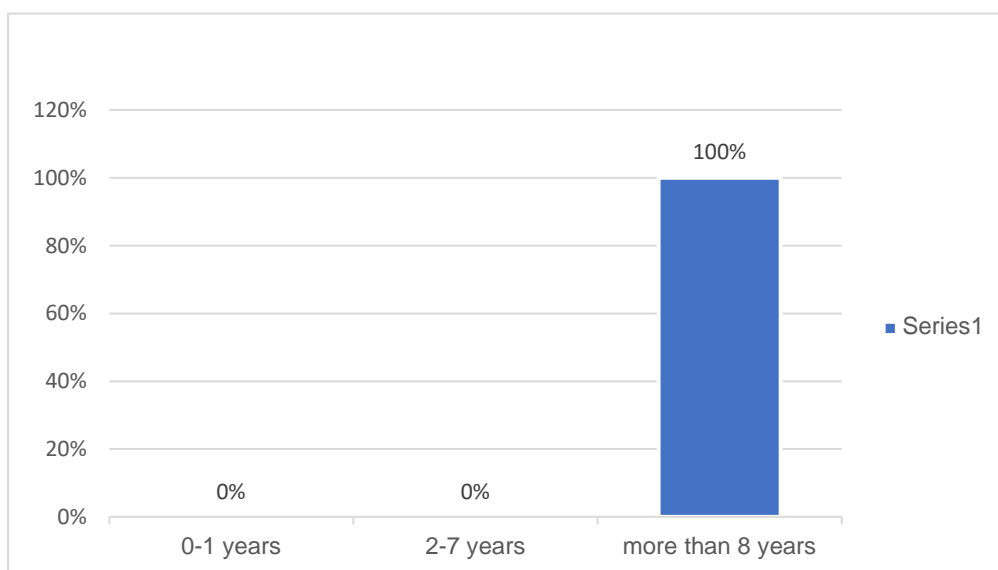
*Question 8:* Advantages which students have when speaking in class. These can bring more specific information and help the author have a better look. The author can have some more methods to strengthen their passion on studying English speaking.

*The questions 9 and 10* are about the students' opinions on the current teaching method and their expectations which can help teachers to satisfy their students' requirements and make them love speaking English more as well as enhance students' English speaking skill.

## **2. The data 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.

### **2.1 The result from the students' English learning time**



**Chart 1: Students' English learning time**

Chart 1 shows that 100% of students responded that they had learnt English for more than 8 years which is quite a long time for each student and this is proved that learning English has become a very important task and a great concern of everyone and attracts a great number of students. Moreover, it is a compulsory subject in most of schools from primary schools to universities as well. Thus, they are fully aware of the fact that English is really important and necessary for them.

## 2.2 The result from students' attitude with English language.

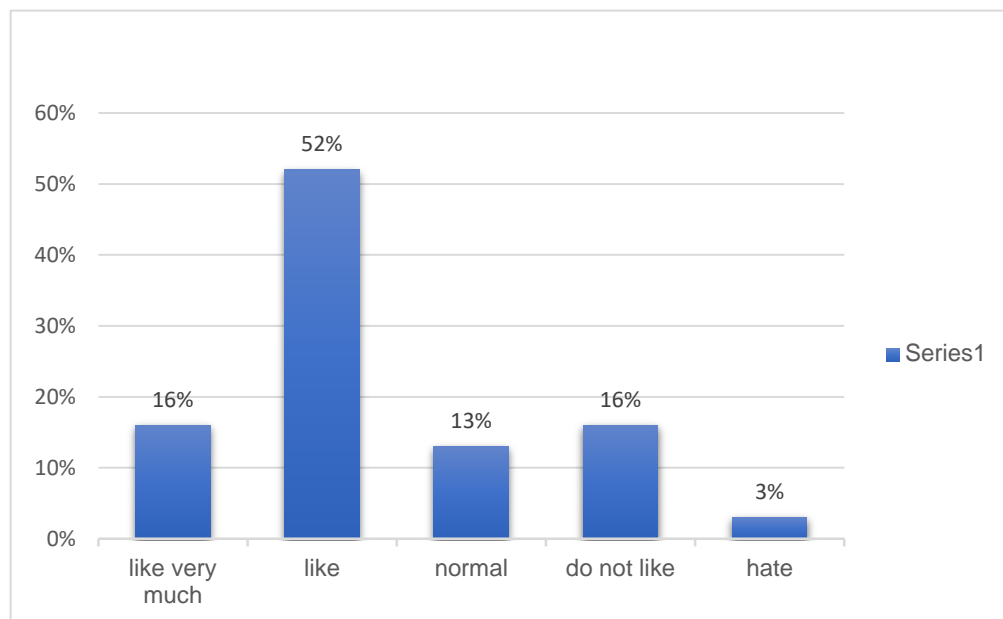


Chart 2: Students' attitude with English language.

The chart above show us the difference among students in the interest of learning English. From the chart, we can see that the amount students who choose "like"(52%) is over three times as much as ones who choose "like very much", four times as much as ones who choose "normal", over three times as much as ones who choose "do not like"(16%) and very few students(3%) hate learning English. This result is not surprising, which 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 fields 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 the high rate because it occupied 19% ( 16%: Do not like; 3%: Hate) in out of 100% or we can say in another way that one fourth of the students do not pay attention to English. To the question “ Why do not you like English?”, ,many students said that English is difficult language which is not easy to study. It 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 could not ask their parents for help so they got bad marks. Therefore, they not only hate it 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.

Meanwhile, there are 13% students are somewhere do not like and do not hate 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.

### 2.3 The result about the most difficult skill in four skills.

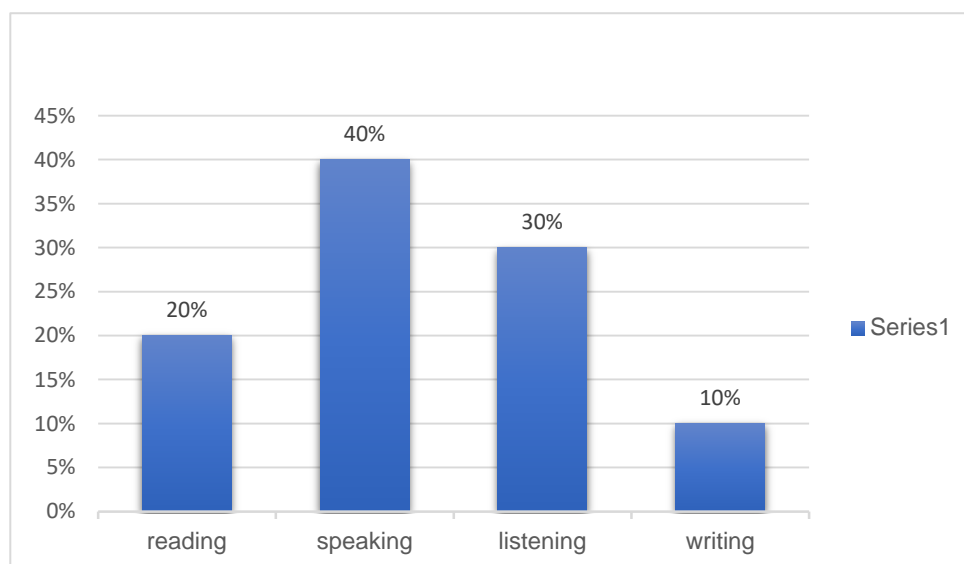


Chart 3: The most difficult skill

The chart 3 gives us the answer for the third question: “ which skill do you think is the most difficult?”. It is very surprising to know that 40% students think speaking is the most difficult skill. In comparison with the amount in the chart 1, students have learnt English more than 8 years , but they think speaking is 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 how to speak and how to practice speaking. Although they can understand the topic of speaking but they can not speak out.

