

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Phạm Thị Quỳnh

HẢI PHÒNG – 2023

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**A STUDY ON THE DIFFICULTIES OF SECOND -
YEAR ENGLISH MAJOR STUDENTS AT HAI
PHONG UNIVERSITY OF MANAGEMENT AND
TECHNOLOGY WHEN LEARNING SPEAKING
SKILL OF TWO FOREIGN LANGUAGES AND
SUGGESTED SOLUTIONS**

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

**Sinh viên : Phạm Thị Quỳnh
Giảng viên hướng dẫn : ThS. Nguyễn Thị Quỳnh Hoa**

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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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GIẢNG VIÊN HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Giảng viên hướng dẫn

Phạm Thị Quỳnh

Nguyễn Thị Quỳnh Hoa

Hải Phòng, ngày ... tháng... năm...

XÁC NHẬN CỦA KHOA

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

Hải Phòng, ngày 2 tháng 12 năm 2023

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(Ký và ghi rõ họ tên)

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CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHĂM PHẢN BIỆN

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1. Phần nhận xét của giảng viên chăm phản biện

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2. Những mặt còn hạn chế

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Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày tháng 12 năm 2023

Giảng viên chăm phản biện

(Ký và ghi rõ tên)

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Phạm Thị Quỳnh

PART I: INTRODUCTION

1. Rationales

In current integration context, foreign languages have become an indispensable means. During the process of studying foreign languages at university, I noticed that second-year university students face a lot of difficulties when learning speaking skill of two foreign languages simultaneously, which is a compulsory foreign language, and a second foreign language is sufficient. 20 credits for four years of study. Learning a language with all 4 skills including: listening, speaking, reading, and writing is already difficult and challenging, but second-year students majoring in foreign languages have to face with a second language. At school we must choose a second language including 3 languages which are Chinese, Japanese, and Korean language. The topic **“A study on the Difficulties of second -year English major students at Hai Phong University of Management and Technology when learning speaking skill of two foreign languages and suggested solutions.”** It is conducted on the basis of theory and learning situation of 2nd year students of Foreign Language Department, Hai Phong University of Management and Technology. This study aims to investigate the difficulties that students face when learning speaking skill of two languages caused by limited vocabulary-grammar, too little class time, leading to no allotted time to study both languages. With two foreign languages, some students are affected by low self-esteem and shyness because this is the second foreign language they learn.

As a final year student of the Department of Foreign Languages, I need to instill in the students a lot of positive energy and a love of learning foreign languages, not only learning a second foreign language to pass the subject, but also helping they can use and enjoy a second language like English. That's why I chose second-year students to understand their learning situation as well as partially

overcome the difficulties and limitations that they encountered in the process of language learning.

2. Aims of the study

The research topic was conducted to assess the difficult situation of second-year students at Hai Phong University of Management and Technology when learning 2 foreign languages simultaneously, highlighting difficulties and limitations. After that, the research will analyze the information and data collected during the survey and evaluation process to be able to propose solutions to improve difficulties and help second-year students study well two languages in the university.

3. Scope of the study

It is impracticable to overspread such a large scope in this limitation of the graduation paper. Moreover, there are so many different material resources and researches while my personal experience is terminate. Therefore, in this graduation paper, I would like to focus on:

- Finding out the situation of learning speaking skill of two languages and the suggested solutions
- The population involved in the study is 30 second- year students and teachers in Department of Foreign Language at HPU.

4. Methods of the study

My goal is to identify the difficulties and limitations of learning speaking skill of two languages simultaneously. Therefore, my research will be based on classroom observations and, on the other hand, surveys using questionnaires distributed to students.

This study uses a survey to collect information from 30 second language students of class NA26- Hai Phong University of Management and Technology through 2 research methods:

- Survey method through questionnaires for students.
- Qualitative analytical methods.

Research tools include survey questionnaires and student interviews. The survey questions are divided into two parts, the first part consists of multiple-choice questions and some fill-in-the-blank questions to exploit the assessment of the difficulty of learning speaking skill of two languages, of which there are two questions: Open the opportunity for research subjects to list the difficulties encountered in the learning speaking skill process. The second part helps students find reasonable measures to improve, including 5 questions related to the methods students have been using in learning and classifying the effectiveness of those methods. In addition, I also observe my class during the lesson and interview students at different levels to get the best research results.

5. Design of the study

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

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

Part II: Development includes chapters:

Chapter 1: Literature review aims to answer the questions related to that introduce the learning second language and its features.

Chapter 2: " **A study on the Difficulties of second -year English major students at Hai Phong University of Management and Technology when**

learning speaking skill of two foreign languages and suggested solutions " referred to the analysis and the findings obtain from survey questionnaires made to 2nd year students and interview for teacher of HPU. This helps examine the real difficult situation of learning speaking skill of two languages at university.

Chapter 3: "Some suggested solutions to help students to learn speaking skill of two languages at the same time.

Part III: Conclusion summarizes the discussed parts in the paper and some suggestions for further study. Consequently, Part I has dealt with the content of the study. In the next part, the author will present the focus of the study including her literature review on the understanding of learning second language and the survey questionnaires for students and interview for teachers of English major in Hai Phong Management and Technology University which help examine the real situation of teaching and learning.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. *Theoretical background*

1.1.1. *Definition of speaking*

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:13 in Kayi, 2006). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Speaking skills are important part of the curriculum in language teaching (Luoma, 2009:1). Speaking is one of four skills that should be mastered in learning English. Speaking is productive language skill the same as writing. The productive language should pass the mental process, or it is called as a process of thinking. When the people want to say something and transmit information, they need communication.

Speaking English as a foreign language is difficult skill to be taught and learned because the learners should master some aspects like mastery vocabulary, correct pronunciation, know about grammar, and other. When the learners want to speak, they also should think about all of those aspects. (Haryudin and Jamilah, 2018:59). Therefore, speaking skill is the most difficult aspect for learners to master. This is a hard thing because when people want to talk or say something to others, they have to consider several things that are interrelated like ideas, language that is used, what to say, how to use grammar and vocabulary, pronunciation, as well as listening and reacting to interlocutors.

Speaking is process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018:1). Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to 9 learn or practice English speaking. Learners who do not develop strong oral skill during this time will find it difficult to keep face with their peer in the later years. Additionally, according to Zuhriyah (2017:122), speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication.

Haryudin and Jamilah (2018: 61) state that speaking English is a foreign language that should do by many practices for master it. The learners should practice in the classroom activity and also in outside of the class because with lot of practice the learners will habit to use English language and their speaking will be fluently.

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Additionally, according to Zuhriyah (2017:122), speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication. From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching - learning methodologies. Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it. Speaking skill is have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally (Gani, 2015). Anggryadi, (2014) shows that many speakers believe that learning a language can make speaking a success, which is the primary goal of learning English as a foreign language. However, few can speak intelligently and adequately if they do not receive sufficient guidance. Copland et al., (2020) thus, states that English language instructors should help students with the most outstanding abilities to achieve this speaking goal. Because the advantage of speaking is the speaker's confidence, however, in other words, Al Nakhalah, (2016) believes that students have problems and difficulties in speaking so that they encounter English. A student's confidence will increase because students have speaking competence with lots of practice to ensure that their English is excellent and convincing. (Leong & Ahmadi, 2017; Ehsan et al., 2019; Suroso et

al., 2021). Because of the importance of speaking skills in this international language. Usmonov, (2020) students and the general public must learn these foreign language skills to achieve high competence orally and in writing so that they can use English communication as a method of communication, especially in the study and work activities. In various types of business (Hoa, 2016; Amalyah, 2021). It is not difficult to be more proactive in responding to the global flow of information as an asset to meet market needs due to the rapid growth of technology. English as the world's social language is not only an academic requirement because its mastery is limited to linguistic skills but is also a medium of international communication (Hu & McKay, 2012; Jenkins, 2013).

From some definition above it can be concluded that speaking is important in our life to make the conversation, transfer or to get knowledge and information from other people in the whole life situations.

1.1.2. Types of Speaking

In learning speaking skill usually, every teacher has different ways for developing learners' speaking ability. In teaching English speaking skill for English foreign language learner's teachers have their own way so that their learners can practice in front of the class. This is depends on the material that will be taught by the teacher. The way can be short conversation, monologue, 14 dialogue, drama, and others. According to Brown (2007:327), there are some types in speaking performance as explained in the following.

1.1.2.1 Imitative

Imitative In psycholinguistic theory according to Darjowijoyo (2005:1) people generally do not feel that the use of language is very difficult. Language usage can be done easily because they are habit and done repeatedly. A baby at the age of one and a half years will imitate the word heard by him without

knowing the meaning that is spoken. The utterances of one word that imitated grow into utterances of two words and then eventually become complex sentences. Furthermore, learners should often listen from native speaker speech by tape recorder, videos, or other and then practice it. This is done to try an intonation counter or to pinpoint a certain vowel sound. The purpose of imitate is not focus on the meaningful interaction, but for focusing on some particular element of language form. Brown (2007:328) state that given an opportunity to learners to listen and to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical.

1.1.2.2 Intensive

Intensive is different from imitative. Imitative emphasizes on pronunciation or phonological aspect, while intensive not only stressed on pronunciation or phonological aspect but also learners should know the meaning to respond certain tasks. Brown (2007:329) intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

1.1.2.3 Responsive

Responsive is very important in conversation because it can stimulate learners how to respond properly and correctly when someone gives a question or comment. A small example, when teacher asks, “how are you today?” learners can respond with answer “pretty good, very well, fine or other” and can ask again the interlocutor like “how about you?”. Therefore, speakers are stimulated to speak promptly. Usually this is done in response to a short conversation, making a simple request comment, and other.

1.1.2.4 Interactive

Interactive is almost the same as responsive. From two types of speaking these, both have the purpose to respond to the conversation from the

interlocutor, whether a question or comment. The difference between responsive and interactive is the number of people in the conversation. According to Rahmawati and Ertin (2014:201) in interactive the number of the speakers also matter as sometimes it need more than two people in conversation.

1.1.2.5 Extensive

Extensive speaking involves a wide range of speech production. Extensive is the highest level of speaking or it can be said that extensive is the most difficult types of speaking performance because it is a process of broadening the ability to speak. It is not just like answering in a short conversation, but in the extensive speaker should develop his speaking skill. Usually, extensive is done by monologue by doing activities such as oral report, speech, summaries, storytelling, and other. Furthermore, extensive speaking can be said as the 16 ultimate speaking skill that requires strong language components (Rahmawati and Ertin, 2014:201)

1.1.3. Types of Speaking Activities

Celce- Murcia (2001) states that there are many kinds of activities that can help students to development word to make communication effectively in speaking, there are some activities are used in the classroom to promote the development of speaking skills in our learners. There are some kinds of speaking activities such as: discussion, information gap, speech, role plays, and conversation.

1.1.3.1 Discussion

Discussion is the most commonly in the speaking skills classroom activity. Typically, the students are introduced to a topic via reading, listening passage or a video tape and then asked them to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. At times people need time to assemble them through before any discussion and that is something that needs to consider. In order to manage a good

discussion activity, the researcher concludes that the steps above are really important to do because most teachers hope that they will be able to discussion session in their classroom, particularly if the exchanges of provoke spontaneous fluent language use.

1.1.3.2 Information gap

One type of speaking activity involves the so-called information gap where two speakers have different parts of information making up a whole. Because they have different information, there is a gap between them. In this activity, the students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

1.1.3.3 Speech

Another common activity in the oral skills class is the prepared speech. Topics for speeches will be variety depending on the level of the students and the focus of the class, but in any case, the students should be given some leeway in determining the content of their talks.

1.1.3.4 Role plays

Celce-Murcia (2001) states that one way of getting the students to speak in different social context and to assume varied social roles are to use role-play activities in the classroom. Role-plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidations knowledge gained from instruction or discussion of the speech act and its variation prior to role plays themselves.

1.1.3.5 Conversation

Celce-Murcia (2001) states that one of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. One way to approach this activity is to assign students to find a native speaker (or near native students) they know and arrange to tape-record a 20-30 minutes interaction with this person. Of course, not all of the discourse that results from this encounter will be truly natural conversation- the native may fall into the role of interviewer and ask all questions while the nonnative merely responds, therefore the instructor may want to encourage the learner before hand to come up with a few questions to ask native speaker.

1.1.4 Significance of speaking

Speaking is the most frequently used language skill (Morley, 1999; Scarcella - Oxford, 1992). We could not negate the importance of speaking not only in classroom but also in our lives. Communication takes place where there is speech. Without speech, we cannot communicate with one another. The importance of speaking skill hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their workplaces, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. There are a number of barometers which can be used to gauge the importance of spoken English for the world's populace.

1.2. Second language acquisition

1.2.1 What is second language acquisition?

Cited from Hoque (2017) second language acquisition is the process of acquiring other language in addition to mother language or native language. According to Krashen (1981) language acquisition is quite similar with the process of children use in acquiring first and second language and this is requiring meaningful interaction in the natural communication of the target language - where speakers do not concern about the form of their speech but with the message being conveyed and understood. The statement above also stated by Saville – Troike (2006), Second Language Acquisition (SLA) refers to the study of individual and groups of people who learn a language subsequent to learn first one as young children and to the process of learning the language.

Stefansson (2013) stated Second Language Acquisitions (SLA) is the study of how the language learners acquire a second language (L2) as additional language to their first language (L1). Then, SLA is also referring to the any language after first language, it can be referred to whether it is second, third, or fourth language. The Collins Dictionary is defining Second Language as the language that the person acquires after their native language. The scope of second language acquisition is including informal L2 learning which means it takes place to the naturalistic context and formal L2 learning which takes place in the classroom (Saville – Troike, 2006). For addition, informal L2 learning is when the learner acquires the language by being culturally active participation in the society, meanwhile formal L2 learning is in the classroom environment. Thus, Second Language Acquisition (SLA) is the language that acquire after first language, second language can be referred to the second, third or fourth language that acquired. Then, there are different ways to acquire the second language, which are informal and formal L2 learning.

1.2.2 Feature of second language acquisition

Stages of second language acquisition

Second-language acquisition can be divided up into five stages (Slabakova, 2010):

Preproduction

Early production

Speech emergence

Intermediate fluency

Advanced fluency

The first stage is preproduction, also known as the silent period. Learners at this stage have a receptive vocabulary of up to 500 words, but they do not yet speak their second language. Not all learners go through a silent period. Some learners start speaking straight away, although their output may consist of imitation rather than creative language use. Others may be required to speak from the start as part of a language course. For learners that do go through a silent period, it may last around three to six months (Slabakova, 2010). The second stage of acquisition is early production, during which learners are able to speak in short phrases of one or two words. They can also memorize chunks of language, although they may make mistakes when using them. Learners typically have both an active and receptive vocabulary of around 1000 words. This stage normally lasts for around six months (Hulstijn, 2005). The third stage is speech emergence. Learners' vocabularies increase to around 3000 words during this stage, and they can communicate using simple questions and phrases. They may often make grammatical errors. The fourth stage is intermediate fluency. At this stage, learners have a vocabulary of around 6000 words, and can use more complicated sentence structures. They are also able to share their

thoughts and opinions. Learners may make frequent errors with more complicated sentence structures (Ellis, 2005). The final stage is advanced fluency, which is typically reached somewhere between five and ten years of learning the language. Learners at this stage can function at a level close to native speakers (Guiroira,2006).

1.2.3 Factors in second language learning

1.2.3.1 Age

Age is one of the factors that influence second language learning. It is generally believed that children are better at language acquisition than adults. However, only the studies conducted in naturalistic learning settings provide the evidence that supports this assumption. Critical period hypothesis by Lenneberg proposes that in child development there is a period during which language can be acquired more easily than that at any other time.

Cognitive explanations draw attention to the differences between children and adults in the relation to their abilities to learn a language. Older learners are able to apply linguistic rules when they use the language. For children language is a tool for expressing meaning and they cannot respond to it as a form. The explanation can also lie in affective states of the learners. Although adults learn faster, children are more motivated because they want to be accepted by peers. The aim of the studies investigating the age factor was to establish the optimal age of learning a foreign language. It has to be noticed that each age brings some advantages and disadvantages to the learning process and the decision when to start learning a foreign language depends on the situation of the individual learner. Students are taught in all age groups and teachers' task is to use appropriate methods to suit the demands of a given age group (Patsy Lightbown, 2000, pp. 64-7). In conclusion, younger age is better at language acquisition, but adults are better at learning language rules and systems.

1.2.3.2 Intelligence

Ellis (1985, p. 293) says that intelligence is general ability to master academic skills. Intelligence is defined and measured in terms of linguistic and logical- mathematical abilities. Success in life and learning should correlate with high IQ (intelligence quotient) tests scores. The studies on intelligence show a strong relationship between intelligence and acquisition of a foreign language but only as far as academic skills are concerned. Learners with high IQ achieve better results on language tests. It is proved that intelligence can predict the rate and success of SLA in the formal language classroom (Genesee, 1976). "The ability to perform well in standard intelligence tests correlates highly with school related second language learning but is unrelated to the learning of a second language for informal and social functions" (Spolsky, 1989, p. 103). It is assumed that some people are gifted, and they learn foreign languages with ease. It was observed that learners acquire a language with different results despite the fact that they are at the same age and are equally motivated.