#### 2.4 The result about the English skill which students like most

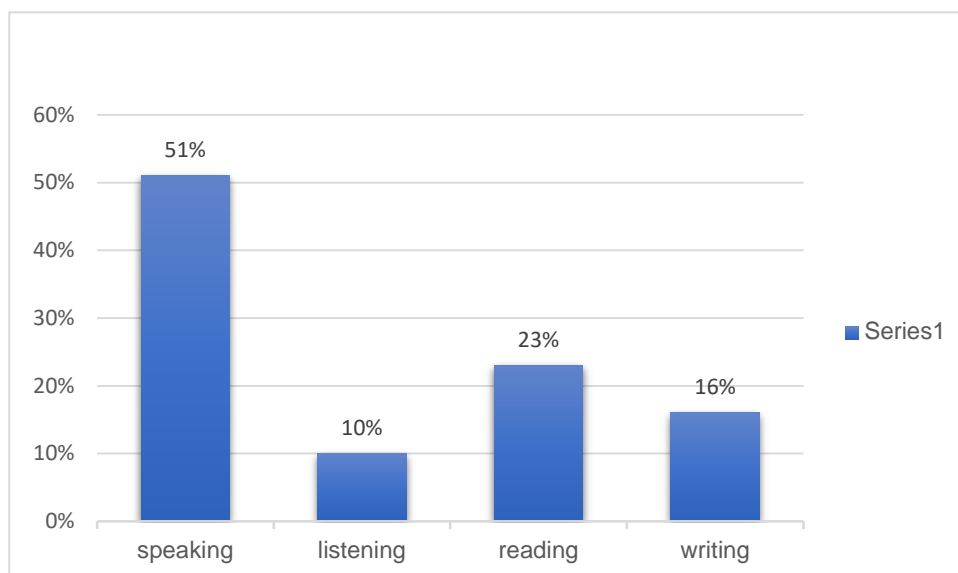


Chart 4: The English skill which students like most

There are many reasons for this figure. First, students have just left the high school and in every high 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: 23% and 16% in turn.

## 2.5 The result from students' perceived importance of English speaking

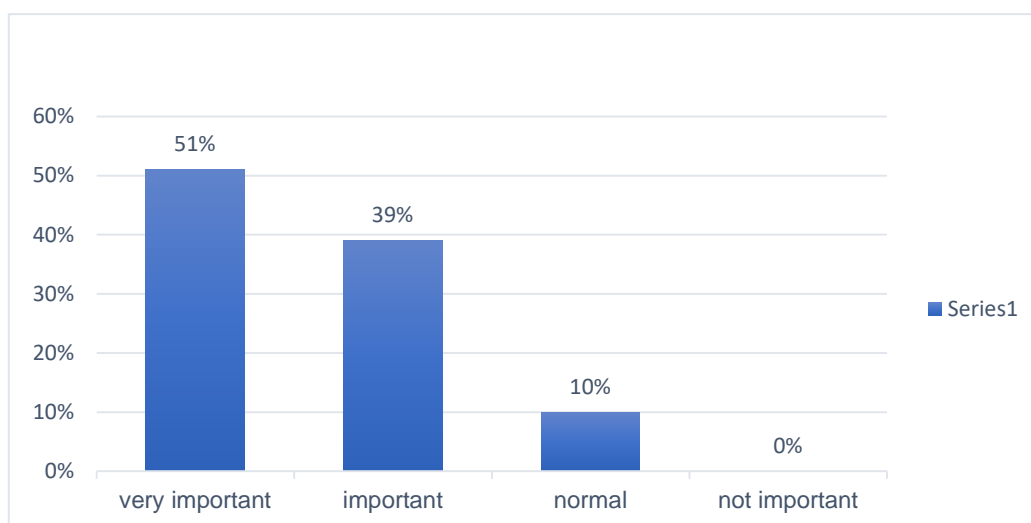


Chart 5: Students' perceived importance of English speaking

As can be seen from chart 5, the high percentage of the respondents (51%) considered speaking skill very important to them while 10% stated it was normal. 39% of the respondents mentioned speaking was important. In general, most of students were aware of the importance of speaking English in their studying. However, some of them did not admit this. Thus, the teacher's role is to find ways to change the students' attitude toward English speaking so they can take part in the learning in the class more actively.

## 2.6 The result about activities which students prefer when talking part in speaking activities.

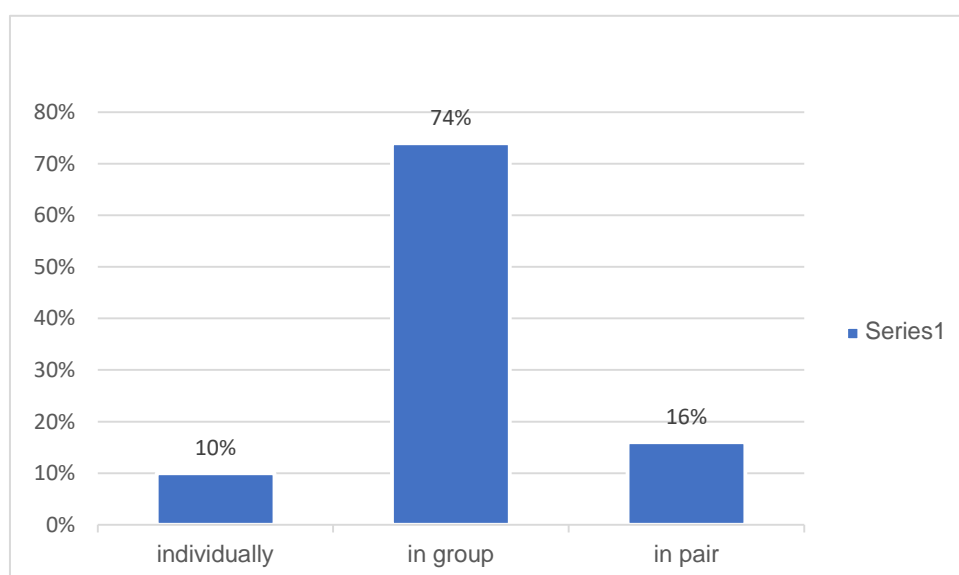


Chart 6: The activity which students prefer when talking part in speaking activities

The work arrangement does play role in speaking class management, since it expresses the effectiveness of doing speaking activities. According to the chart 6, 16% students preferred to working in pairs, while 74% is for working in groups, and 10% 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 practice 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.

### 2.7 The result from students' difficulties in speaking lessons.

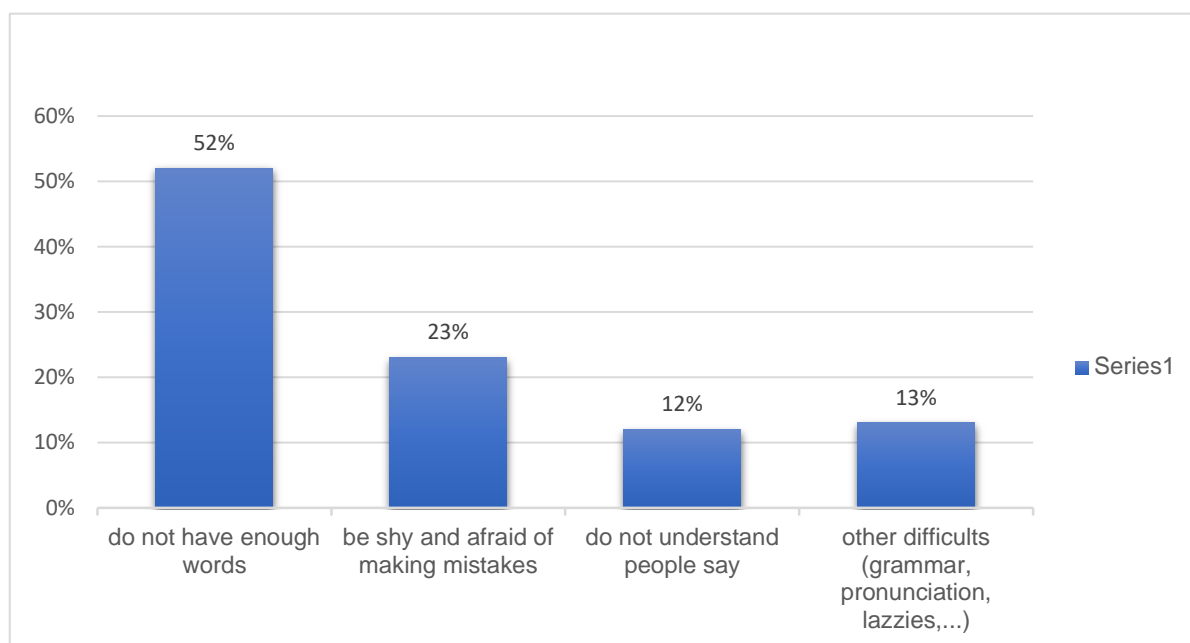


Chart 7: Students' difficulties in speaking lessons.

As you can see from the chart 7 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 52%, because the students are mostly poor vocabulary. 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.

## 2.8 The result from students' advantages when speaking in class.

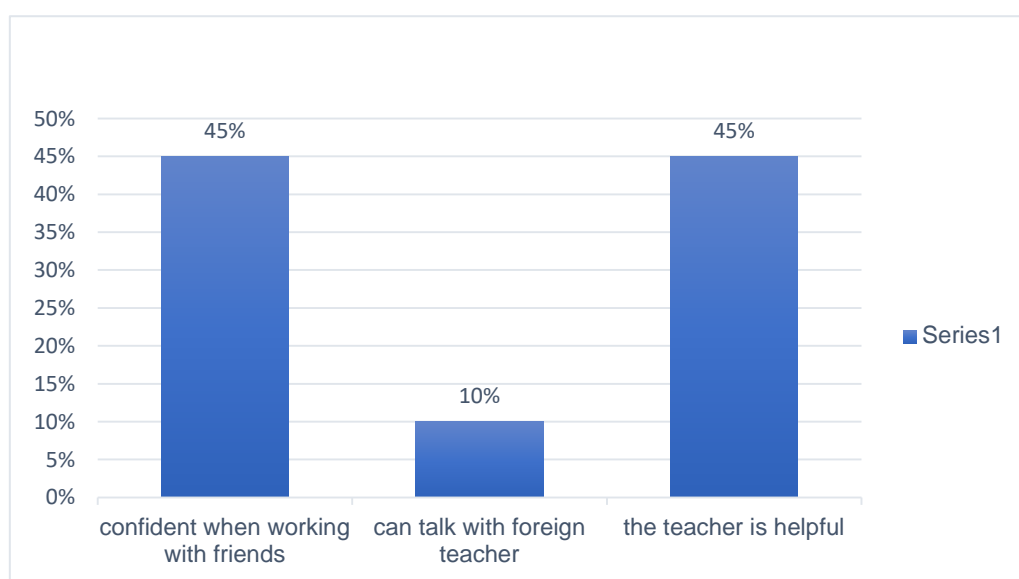


Chart 8: Students' advantages when speaking in class.

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 chart 8, it shows some advantages that students often have. According to the analysis in question 6, most students adore working in group. This gives them effectiveness in speaking, as they feel more confident when working with their friends (45%). Three of them said that they were self-confident and active in speaking. Moreover, it cannot unaccounted for the advantages that teachers – the instructors bring to students, 45% students said that the teacher is helpful. However, they are in the first year university, they do not usually meet and talk with the foreign teachers. Only 10% students say that they had opportunities to talk with foreign teachers.

## 2.9 The result from students' opinions on the current teaching method

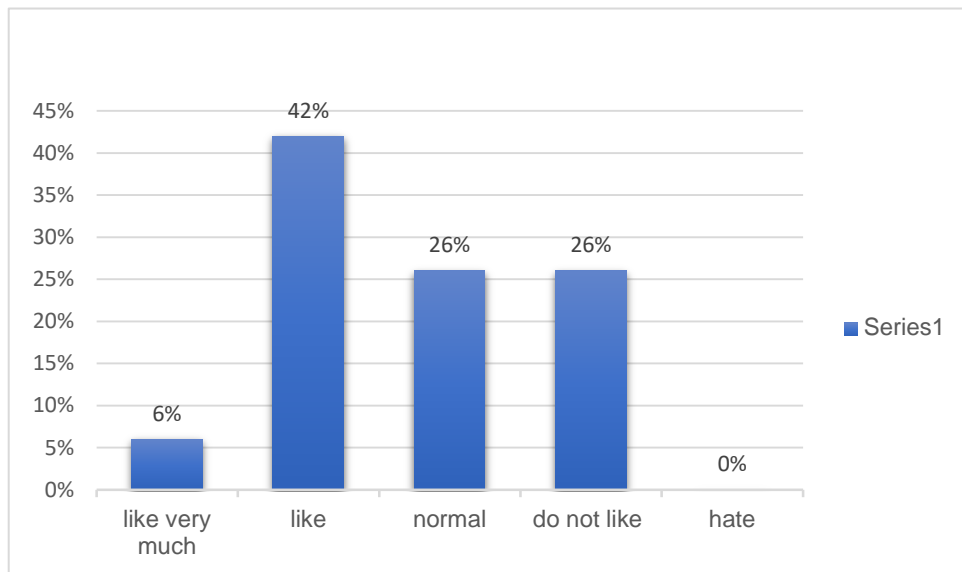


Chart 9: The result from students' opinions on the current teaching method

The number of students who do not like the current methods is different. 52% of students think the current methods are not satisfied (26%: Do not like; 26%: Normal). They want to enjoy English in another way that are not topic-based, questions and answers anymore. And the number of student agrees with the current methods is 48% (6%: like very much, 42%: like).