1.2.3.3 Aptitude

Aptitude refers to specific ability a learner has for learning a second language (Ellis, 1986, p. 293). Richards (1985, p. 154) explains that aptitude is natural ability to learn a language. Further he adds that language aptitude is thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different of grammatical functions of words in sentences, etc. Students need aptitude - some specific abilities, which are responsible for learning languages. The first tests that measured aptitude are Carroll and Sapon's Modern Language Aptitude Test (1959) and Pimsleur's Language Aptitude Battery (1966). Carroll describe's aptitude as a stable factor, which cannot be trained; it is separate from motivation, achievement and intelligence. It is an ability that allows to learn a L2 faster and with less effort. He identified four factors in language aptitude:

phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability. Later studies conducted by Skehan (1986) were concentrated on the underlying complexity of language aptitude and its relation to first language acquisition and second language learning. He has shown two predictors of the language aptitude: a general language processing capability' and an 'ability to use language in a de- contextualized way. , Skehan's findings show that aptitude consists of abilities identified by earlier researchers and the ability to deal with context-free language, which is connected with learning academic skills and intelligence (Ellis, 1994). It is still not known whether intelligence is a part of attitude or they are separate notions.

1.2.3.4 Learning styles

Learning style is also called cognitive style. It is the way in which a learner tries to learn something. In L2 or foreign language learning, different learner may prefer different solution to learning problems. Some learners may want explanations for grammatical rules (audio learners), some may feel writing down words and sentences help them to remember (kinesthetic learners). And others may find they remember things better if they are associated with picture (visual learners) (Richards: 1985, p. 45). Ellis (1986, p. 299) mentions that learning style or strategy accounts for how learners accumulate new L2 rules and how they automate existing ones. Keefe (1979, as cited in Ellis 1994, p. 499) described learning styles as "the characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." Students' learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience.

It is said that if teachers match their teaching methods to the students' learning styles, the students will be more successful and more interested in the language. Another classification is left-/right-brain dominance, which is strongly

related to field dependence/independence. Brown (1994) presents a table listing left and right- brain characteristics by Torrance (1980). Left-brain dominated students are intellectual, prefer established, certain information and rely on language in thinking and remembering while right-brain dominated students are intuitive, process information in a holistic way, rely on drawing and manipulating to help them think and learn. Reid (1987) identified four learning modalities: visual (seeing), auditory (listening), kinesthetic (moving) or tactile (touching). Visual learners learn through seeing. They prefer to see a teacher during a lesson, learn by visuals: pictures, wall displays, diagrams, videos. They make notes during lectures and use lists to organize their thoughts. Auditory learners learn through listening. They prefer verbal instructions, like dialogues, discussions and plays, solve problems by talking about them, use rhythm and sound as memory aids. Kinesthetic learners learn through moving and doing. They learn best when they are active. It is difficult for them to sit still for long periods. Tactile learners learn through touching. They use writing and drawing. They learn well in hands-on activities like projects and demonstrations.

1.2.3.5 Motivation

Motivation is one of the most important factors in second language acquisition. Richards (1985, p. 185) believes motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not. The role of attitudes and motivation in SLA has been investigated by Gardner and Lambert (1972), who define motivation in terms of 'the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in striving for a goal' (Ellis 1985, p. 117; Patsy Lightbown et.al, 2000, p. 56). They distinguish two types of motivation:

a) *Integrative motivation*: a learner studies a language because he is interested in the people and culture of the target language or in order to communicate with people of another culture who speak it.

b) *Instrumental motivation*: a learner's goals for learning the second language are functional and useful, for example they need the language to get a better job, to pass tests, to enable him to read foreign newspaper, etc.

It has been stated that learners can be influenced by both types of motivation. However, there are situations when one can be more effective than the other. Integrative motivation plays a major role where L2 is learned as a 'foreign language', while an instrumental motivation is more important where L2 functions as a 'second language'. Gardner (1979) links an integrative motivation to 'additive bilingualism' which means that learners add a second language to their skills with no harm to their mother tongue. Instrumental motivation is more likely to be linked to 'subtractive bilingualism', where the learners tend to replace the mother tongue by the target language (Ellis, 1985). Motivation can be also distinguished into intrinsic and extrinsic. "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (Edward Deci, 1975, as cited in Brown, 1994, p. 155). Extrinsically motivated behaviors expect a reward, for example money, a praise or positive feedback.

1.2.3.6 Empathy and extroversion

The other aspect of personality that has been studied is empathy "the willingness and capacity to identify with others" (Stern, 1993, p. 381). It is perceived as an important factor in learning a foreign language but only as far as communication skills are concerned as it involves the participation in other people's feelings and ideas. Some studies tried to link empathy with the

acquisition of the native-like pronunciation (Guiora, 1972; Guiora et al., 1972) but it is considered as "an essential factor in the overall ability to acquire a second language rather than simply in the ability to acquire an authentic pronunciation" (Schumann, 1975, p. 226). Many researchers believe that personality has an important influence on success in language learning. Ellis (1985, p. 119) claims that the effects of personality on SLA are difficult to investigate because these factors are not easy to define and measure as most of the tests used lack validity. Most of personality traits are not stable and may change depending on a situation. The same student may behave differently in a similar setting only because of some external reasons like mood or tiredness. Personality is said to influence only the acquisition of speaking skills and it cannot predict the overall success in learning a language. It is true that talkativeness and responsiveness help a lot to improve the acquisition of communicative competence but it does not mean at all that a shy person who prefers studying alone has no chance to master a language. Everything depends on how hard he works, how much time he spends studying a language and what motivates him to do it. It is important for a teacher to recognize students' personality in order to supply them with suitable instructions and create the accurate atmosphere for learning.

1.2.3.7 Personality

Personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as benefits while the others as an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy (Ellis, 1986, pp. 119-121; Patsy Lightbown, 2000, p. 54).

1.2.3.8 Self-esteem

People need some degree of self-esteem, self-confidence in order to succeed in any activity. Coopersmith (1967, as cited in Brown 1994, p. 137) provided the following definition of self-esteem: "By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy." People develop their sense of self-esteem as a result of the information they receive about themselves from others. Williams and Burden (1997) present social comparison theory that claims that classroom interactions have a great influence on how learners perceive their abilities. Their sense of achievement is strongly affected by the information they get from the teacher and their peers in the classroom. Teachers should realize that they influence not only students' academic performance but also their emotional states. They should create such atmosphere in the classroom that will help to build students' confidence and lead them to success. The results of the research suggest that self-esteem is an important variable in SLA. Many studies show a positive relationship between high self-esteem and academic achievement (Brodkey & Shore, 1976; Gardner & Lambert, 1972).

1.2.3.9 Anxiety

Anxiety is another important aspect of personality that affects learning foreign language. Brown (1994, p. 141) describes anxiety as a state of mind connected with "feelings of uneasiness, frustration, self-doubt and worry." Macintyre and Gardner (1991) distinguish anxiety into: trait anxiety, when some people have some general predisposition to be anxious and state anxiety, which can be experienced in a particular situation. They also identify three components of foreign language anxiety: communication apprehension, fear of negative social evaluation and test anxiety. Although anxiety is regarded as a negative

factor which must be avoided, the concept of facilitative anxiety, "a little nervous tension in the process" is a positive factor. It must be remembered that "both too much and too little anxiety may hinder the process of successful second language learning" (Brown, 1994, p. 143). There has been some research that investigated the reasons of the state anxiety in the classroom. Bailey (1983) found that competitiveness among students, their relationship with a teacher and tests could increase anxiety.

1.2.3.10 Empathy and extroversion

The other aspect of personality that has been studied is empathy "the willingness and capacity to identify with others" (Stern, 1993, p. 381). It is perceived as an important factor in learning a foreign language but only as far as communication skills are concerned as it involves the participation in other people's feelings and ideas. Some studies tried to link empathy with the acquisition of the native-like pronunciation (Guiora, 1972; Guiora et al., 1972) but it is considered as "an essential factor in the overall ability to acquire a second language rather than simply in the ability to acquire an authentic pronunciation" (Schumann, 1975, p. 226).