## 2.10 The result from students' expectations on the extra techniques

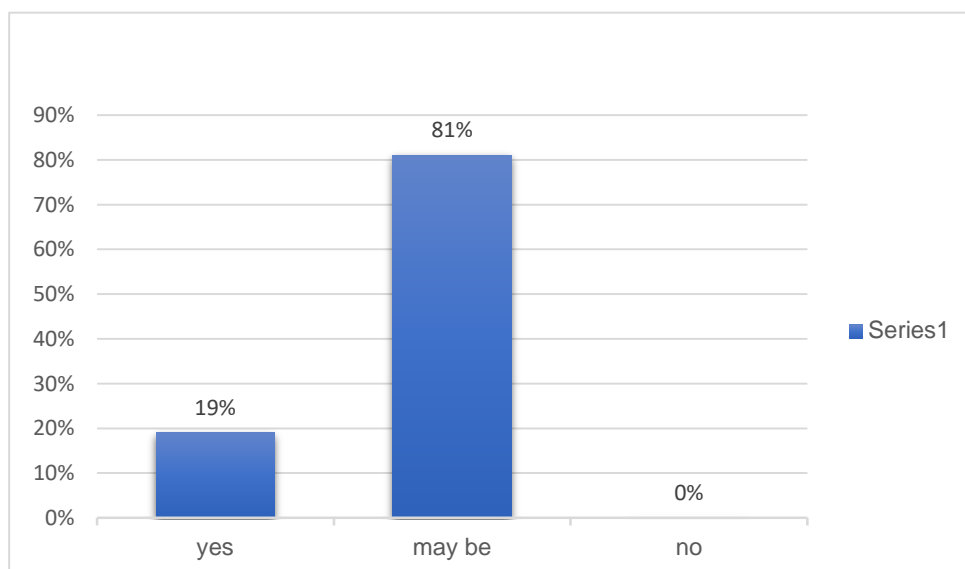


Chart 10: The result from students' expectations

Look at the chart above with the question: “Do you want to have more activities to learn English speaking more effectively?”. 19% of students said “Yes” while 81% of them say “ May be”. So, I decided to have an informal interview with these students who say “ May be” with this question and they said to me that: “ I think I like this method.” But, after a while, they said to me: “ But, if the new methods make us feel excited and pleasant I think I should try!”. To demand another teaching methods does not mean they dislike their teachers’ ones, but it means students hope to have new ways 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 major students. Students will like English periods more and teachers will feel more relaxed in each lesson.

### **3.Findings and discussions of findings**

As the survey was answered by only 31 students, the result cannot reflect the whole situation of teaching and learning English speaking at Hai Phong Management and Technology University. However, it is partially useful to give some suggestions on using interesting techniques. All of the students (100%) have been learning English for over 8 years. This is an advantage of the teachers in teaching because the time of learning is long enough for the students to attain a certain level of English. Many of them agree that they like learning English speaking.

It means that teachers will have many advantages in teaching. Most of them (90%) also admit the importance and the necessity of learning English speaking. Moreover, they all think that learning English speaking is an essential part of learning English, and learning speaking is an indispensable part of learning a language. This means the students are seriously learning English speaking with a full understanding of their importance and necessity.

However, many of them think that speaking skill is the most difficult skill(40%) in four skills and this requires teachers to find out appropriate techniques for teaching speaking in order to satisfy their students. So teacher should find appropriate methods to manage the frequency of students’ speaking in the class. Besides, studying English speaking skill through games help them obtain the knowledge more rapidly and exciting.

In addition, working in pair and in group as well as learning through visual aids especially storytelling, picture description, and role play creates a pleasant atmosphere in class most of the students like these techniques. It is also a good opportunity for them to work in collaborative learning environment. So that teachers should add more effective English teaching techniques.

### **Chapter 3: Some suggested extra-techniques to enhance English speaking skill for the first year English majored students at Hai Phong Management and Technology University.**

Teaching English speaking can be challenging, problems seem to arise from all directions. However, this challenge can be overcome. The following are ideas and techniques to spice up English speaking classroom and make lessons more interesting and effective.

#### **1. The language game**

##### **1.1 The effects/ advantages of language games**

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

Further support comes from Zdybiewska (as cited in Uberman A) , she believes that games can be a good way in practicing 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 A) 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 Mei, Yujing, Yin Yong (2000) also believed that through playing games, students can learn English as the way children learn and say their mother language without being awarded they are studying.

In conclusion, games are able to help the students use and practice 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 practice in all language skills and the use to practice many types of communication which is in line with objectives of the speaking skill.

## **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 extolment ways.

#### **Procedures:**

Students are divided 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 gas 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 ans wre like “No, we can’t” or just in short answer like that : “No” or “ yes”. If team B can find out what the objects is in twenty questions or less, team B will get point. At this phase, the teaher 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 tan ten questions the team will get 15 points, and so on.

### ***B) “Where are My Glasses?” game.***

“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 sub situation through controlled practice.

#### **Procedures:**

- The teacher copies the set of pictures for each group.
- Tacher devides the students into group of three or four.

- Teacher gives out the pictures.



"I want a house with more counter space!"

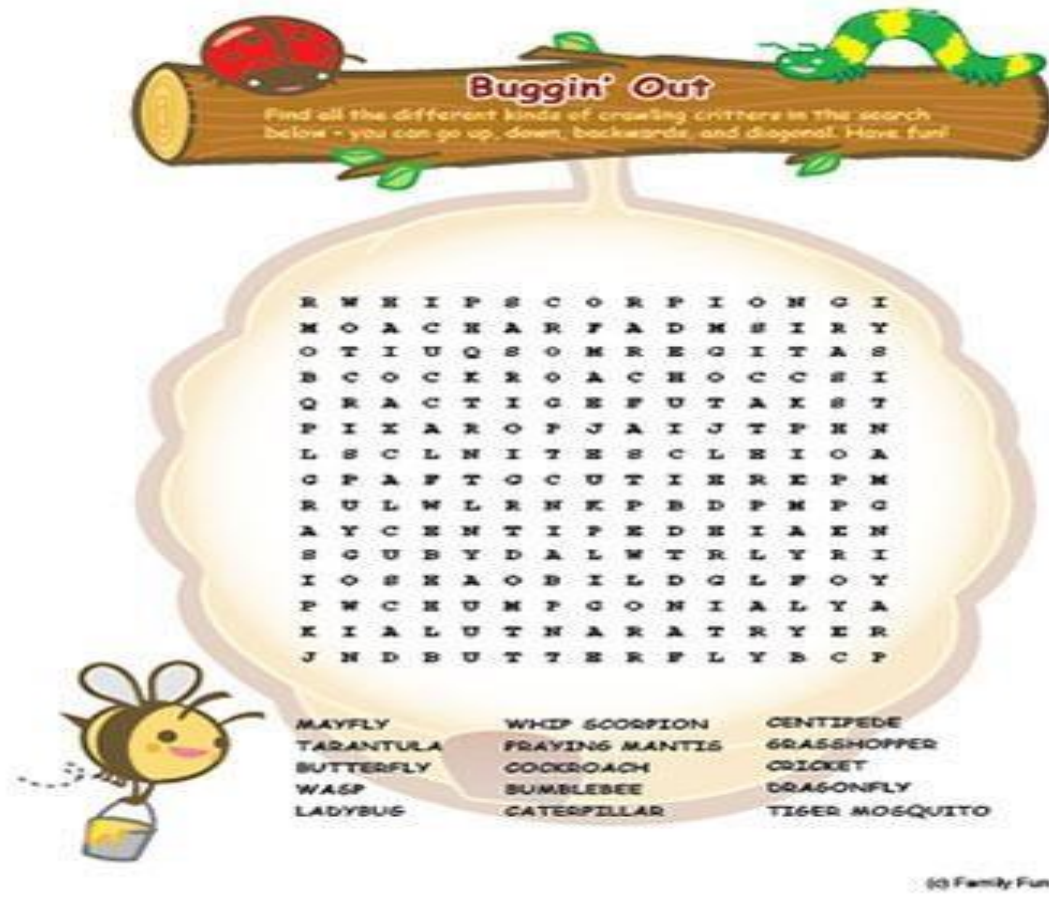


"Let's face it. We have an environmental crisis of our own!"

- 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.



**D) The matching game .**

**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.

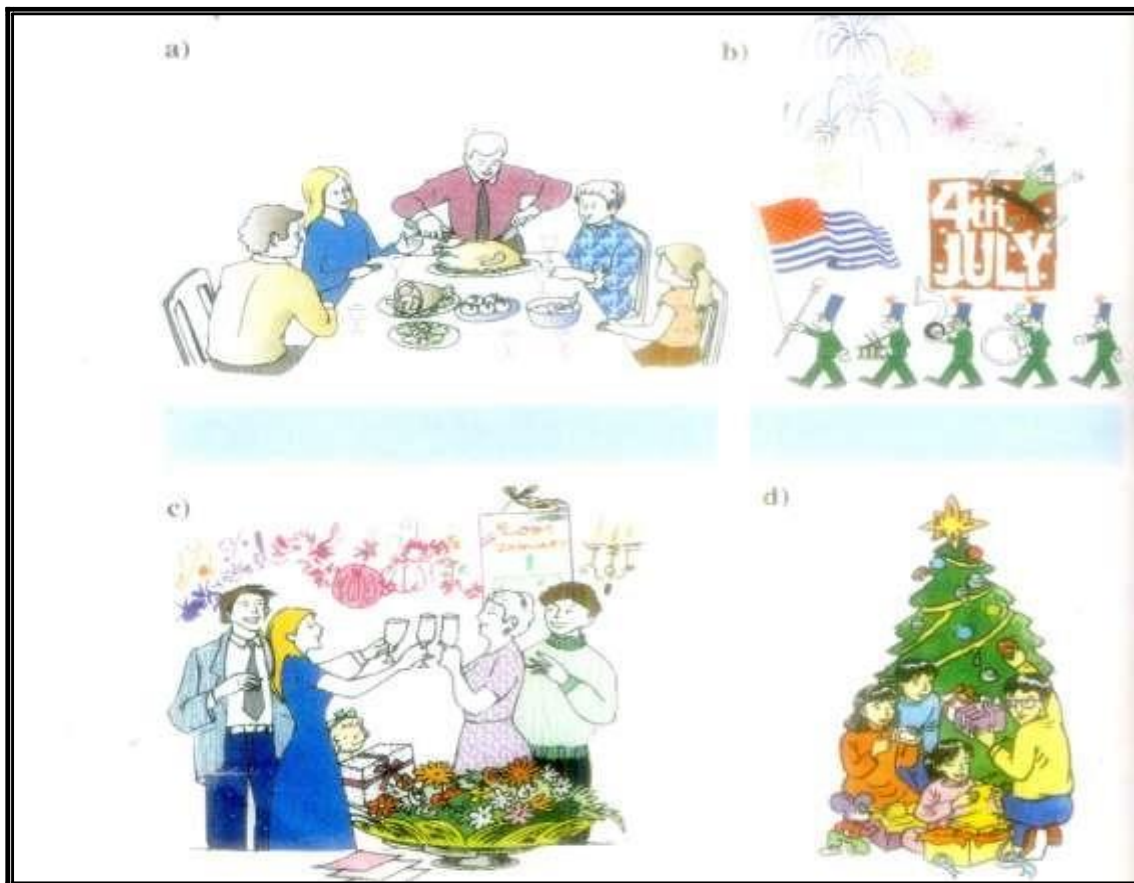
**Procedures:**

- 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:**

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

Poster1:



Poster 2:

Christmas day

Easter day

Thanksgiving day

Happy New Year

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

### ***E) 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

### *F) Crossword Puzzles.*

#### **- Why Are Crossword Puzzles Useful for English Learners?**

Simply put, crossword puzzles are word games so they have huge potential to improve your vocabulary skills!

*Thematic learning:* Many beginner-level crossword puzzles are centered around a theme. For example, the theme could be animals. All the words in the puzzle would be the names of different animals.

Thematic puzzles make it easier to learn and remember new words, since they're all related to one another. It's much easier to learn words in context, rather than individually.

Rather than forcing yourself to memorize a word list, with Fluent you learn new words in fun English movie trailers, music videos, inspiring speeches and more. The interactive subtitles make it easy to learn words while you watch.

*Improves spelling:* In crossword puzzles, each word has to be spelled out correctly letter-by-letter. If you misspell one word, it'll impact the rest of the puzzle.

By doing crosswords regularly, you'll start to be more familiar with English spelling patterns. Soon you'll find yourself making fewer spelling mistakes in English!

*Increased vocabulary:* Of course, this is the whole reason why we're introducing the puzzles to you! Crossword puzzles are a sure way to increase your vocabulary skills significantly.

Depending on the difficulty level, there are many words that can be learned from the crossword puzzles. Even as you move into the advanced phase of learning English, it'll still be useful as you can attempt higher level puzzles—there are many that challenge even native speakers!

By doing a crossword puzzle weekly or even daily, you steadily improve your vocabulary skills. Take it as a daily brain stimulation exercise!

To maximize this effect, read aloud all the new words you learn daily in your crossword puzzle. It'll make them more memorable and you'll get to practice pronouncing many new words.

## **2. Story telling extra activities**

### **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.

## **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, practice 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 favorites 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, favorite 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 practiced 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?



### 3. 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 practice every day. Surely, their English speaking will be widened very effective.

Therefore, the picture's color must be beautiful bright and impressive. The image must be meaningfully, 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.

### **3.1 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 practice the Present Progressive Tense: S+ to be (am/is/are) + V- ing.