1.2.4 Factors make speaking difficult

1.2.4.1 Internal Factors

a. Native Language

The native language is the most influential factors affecting a learner's speaking. According to Brown (2007:340), more knowing with language that learned and more familiar with native speaker talks then will be more easy to analysis the problem that happened by foreign language learners. By the statement it concludes that mother language of learners will be a problem in teaching speaking English, if the teacher cannot understand the fact and decided a way to solve the condition, moreover if the linguistic aspects of the native language

learners have is English as a foreign language (EFL) and it is totally different with target language. In the condition, linguistically, the difference of L1 and L2 is the fundamental factor that determines success of a speaking class.

b. Age

Children who are speaking English under the age of puberty stand an excellent chance of 'sounding like a native' if they continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a 'foreign accent', there is no advantage attributed to age (Brown, 2007:340). Many terms for the learners as children, young learners, adolescents, young- adults or adults. On the term above there is an age range, the term children are generally used for learners between the ages of about 2 to about 14. Learners are generally described as young learners between the ages of 5 to 9 and very young 23 learners are usually between 2 and 5. Adults are generally thought to be between 16 and 20. Children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Moreover, their egoism is still being shaped, and therefore the slight of communication can be negatively interpreted. Children are also focused on what this language can be used for here and now. They are less too willing to put up with language that does not hold immediate that is neither authentic nor meaningful. While adults have a wider range of life experience to draw on, both as individual and as learners than younger learners do. Unfortunately, adults have weakness that often brings a modicum of general self-confidence into classroom. It can conclude that teaching language is really related with the age of learners that affect the characteristic of the learners itself. In every age there is some uniqueness which can support the teaching process on other hand the uniqueness can be hard obstacle in the teaching. It can be anticipated by making observation about the age of learners and find the formula in teaching each age.

c. Exposure

Brown (2007:340) state that exposure is difficult to defined. One can live in a foreign country for some time but not take advantage of being with the people. Research seems to support the nation that the quality and intensity of exposure are more important than mere length of time. If class time spent focusing on speaking demands the full attention and interest of the learners, than they stand a good chance of reaching their goals. 24 The statement shows that the terms of exposure the discussion will be very fuzzy. Some learners may be more interest by quality and intensity of exposure the teacher give in speaking class. Some of the learners may have contradictive condition, they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the teacher should know the condition of his or her learners in order to be able to give suitable exposure.

d. Innate Phonetic Ability

If someone often ears a language that he will learn, then he will more easy to master it. Mastering a foreign language that tried since kids then they will get the maximal thing of it, the exposure that gotten will suitable with he wants. He able to master a language that he wants like a native speaker who talking uses it language (Brown, 2007:341). Furthermore, if speaking seems to be naturally difficult for some learners, they should not despair, with some effort and concentration, they can improve their competence. In other words, sometime speaking skill often placed as a talent from an individual. The perspective is not wrong because many research, especially in education have proven that human has specific talent or inelegance. Here, speaking skill mastery includes verbal intelligence. So, the teacher should understand the fact by realizing that learners have their own chance to be success in speaking class. It will a big problem if the teacher does not see his learners in diverse talent.

e. Identity and Language Ego

For mastering a language as maximal learners should have good attitude toward its language. Every language certainly has identity and ego each other. Therefore, every people that want master it should know earlier about identity of its language. Good attitude toward language that want master is interesting feeling with its language. In order that, they can respect who are the people who speak certainly they will focus on the language that used (Brown, 2007:341). The perspective shows that learners' attitude is very important in speaking class. Positive attitude will help the learners to master speaking skill better. On the contrary, by bad attitude, the learners will be more difficult to reach the speaking class goal. Good attitude is a power that helps the learners to accept speaking material. It will be a huge trouble if the teacher does not know the importance of identity and language ego of his learners.

f. Motivation

Concern for Good Speaking Some learners are not particularly concerned about their speaking, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown, (2007:341) says that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

1.2.4.2 External Factors

a. Limited Time

Teaching speaking has challenge to make suitable classroom hours, because usually in the junior or senior high school English lesson only four hour a week, 26 so they do limited time and they do not maximize in their ability in English, they do not have the maximal time to practice speaking. Besides, the

learning materials are sometimes irrelevant to the learner needs and learning needs, and then also the appropriate language teaching approach used in teaching speaking.

b. Large Class

Alam (2016:34) states that most of the teachers agree that large class is a big problem in teaching English speaking and they also suggest that the number of learners in English class must be within 30. While, teaching learners at large class is always debatable, especially for countries that English as foreign language. In USA the average large class size is 80, in India its 45, whereas in Hong Kong 16 and Singapore it is 20. Some problems at large class are space problem for both teacher and learners that are physical discomfort, intimidating atmosphere, learners tend to miss classes to avoid participation in activities, giving individual attention becomes difficult for the teacher, teacher feedback is not proper enough and the teacher feel guilty, in the mixed ability classes it is difficult to solve all the problems. In order to overcome the difficulties in having large class, the teachers should be focused on learners' need. Teacher needs to have an open mind to be innovative to help the learners to attain success regarding speaking. More and more modern approaches and methods should be introduced. Ultimately the experiences gathered from these classes become an invaluable asset for a language teacher.

c. Learners Autonomy

In teaching speaking English as Foreign Language the learners must be ready to the target language both outside and inside language classroom. The learners have a tremendous advantage. They have an instant 'laboratory' available twentyfour hours a day. Because of that, it is easier to teach English as second language than as foreign language.

CHAPTER 2: RESEARCH METHODOLOGY

The purpose of this section is, firstly, to introduce the methods based on which this study is carried out. Moreover, it presents techniques employed in this minor thesis, namely survey questionnaire.

2.1. Research Design

The overall purpose of this research is to examine the real situation and the difficulties of speaking skill encountered by class NA26 students at HPU to find the reasons and solutions for such problems.

The first purpose of the research study is to identify how often the students have problems in speaking and determine the importance of speaking skill of two languages to students. Then the difficulties of students and factors affecting their interest in speaking of two languages will be found out. Finally, the study will figure out the factors motivating students when learning speaking English.

2.1.1. Steps in conducting a survey research

In the process of conducting a survey research, the researcher must make a series of careful decisions about how the study will be carried out. These include a great deal of steps such as: determining the purpose of the study; stating the research question(s); specifying the population and drawing a sample from the population; deciding on the methods of data collection; developing instruments, and training data collectors or interviewers; collecting data; analyzing the data; and addressing non response. Understanding these steps will help researchers assess and construct their own meaning from reports of surveys that they read.

2.1.1.1. Defining a Population

After stating the research question(s), it is advisable to define a population. The population is the entire group of entities or persons to whom the results of a study are intended to apply. The population can vary widely depending on the

research question and the purpose of the study. It can be a set of schools, a group of persons such as students or teachers or a set of instances of language use.

2.1.1.2. Sampling

Sample is a crucial factor in the survey research as it is not possible to survey the entire group of interest (the population) but a subgroup (a sample). The selected sample must be similar to the population of interest in important ways if the results of the study are intended to apply to (be representative of) that population.

2.1.1.3. Methods of Collecting Survey Data

While conducting the survey research, the most prevalent data-collection methods are questionnaires, interviews and direct observations of language use. In addition, many other types of information can be gathered including test results, compositions, or reactions to L2 oral or written-language data.

With the aim of completing the research, the researcher will need a group of participants called the population of the study. In this study, the second year 30 students will be the population. The reason that the researcher has chosen 30 students of NA26, who study English to be the participants in this study, is that students will study compulsory English course in the university, and they should be trained to acquire certain speaking skills after they finish the course in the university and this is suitable for the future study. The research took 30 students at HPU as the sample of the research. A large number of them have learnt English for 7 years (4 years at secondary school and 3 years at high school). However, their English backgrounds are quite similar because of being influence of curriculum of English for high school students in the past, students did not have many chances to practice English skills. Thus, when entering the university, their English levels were limited, and they have to face up with many

difficulties in studying. They have recognized their difficulties, needs, achievement and so on related to speaking activities.

Questionnaire is the most common method of data collection in L2 survey research. It can range from short 5-item instruments to a long document which requires one or two hours to complete. Items in the questionnaire can be open-ended format (allowing respondents' to reply in their own words) or closed, requiring the respondents to select one from among a limited number of responses. The discourse structure of questionnaire is important to consider as it seems obvious that the respondent must be able to understand the language of the questionnaire.

In process of identifying the student's speaking leaning of two languages a survey questionnaire designed.

The survey questionnaires consist of 9 alternative questions in which 5 questions are raised to students to study the reality of learning speaking skill of two languages in HPU. Students were asked to tick the most suitable answers which correspond with their opinion. In the question, there are 3 or 4 options, the informants can choose more than choice one.

The questionnaire was designed for 30 students in HPU. In an attempt to assure the objectiveness, faithfulness and effectiveness, the students were not required to write their names as well as other personal information when answering the questions. Besides, the students were provided with clear and detailed guidance and instructions before completing the questionnaire. The given time for them to complete each question was three to five minutes.

In the process of the survey, 30 survey papers were handed out and all of them were collected. The number of papers meeting the primary demand of the researcher was 30 (100%).

The following chapter will present the data analysis, findings and discussions for the data collection show in the session 3.

Observing and Collecting Language Data is not commonly used data collection technique in L2 educational research as it is so time-consuming.

2.1.1.4 Data Analyses

Descriptive Analyses of the results of a survey are often reported in frequencies and percentages. These descriptive statistics are numbers that summarize the data.

Co relational Analyses can be applied along with the descriptive analyses to analyze relationships among variables.

Analyses of Precision of estimates and of Nonresponsive are an analysis of the precision (accuracy) of the results. Precision refers to the accuracy with which the results from the study o the sample represent the results for the population.