#### **Procedures:**

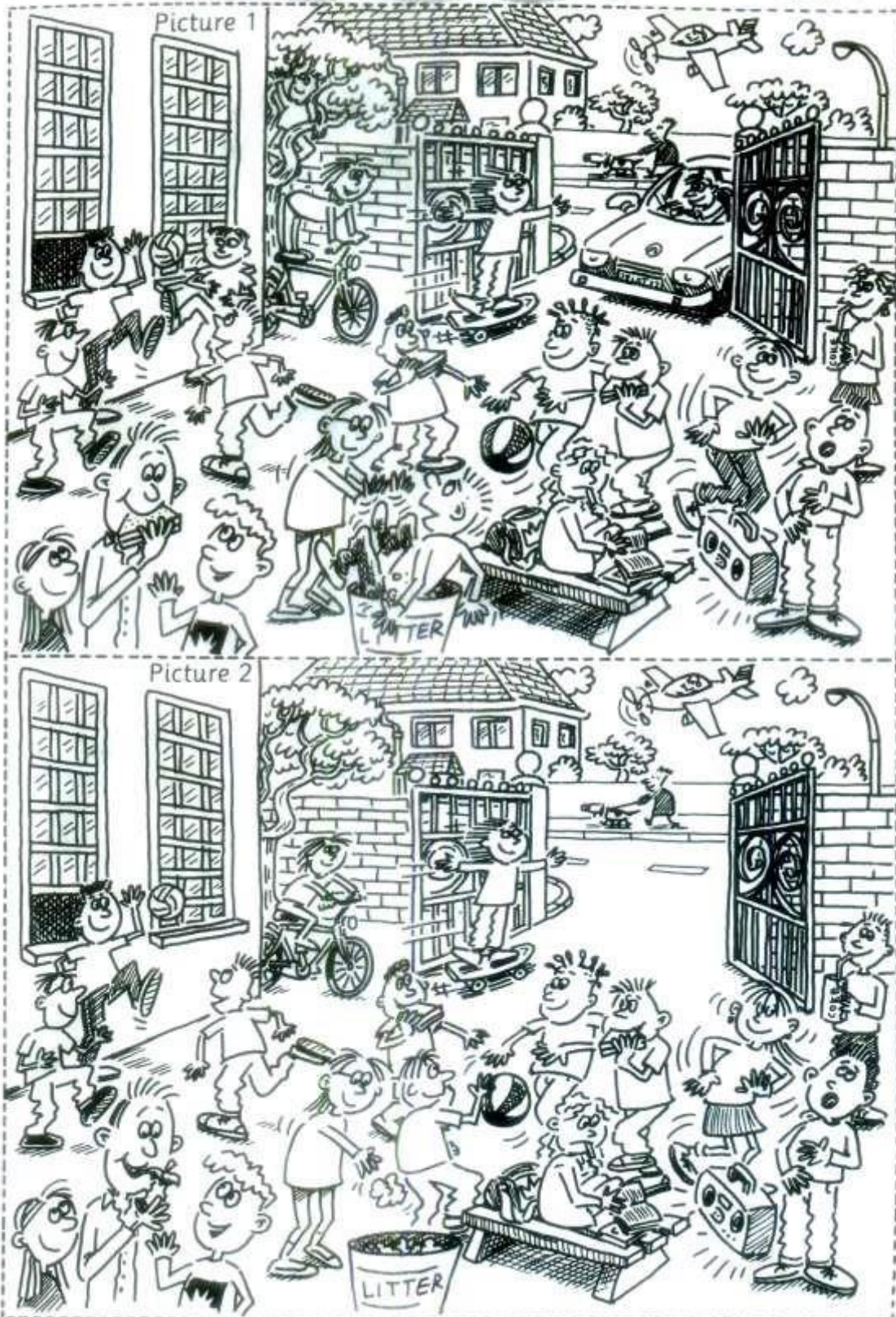
- Teacher divides the class into small groups and gives them to similar pictures.
- Let groups observe in few minutes, then each group shows its idea. Any group which finds most of differences, it will win and receive a gift.

#### **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.

### 3.2 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:

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.

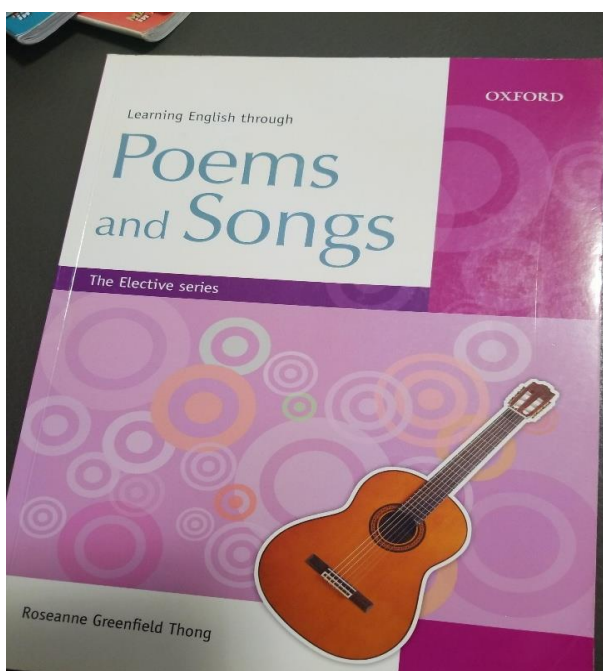
Remind students to use the structures of the Present Progressive Tense: S + to be (am/is/are) + V- ing.

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

Four students are studying books in the library.

## 4. Using songs and poems.

### 4.1 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 Mahmood 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.

## 4.2 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:** Example given: website: [www.cycnet.com](http://www.cycnet.com)

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

The one we are learning now.

Teacher ask students some questions:

What is the poem about?

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

##### **5. Visual aids, realia, maps, pictures, multimedia:**



Visual aides and the like are effective in that they can provide students with a better grasp of the concept than any other word. "This is the object that matches the word." No matter what level the student is, they can understand the relationship between the two and easily grasp the new word or concept. In addition, these

sorts of techniques spice up the classroom and keep things interesting. It is easy for a language class to become dull with repetition and writing. But, by implementing the use of various visual and audio aides the class can remain focused, but also entertained.

These strategic examples can be used as an



introduction to vocabulary terms, concepts, teaching places (names/locations), teaching specific behaviors (cultural). Additionally, teaching parts of speech can be done

using these media as visual aides for actions, colors, etc. Multimedia can also be used to show language in practical use, dialog, or visual or audio to materials read. Audio samples can also be used in teaching sounds of letters or words. The learning outcome of this is that students will gain a better understanding of materials presented, and it can provide a second way of learning (visually). Students also have examples of the materials presented and a visual to put to the word.

## 6. Cooperative Groups, Peer Coaching:



This technique optimizes personalized student learning time as each student can get personalized attention even if it is not given by the teacher. This is also helpful when the teacher is not suppose to be the focus of activities and instead can move from table to table and help as needed. It creates a community setting and gets students into helping each other and

learning from each other. Cooperative groups work because there are many ways to break students into groups that allow them personally catered lessons on their level.

Placing students in cooperative groups or using peer coaching is especially helpful in an ELL classroom where students are or can be at mixed levels of learning English. When this is the case it is best to place them in groups that are chosen by the teacher in



a manner that places higher level students with lower level ones. In this way the higher level student is learning, practicing, and perfecting techniques through teaching; and the lower level student is acquiring new knowledge and receiving

help from a peer. This can also be used to place higher level students together to work on an assignment while the lower level students stay with the teacher to learn new information. In this way the teacher is able to optimize learning by provide new information to both levels without actually having to make one or the other sit through information that is either below or above their learning level.

The learning outcome of this strategy is that students are able to take in more information at one time while developing relationships and community amongst themselves. Additionally, by using this technique students will learn from each other. Many times, youths are more prone to hear out their peers over adults. Naturally, this caters to those thoughts and allows students to take in the needed knowledge, but in a way that is more entertaining. Working in groups also provides the teacher with many new lesson options to keep the classroom engaging and motivating.

## **7. Role Play**

Role play is a method for exploring the issues involved in complex social situations. The purpose of role play is educative rather than therapeutic and the situations examined are common to all. Family scenes, school situations and playground incidents provide opportunities for interaction and group discussion. Role play enables participants to deepen prior experience and to



translate it into characters for the plot. In this way the participants are able to adopt roles hither to alien to them, and to try what it feels like to be on the other side for once. The main benefit of role play from the point of view of language teaching is that it enables a flow of language to be produced that might be otherwise difficult or impossible to create. Role play can also help recreate the language students used in different situation, the sort of language students are likely to need outside the classroom. By simulating reality, role play allows students to prepare and practice for possible future situations.

- Ideas for role play could be obtained from situations that teachers and learners experience in their own lives, from books, television program and movies or from their daily interactions with other people at school/ university or in the work place.
- After choosing a context for a role play, the next step to follow is to provide ideas on how this situation may develop.
- It is important to take into consideration the learners' level of language proficiency when using and implementing role play activities in the classroom. Assuming a role is an essential element in drama, role taking is so flexible that when applied in education, it will suit all personalities and teaching circumstances.
- Broadly speaking role-play involves being an imaginary person usually in a hypothetical situation and sometimes in a real one. Role play is considered as a class activity which gives the students the opportunities to practice the language aspects of role-behavior, the actual role they may need outside the classroom.

**Example given:** Complete the dialogue. Ba and Bao are talking arrangements to play chess. Practice the dialogue with 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.

We can come up with the conclusion that role-play is thus an activity which requires a person to take on a role that is real or imaginary. It involves spontaneous interaction of participants as they attempt to complete a task. There are many types of role play. Dramatic plays, story dramatization and social drama, seminar style presentation, debates and interview. They range from beginners, role play for weaker students to advanced role play for the more proficient students. Different types of role play demand different approaches, that require students to talk in the classroom performing different role and tasks.

## **8. Re-arrange tables and decorate classroom**



Infact, many students are too shy to speak in English while they are attending English speaking classes. The first thing we should do is to identify the root causes of the problem in order to solve it.

If the causes related to culture (Vietnamese students often feel shy when talking to the public and they also actually feel embarrassed to talk in English in front of others), teachers can help students break down cultural barriers by creating a special environment in the style of British culture. This

can make speaking English become a common practice. It is not expensive at all. Both teachers and students can make the class room different from the other classrooms by arranging tables and chairs in the classroom in a different way (arranged in a U shape instead of rows of desks lined up before. etc ...). Besides, teachers and learners can also decorate the room with the promotional poster in English.

## 9. TV and Video

TV and video enable you to exploit the visual element that is essential in face-to-face communication. One way to use the visual dimension of conversation is to watch TV program involving a group of people in discussion. Look out for things such as the ways in which the speakers indicate that they want to speak next,

or are about to finish what they are saying. Recognizing these 'turn-taking' signals will help you to participate in English conversations.



## 10. Games

A good game always makes learning English easier. Games help to bring the class together and make the classroom a place of fun and laughter. English speaking is fraught with problems and difficulties for the student, and playing games can help students overcome learning blocks so that something they found hard work can become a source of enjoyment. Whether the class plays quiet games on their own or lively team games

### 10.1 Game1: Describing jobs

- Aims: improve the ability of guessing and expressing language in actions.
- Number of players: all the students in the class.
- Time limit: 7-10 minutes.
- How to play:

The teacher divides the class into two teams. Each team selects 5 members to be the representatives. Then the two teams are required to stand on the podium. A

small box is available in the teacher's hand containing the pieces of paper written the jobs which are explained in English.

The first representative of team A now draws a piece of paper, read it and try to express it in action (without any word). All members of team A have to answer for their representative know what that job is in 30 seconds. Then the representative will respond to the teacher. The teacher will give final answer to decide whether it is right or wrong. Next is the team B's turn to play in the same way. Each correct answer will get 1 point. After the game finished, the teacher summarizes points of two teams. And the team which has more points will be the winner.

- For example:

The representative of team A caught up the phrase "A person who always solves the traffic jams." Then he will describe in action such as moving his hands as doing guidelines for the pedestrians or whistling to order vehicles to stop ... In 30 seconds or earlier, other members of the team who are sitting will discuss whether it is: "Policeman / Policewoman" and say the result to their representative. The last task is that the representative informs the teacher the results as follows: "A person who always solves the traffic jams is a policeman / policewoman". The teacher will decide whether the results are right or wrong and give students points.

- Note:

- ✓ Use a little bit sticky in explaining sentence to make it more difficult for the sitting people to speculate.
- ✓ The representative will collect and select results of his teammate to avoid that the representative says the different result from the crowd's results or does not describe his actions for the crowd but gives himself answers.
- ✓ Encourage discussion but in the shortest time.
- ✓ If the information is leaked before and during the game, the representative has to choose other career.
- ✓ Absolutely, the representative cannot express in words, sounds. While this team is describing the action the other team cannot do hinder action, interfere or say the answer. If the other team still does forbidden actions, the teacher should take one point of them after 3 times.



- ✓ The teacher makes the final decision so the teacher should be flexible in how to deal with the same answers or close meaning answers
- ✓ When Team A responds a wrong answer, the teacher should say: "Please give a loud applause for winner who answer correctly... one hundred percentage of billion " or other creations to make joy and surprise for games .

## 10.2 Game 2: Who is the treasure keeper

- Aims: improve the ability of speaking English, guessing, quick asking and answering.
- Number of players: all the class.
- Time limit: 15 minutes.
- How to play:



The teacher selects one student (to be the detective) to go out of the class and another student inside classroom to keep a treasure (a small candy pack or a pen bag for example). Then, the detective comes in the class and speaks loud 5 description sentences in English in order to detect the one who keeps the treasure. If the detective speaks a correct description, all of the class should clap their hands. When the detective speaks a wrong sentence, all the students should shake their heads and shout out "Oh!".

If the detective finds the treasure keeper, he can get the treasure and the treasure keeper has to be the detective. If the detective cannot find that treasure, the holder can keep it and the detective has to come back to his sit. To continue the game, teachers selected pair of detectives to play. The teacher can continue the game with the same technique until using up all treasures.

- For example: the detective can give 5 descriptive sentences:

She is a girl (all of the class shake their heads)

He wears a pair of glasses (all of the class clap their hands)

He sits in my left hand (all of the class shake their heads)

He wears a T- shirt (all of the class clap their hands)

His T- shirt is bright (all of the class shake their heads)

After asking five questions, the detective keeps speculation that the treasure holder is a boy, wearing glasses, sitting on the right side where he is standing and wearing a dark colored T- shirt. Ultimately, he will guess one member who in accordance with the above criteria.

- Note:

- ✓ The question always be confirmed with a content, do not use ambiguous sentences, negative sentences or questions, have a choice "... or ...".
- ✓ Encourage the unique questions that exclusive to high speculation.
- ✓ If the information is leaked before or during the game, the game should be restarted.

### 10.3 Game 3: Spelling Games



Spelling games help with English by teaching vocabulary, reading and speaking aloud. A spelling relay is an active, lively game played in teams. Start the game by dividing the classroom board into columns, one for each team. Write the name of each team above the column, then give

each team member a marker or chalk to write on the board. The teacher says a word, then members of the teams take turns running to the board and writing one letter. The team that completes the word the fastest, with the correct spelling, wins the round.

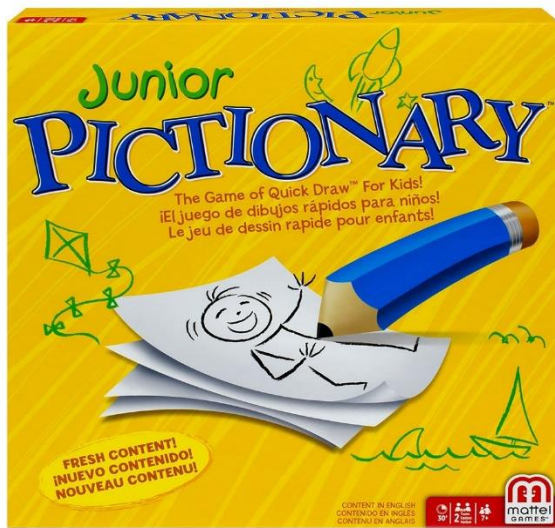
### 10.4 Game 4: Bingo



Bingo is a useful learning tool because you can vary the difficulty level based on your class. For example, you can use bingo boards that have words on them in place of the usual letters and numbers, or you can find boards with pictures corresponding to words you wish to teach. You can also create your own bingo game using themes

personalized to your own lesson plans. To encourage participation, have students take turns picking a card and calling out its items.