2.1.2 Techniques employed in this study

2.1.2.1 Data collection

In order to complete this minor thesis, both quantitative and qualitative methods have been conducted to collect data. They include questionnaire, and informal interview.

2.1.2.2. Questionnaire

The researcher came to HPU in break time, so as to gain acceptance of their participation in the research. More specifically, the researcher came in touch with and asked them to participate in the research after explaining the scope of the study. In general terms the respondents were willing to participate.' The discussions took place at HPU and lasted approximately 10 to 15 minutes. The process was mainly kept notes, in order to help the researcher to analyze the

gathered data. During the conduction of questionnaire, respondents were free to express their views even in topics which were included in the discussed areas. Finally, it should be noted that the conversations flowed smoothly and pleasantly.

a) Aims of the questionnaire

The survey aims at investigating the students' difficulties of pronouncing some English sounds and causes of difficulties as well as the teachers and students' own methods to help students to overcome these difficulties.

As a basic for the completion of the study, the questionnaire is carefully designed with nine questions to get the most effective investigation.

The questionnaire is designed to clarify:

- Students' year of studying English
- Students' attitude toward speaking skill of two languages
- Students' perceptions about their speaking two languages difficulties

b) Selection of participations

Thirty students from Foreign Languages Department of Hai Phong Private University participated in the study.

All of the students are studying English as major field and 100 % of the students who took part in the study spent from 5 years and more studying English.

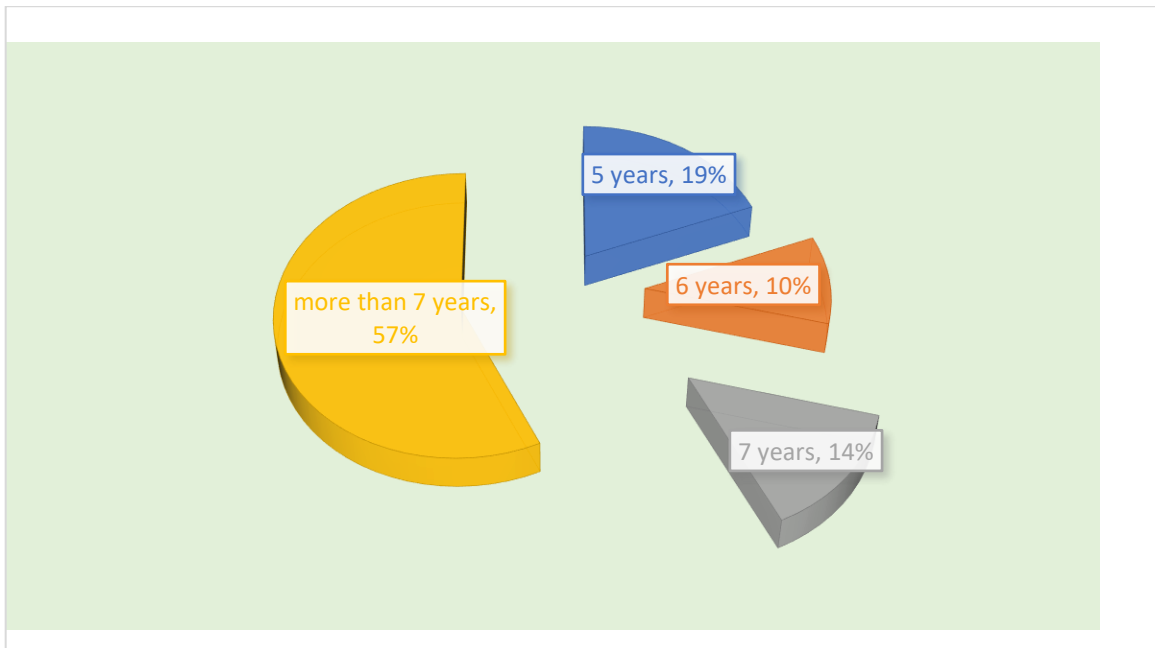


Figure 1: Years of studying English

The pie chart illustrates 4 types of years the students have learnt English: 5 years, 6 years, 7 years, more than 7 years. Studying more than 7 years takes up most percentage among, (57%) that is almost 3 times in comparison within 5 years (19%). Meanwhile, 6 years years only occupies a small percentage, (10%) and 7 years is 14 percentage. It means that many of them did not have much chance to practice English skills. They concentrated on are reading and writing for the exams. Therefore, students have learnt English 5 to over 7 years, they might get high scores but they could not make the communication in English and most of them are bad at speaking skill.

It is shown in the pie chart that all of the students who took part in the survey got used to English as a second language for a long time. Moreover, all of them have form nine to thirty English periods a week. In comparison with other universities, students of Hai Phong Private University had more time exploring English.

CHAPTER 3 : FINDINGS AND DISCUSSION

In this chapter, the results are in turn elaborated and discussed. It is the reorganization of the students' common difficulties when studying listening skill through the data from the questionnaires by means of pie charts and columns, laid out corresponding to the sequence of the questions and draws out immediate conclusions at each figure.

3.1. Findings and discussions from the questionnaire.

Due to the structure of the questionnaires, the findings and discussion in this part are accordingly divided into the following focus students' years of studying English, students' perception of the common difficulties.

3.1.1. Students' year of studying English.

Thirty students from Foreign Languages Department of Hai Phong Private University participated in the study.

All of the students are studying English as major field and 100 % of the students who took part in the study spent from 5 years and more studying English.

3.1.2. The language which the students have to choose in the second-year major in HPU.

The given bar graph shows the rate of language which the students have to choose in the second year major in the university. Overall, except for the English Japanese language that has the least number of students choosing to study, the remaining English-Chinese language and English-Korean language are chosen by more students. The chart clearly depicts that almost 34% of the students chose English- Chinese was about 7% higher than in English - Japanese. Furthermore, English- Korean has the highest rate of students with just about 40%. This shows that English Japanese is increasingly on the decline and

English Korean is becoming more and more interested and studied by more and more students.

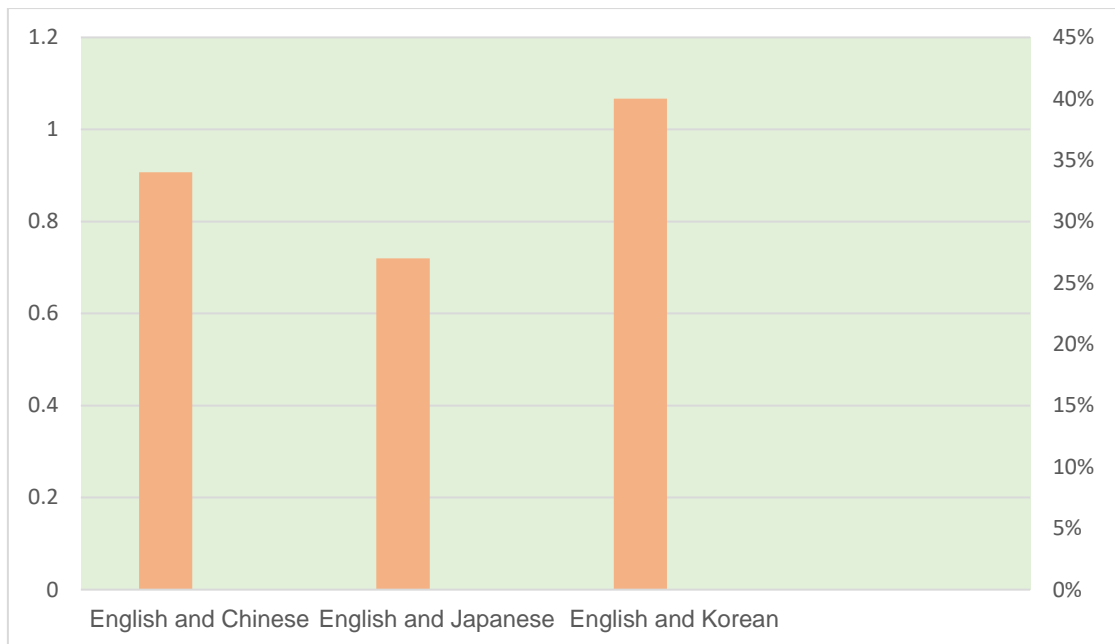


Figure 2: The second languages students have to choose in the second-year major.