## 10.5 Game 5: Pictionary



Using Pictionary, students draw a picture on the board while others guess what it is. You can give out two types of points---one for knowing the vocabulary word and another for using it in a sentence. Make the game easier by specifying the category, such as "food," or showing students a flash card of a word and having them draw a corresponding picture.

## 11. Applicability of Internet in studying speaking

Nowadays, internet has a great influence on our life. As for the 1st year English non- major, Internet can help them study English speaking effectively. Every time, 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.

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....

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

Besides, students use some English news loaded from internet to have more update 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.

## **PART III: CONCLUSION**

### **1. Conclusion**

In conclusion, teaching English speaking through appropriate techniques for the 1st year English majored students is very important. Basing on exploring the reality of current teaching and learning English in Hai Phong Management and Technology University of the 1st year English majored students I have already had a look into their attitudes toward learning English speaking. After the process of completing this research paper, I would like to give some suggestions to support the 1st year English majored students to make progress in learning English with the hope that this research paper will contribute some effective techniques to study English speaking skill.

In fact, Vietnamese students in common and students of Hai Phong Management and Technology University in particular are better at grammar than speaking skills. Especially some of English majors at Hai Phong Management and Technology University cannot communicate in English. In such a considerable situation, I decided to carry out this study. Besides using survey questionnaire as the major data collection instrument, I also used the observation and informal interview as extra instruments to make this study more reliable and valid. However, due to the limitation of time as well as my ability I couldn't analyse them in more details.

The major aim of the study is to find appropriate techniques to help the first year English majors at Hai Phong Management and Technology University improve their speaking skill. In addition, with the hope that the teachers and students in Foreign Language Department of Hai Phong Management and Technology University will love speaking English more when teaching and studying.

To sum up, the study is the author's sincere thanks to Hai Phong Management and Technology University and my beloved teachers in Foreign Language Department here. All I want is to help the later English major student generations improve their speaking skill in order to help them to gain success in the future more easily.

### **2. Limitations and suggestions for further study**

A considerable effort has been made to find out the techniques which can be used to help the first year English majors in speaking English at Hai Phong

Management and Technology University. However, due to limited time and ability, there are a number of related areas which the researcher can not cover in the study. First, subjects of the study are only the small number of student at Hai Phong Management and Technology University. Second, the researcher merely concentrates on studying students' techniques in speaking skill, do not focus on some related skills such as speaking, writing and listening. Furthermore, in the English language teaching and learning in general, the above suggested techniques are only small part which should be creatively and flexibly applied in each class. With above limitations, I hope the further research on the topic might include more students and extend to the other skills of English to help students learn English better.

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## APPENDIX 1

### APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Dear students,

The purpose of this questionnaire is to know about your attitude towards to your current learning English speaking. Its ultimate purpose is to improve your English speaking skill. Please do give your own opinions frankly!

Please, tick the answer that best described your ideas and add final comments at the bottom of the sheet if you wish. We need your frank opinions about the English lessons to make them more relevant and interesting, as well as to meet your needs. We thank you for your cooperation!

1. How long have you been learning English?
  - A. 0-1 years
  - B. 2-7 years
  - C. More than 8 years
2. What is your attitude with learning English?
  - A. Like very much
  - B. Like
  - C. Normal
  - D. Do not like
  - E. Hate
3. In your opinion, what is the most difficult skill in four skills?
  - A. Reading
  - B. Speaking
  - C. Listening
  - D. Writing
4. Which skill do you like most in four skills?
  - A. Speaking
  - B. Listening
  - C. Reading
  - D. Writing
5. In your opinion, speaking skill is:

- A. Very important
  - B. Important
  - C. Normal
  - D. Not important
6. While talking part in speaking activities, you like working:
- A. Individually
  - B. In group
  - C. In pair
7. What difficulties do you have when speaking in class?
- A. I do not have enough words to express what I want to say.
  - B. I am shy and afraid of making mistakes.
  - C. I do not understand what people say to me.
  - D. Other difficulties (grammar, ...)
8. What advantages do you have when speaking in class?
- A. I feel more confident when working with my friends
  - B. I can talk to foreign teachers
  - C. The teacher is helpful
9. Do you like the current method ?
- A. Like very much
  - B. Like
  - C. Normal
  - D. Do not like
  - E. Hate
10. Do you want to have more activities to learn English speaking more effectively?
- A. Yes
  - B. May be
  - C. No

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

***Thank you for your co-operation!***

## APPENDIX 1.2 :

### QUESTIONNAIRE FOR STUDENTS (VIETNAMESE VERSION)

Các bạn thân mến,

Hãy điền vào bảng câu hỏi này và gửi lại cho chúng tôi. Chúng tôi cần những ý kiến thẳng thắn của các bạn về các giờ học tiếng Anh trên lớp để làm chúng ngày càng thú vị và phù hợp hơn cũng như để hiểu được mong muốn của các bạn. Rất cảm ơn sự hợp tác của các bạn!

Hãy đánh dấu vào câu trả lời miêu tả đúng nhất ý kiến của bạn và viết thêm một vài bình luận của bạn ở dưới.

1. Bạn đã học tiếng Anh được bao lâu?

- A. 0-1 năm
- B. 2-7 năm
- C. Hơn 8 năm

2. Thái độ của bạn với việc học tiếng anh ?

- A. Rất thích
- B. Thích
- C. Bình thường
- D. Không thích
- E. Ghét

3. Bạn thích kỹ năng nào nhất trong bốn kỹ năng ?

- A. Nói
- B. Nghe
- C. Đọc
- D. Viết

4. Theo bạn, kỹ năng nào khó nhất trong bốn kỹ năng?

- A. Nói
- B. Nghe
- C. Đọc
- D. Viết

4. Theo bạn, kỹ năng nói:

- A. Rất quan trọng
- B. Quan trọng
- C. Bình thường

- D. Không quan trọng
6. Trong khi tham gia các hoạt động nói, bạn thích làm việc:
- A. Độc lập (một mình)
  - B. Nhóm
  - C. Cặp đôi
7. Những khó khăn bạn gặp phải khi nói tiếng anh trên lớp.
- A. Tôi không có đủ từ vựng để thể hiện điều mình muốn nói.
  - B. Tôi xấu hổ (không đủ tự tin) và sợ mình mắc lỗi sai.
  - C. Tôi không hiểu mọi người nói gì bới mình.
  - D. Những khó khăn khác ( ngữ pháp, ...)
8. Những thuận lợi của việc nói tiếng anh trên lớp.
- A. Tôi cảm thấy tự tin hơn khi làm việc với những người bạn của mình
  - B. Tôi có thể nói chuyện với giáo viên nước ngoài
  - C. Thầy cô rất hữu ích ( giúp đỡ rất nhiều)
9. Bạn có thích những phương pháp hiện tại không?
- A. Rất thích
  - B. Thích
  - C. Bình thường
  - D. Không thích
  - E. Ghét
10. Bạn có muốn có thêm những hoạt động khác trong giờ học nói hay không?
- A. Có
  - B. Có thể
  - C. Không

Ý kiến đóng góp của sinh viên:

.....

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.....

**Một lần nữa xin chân thành cảm ơn sự hợp tác của các bạn!**