3.1.3 *Students who find learning to speak two languages at the same time difficult.*

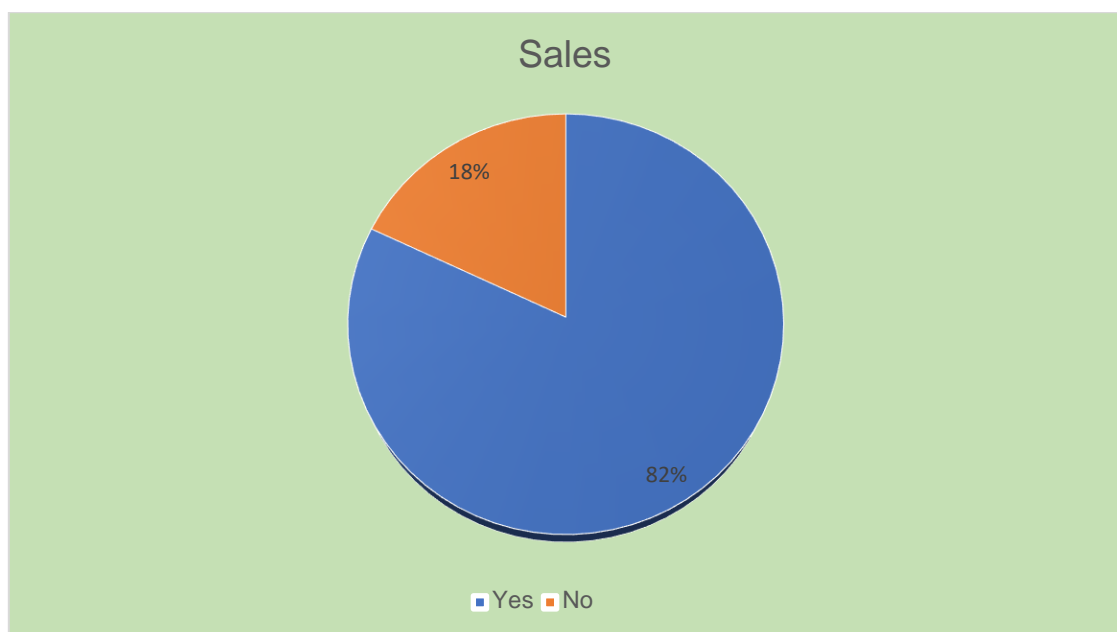


Figure 3: Students' perceptions about their speaking two languages difficulties

Statistics provided in chart 2 shows the difficulties of students having practise in learning two languages of speaking skill. According to the data, 82 % students who feel practicing speaking two languages at the same time is difficulty and 18 % of them feeling that practicing speaking skill two languages is not difficulty. To sum up, students practice in speaking one language is really hard, practicing speaking skill of the second language is more difficult and this is a thing that students need changing the way to learn.

3.1.4 Students’ choice of the feeling when they practice speaking two languages.

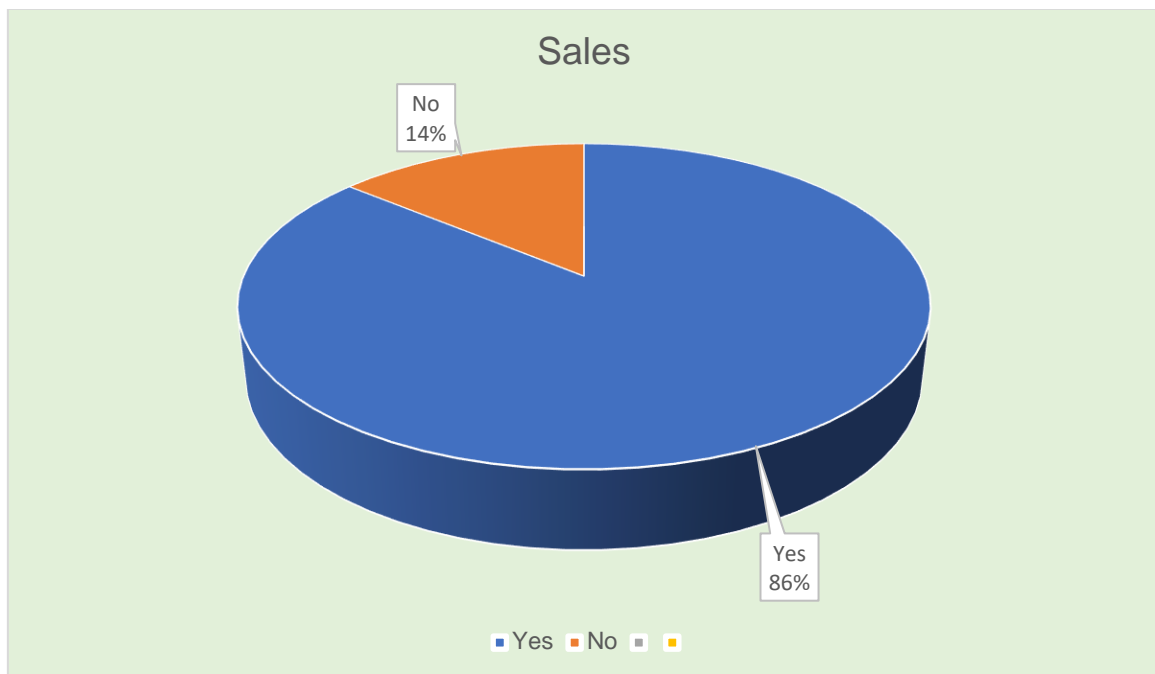


Figure 4: The percentage of students who feel confused when practicing speaking two languages.

The above table shows that the percentage of students who feel confused when practicing speaking two languages. According to the data, 86 % students who feel confused and 14 % of them feeling that not confused when they practice speaking skill of two languages. To sum up, students practice in speaking two languages must divide what languages they are speaking and be confident when speak.

3.1.5 Students' opinions on the most difficult factor when learning speaking skills of two languages at the same time.

To find the most difficult factor when learning speaking skills of two languages at the same time, the researcher wants to out the reasons which make it difficult to learn speaking skill. Some factors are often be encountered:

- Vocabulary
- Grammar

Below is the chart of the difficult factors in students 'speaking two languages at the same time.

The chart shows that up to 43% of students chose the most difficult factor is vocabulary. Meanwhile, grammar accounted for 21%, learning vocabulary helps students to speak two languages fluence and improve the grammar is the way to upgrade their language ability. Besides, 15 % of learners think that pronunciation is the factor impact their two languages -speaking skill. Except those ways, 11% of learners also point intonation is the difficult factor when they learn speaking skill of two languages. Last, 11% of students chose that Rhythm is the best difficult factor in practicing speaking skill of two languages.

In short, most of students agree that concentrate in vocabulary and grammar is the good way to improve two languages speaking skill.

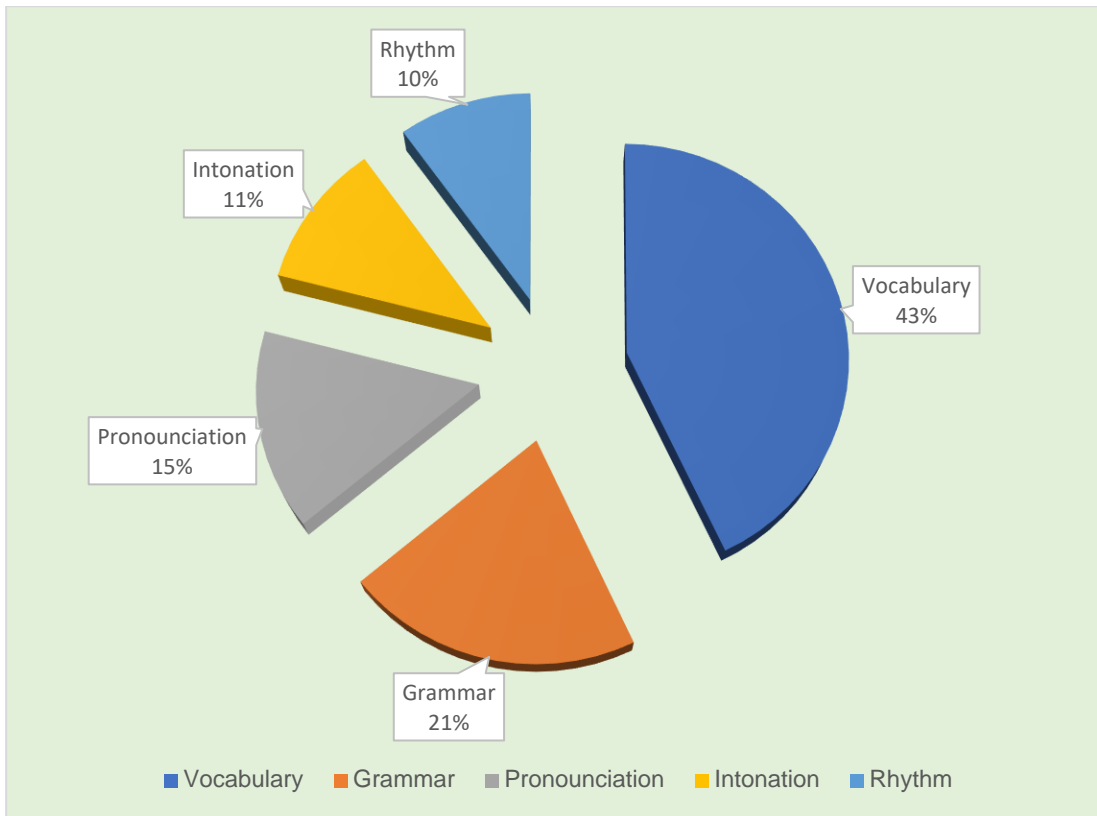


Figure 5: Students' opinions on the most difficult factor when learning speaking skills of two languages at the same time.

3.1.6 Students' opinion on students' speaking one of the two languages

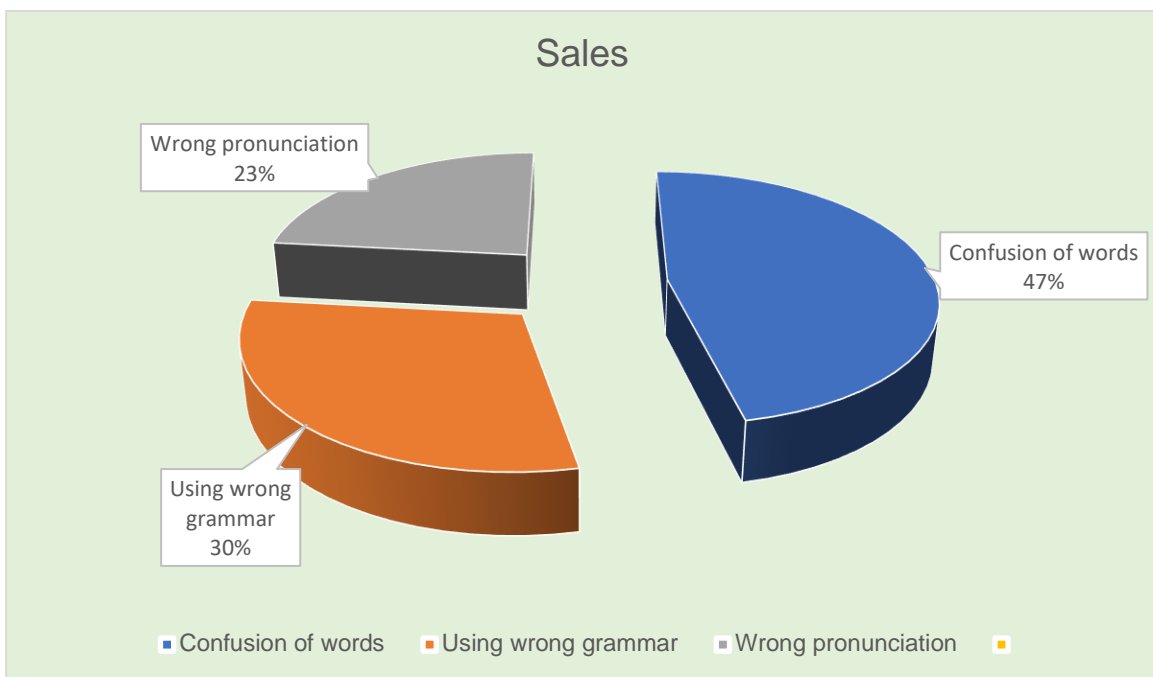


Figure 6 : Students' opinion on students' speaking one of the two languages

As it can be seen form the chart, the feeling of students when speaking one of the two languages. It can be seen clearly from chart below, most of the students agree that confusion of words is 47%. Using wrong grammar accounts for 30%, followed by Wrong pronunciation at 23%. In conclusion, students almost feel confusion of words is difficult when learning speaking skill of two languages that students need repairing.

3.1.7 The factors influence when learning speaking skill of two foreign languages at the same time

The chart shows that Internal factors (native language, age, exposure, innate phonetic ability, identity and language ego, Motivation) is the biggest difficulty when learning speaking skill of two languages at the same time accounting for 35% , External factors (limited time, large class, learners autonomy) followed by others 30% took the 2rd place and lastly A and B took the last place with 25%.

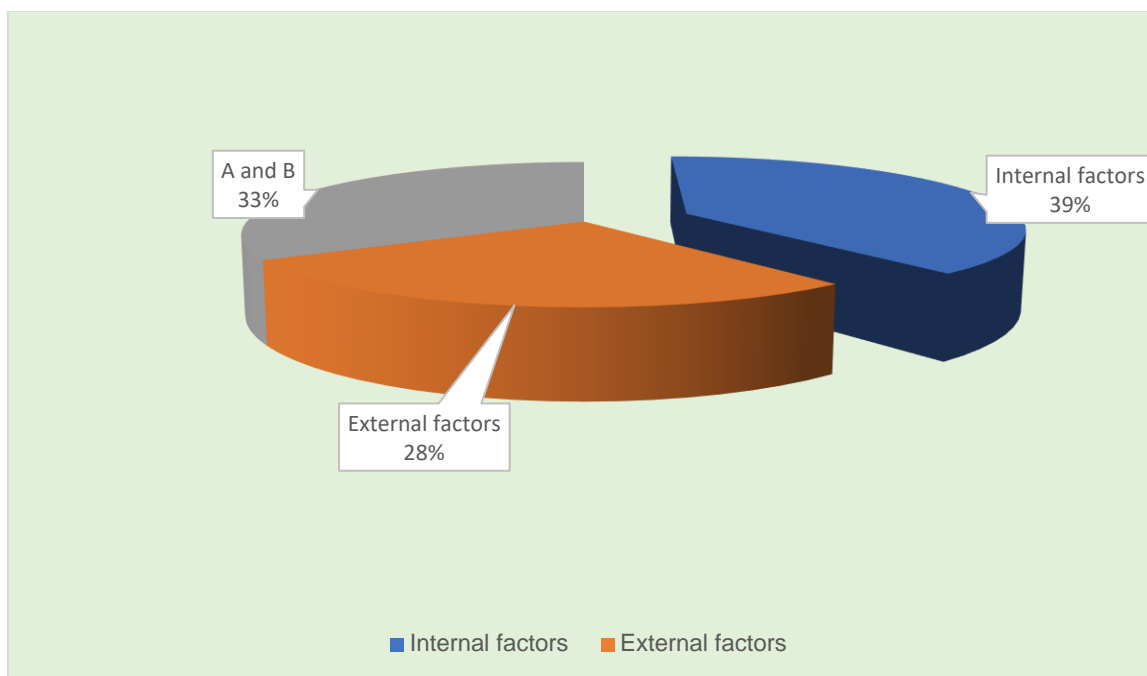


Figure 7: *The factors influence when learning speaking skill of two foreign languages at the same time*

3.1.8 Students's opinion about the ways improve their speaking skills in both languages

The chart shows that up to 56% of students improve their both languages by joining groups on Facebook, Zalo. Meanwhile, talking to the instructor to find out how to overcome the limitation accounted for 12%. Besides, 18 % of students agree that finding a good and easy movie to practice pronunciation along is the way which might improve their both language's speaking skill. Except for those ways, 14% of learners also point that going to a place where there are many foreigners to learn to speak the language you want to learn is the best way to upgrade their language ability.

In short, most of students agree that Joining groups on Facebook, Zalo is the good way to improve their both languages speaking skill.

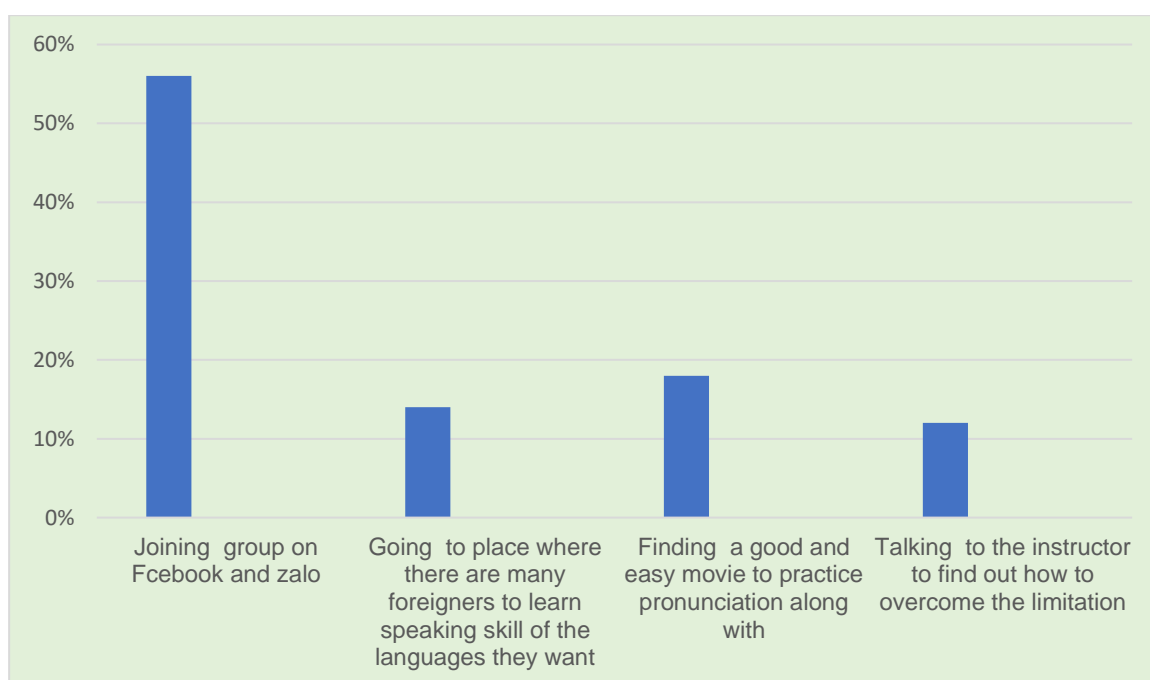


Figure 8: *Students's opinion about the ways improve their speaking skills in both languages.*

3.1.9 Students's opinions on the teacher's method of teaching speaking skills in class. And which method has worked best for you and do you expect the instructor to maintain?

According to the graph, 35% of students chose that give more time to practice speaking each language to help students improve their speaking skill. With a very small percentage, only about 12% of students chose Full lecture knowledge, rich topics. The teacher assigns speaking exercises in real contexts accounted for 18%. The last rate is the teacher provides a lot of materials to practice speaking accounted for 25% is the second rate.

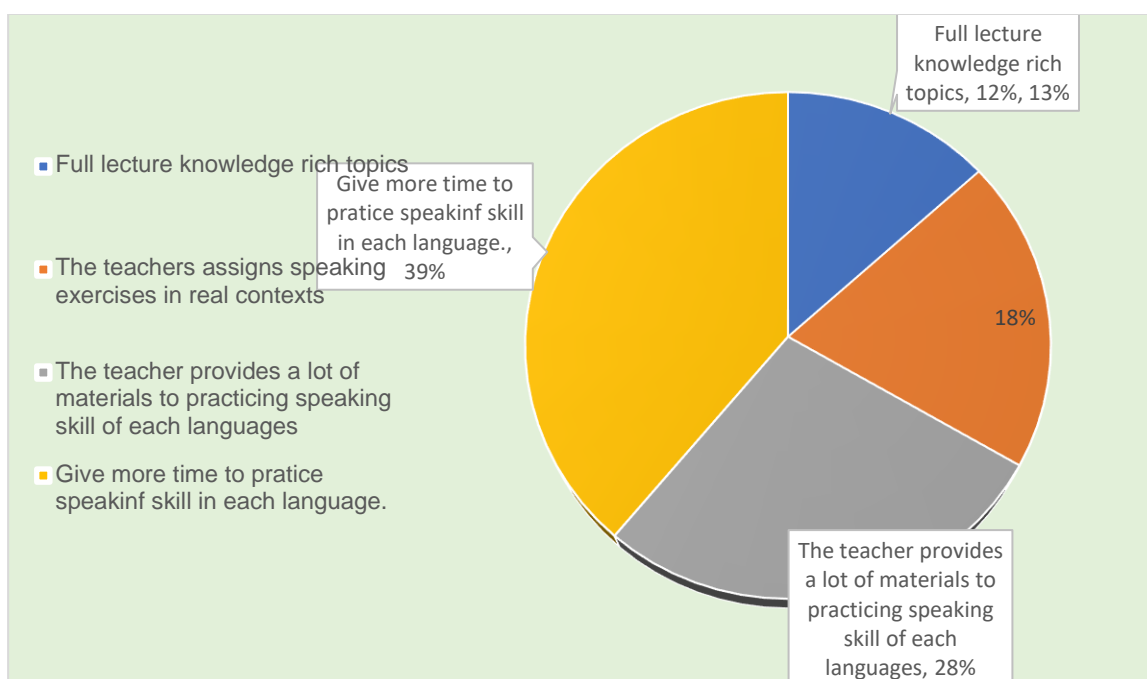


Figure 8: *Students's opinions on the teacher's method of teaching speaking skills in class. And which method has worked best for you and do you expect the instructor to maintain?*

PART III.CONCLUSION

1. Conclusion

It can be said that this study is an answer to any reader who is interested in the language teaching especially in pronunciation teaching. In the first chapter, readers will get the basic information why this study is fulfilled, how it is conducted and what it is conducted for. The second chapter will provide readers an overview of the theoretical background on which this study bases on. They include the definition of listening, types of listening and factors affecting speaking comprehension such as :speaker factors, stimulus factors, and context factors.

2. Solution

In order to make speaking tasks easier and develop speaking abilities while learning to speak, students should:

- Focusing on vocabulary
- Improving pronunciation
- Comprehending grammar

- **Vocabulary (or lexicon)** is the most important second level of knowledge that all learners need to develop – whether their main goal is academic or interpersonal skills, or both, or a broader field. There is a core of high-frequency words in the language that everyone needs to learn, but beyond that. Vocabulary knowledge is acquired at different levels, with learners first identifying the words they see or hear, then producing them in a limited context, and finally (perhaps) having complete control over their accurate and appropriate use. L2 speakers may never fully master certain words, but they become part of their productive repertoire. Final types of word knowledge that need to be mastered include collocation behavior (words going together), metaphorical usage, connotations associated with synonyms, and stylistic constraints.

- The number of words learned by second language speakers and the level of vocabulary knowledge depends on their ability to "grasp" this information from the context in which the words are used (spoken and written) and from the explicit language.

- In addition to word knowledge, fluency requires a degree of automaticity to be able to process the structure and meaning of words in real time. This is a progressive achievement on which effective participation in all language activities ultimately depends.

Phonology(sound system) is an integral part of academic ability. When learners use a second language to study other subjects, listening requires knowledge of phonological awareness, while speaking in most educational settings requires at least comprehensible pronunciation. When used by researchers or students, a higher level of production expertise is required.

- Teaching a second language to others or speaking it to professional meetings, but pronunciation remains a low relative priority compared to vocabulary and grammar. As part of interpersonal skills, knowledge of speech perception and comprehensible production is critical to successful oral communication. However, in most cases a certain degree of "foreign accent" is acceptable as long as it is within understandable limits.

- Mastering this will help learners overcome pronunciation difficulties and gain the confidence to improve their listening and speaking skills.

Syntax(grammar): Understanding that while some components of language are universal, there can be wide variations in how they are conveyed, is a good place to start. There are frameworks in every language for stating things, posing queries, and refuting claims. All sentences have a subject and a predicate. Predicates can also include other possible words that express time, place, frequency, manner, goal, source, or purpose. Verbs can be used alone or in

conjunction with one or more objects to form predicates. However, there may be significant differences in the elements' arrangement and degree of flexibility. Linguists divide languages into categories based on the usual sequence in which these elements appear, for example:

- S V O English, Chinese, Vietnamese.
- S O V Korean, Japanese

Overall, despite the study's potential limitations, it was completed with both self-effort and the supervisor's guidance. Any feedback would be greatly appreciated to improve future research.

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APPENDICES

Survey questionnaires for students

The survey questionnaires consist of 10 questions are given to students to study on the difficulties of English major students learning speaking skills two foreign languages. Students were asked to tick the most suitable answers which correspond with their opinions. The questionnaires are designed as below:

Question 1 How long have you been studying English?

- A. 5 years
- B. 6 years
- C. 7 years
- D. More than 7 years

Question 2. Which two foreign languages are you studying as an English major in your second year?

- A. English and Chinese
- B. English and Japanese
- C. English and Korean

Question 3. Do you have difficulty practicing speaking 2 languages at the same time?

- A. Yes
- B. No

Question 4. Do you feel confused when practicing speaking two languages?

- A. Yes
- B. No

Question 5 What are the difficulties you face learning speaking of two languages at the same time?

A: Vocabulary

B: Grammar

C: Pronunciation

D: Intonation

E: Rhythm

Question 6. How do you feel when speaking one of the two languages?

A: Confusion of words

B: Using wrong grammar

C: Wrong pronunciation

Question 7. What factors influence when learning speaking skill of two foreign languages at the same time?

A: Internal factors (native language, age, exposure, innate phonetic ability, identity and language ego, Motivation).

B: External factors (limited time, large class, learners autonomy).

C: A and B

Question 8. What have you done to improve your speaking skills in both languages?

A. Join groups on Facebook, Zalo

B. Go to a place where there are many foreigners to learn to speak the language you want to

C. Find a good and easy movie to practice pronunciation along with

D. Talk to the instructor to find out how to overcome the limitation

Question 9. What do you like about the teacher's method of teaching speaking skills in class? Which method has worked best for you and do you expect the instructor to maintain?

- A. Full lecture knowledge, rich topics
- B. The teacher assigns speaking exercises in real contexts
- C. The teacher provides a lot of materials to practice speaking
- D. Give more time to practice speaking each language