BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

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# KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGOẠI NGỮ

**Sinh viên :Mai Mai Bích Ngọc**
**Giảng viên hướng dẫn : Ths.Nguyễn Thị Quỳnh Hoa**

HẢI PHÒNG - 2016

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG
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# GRADUATION PAPER

# USING PROJECTS TO MOTIVATE 1$^{ST}$ ENGLISH MAJOR STUDENTS TO SPEAK

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

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**HẢI PHÒNG - 2016**

BỘ GIÁO DỤC VÀ ĐÀO TẠO

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# NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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# NHIỆM VỤ ĐỀ TÀI

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

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

**Người hướng dẫn thứ nhất:**

Họ và tên:..........................................................................................

Học hàm, học vị:...................................................................................

Cơ quan công tác:.................................................................................

Nội dung hướng dẫn:............................................................................

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Cơ quan công tác:.................................................................................

Nội dung hướng dẫn:............................................................................

Đề tài tốt nghiệp được giao ngày tháng năm

Yêu cầu phải hoàn thành xong trước ngày tháng năm

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| Đã nhận nhiệm vụ ĐTTN | Đã giao nhiệm vụ ĐTTN |
| *Sinh viên* | *Người hướng dẫn* |

***Hải Phòng, ngày ...... tháng........năm 2016***

**Hiệu trưởng**

**GS.TS.NGƯT** ***Trần Hữu Nghị***

## PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

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

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2. **Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…):**

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3. **Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

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*Hải Phòng, ngày … tháng … năm 2016*

**Cán bộ hướng dẫn**

*(Ký và ghi rõ họ tên)*

# NHẬN XÉT ĐÁNH GIÁ

# CỦA NGƯỜI CHẤM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

**1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.**

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**2. Cho điểm của người chấm phản biện : ………………………..**

*(Điểm ghi bằng số và chữ)*

Ngày.......... tháng......... năm 2016

**Người chấm phản biện**

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# PART I: INTRODUCTION

## 1. Rationale

English is a dominant language which becomes more and more common in over the world. There is a fact that about 1,500,000,000 people in the world speak English, while another 1,000,000,000 are still learning English. Therefore, English is considered as a crucial tool to approach to the world's advantageous opportunities. If people are able to communicate in English, they can connect themselves to the world. More importantly, the purpose of using English in diplomacy, trade, science and technology and so on is also another obvious proof of its significant role.

Vietnam is not an exception; especially we have joined many organizations such as APECT, WTO, ASIAN and many other international groups. To this point, it is essential for Vietnamese students to learn English because if they have a good understanding and communication skill in English, it is more likely that they might have many communication chances to find a high-quality job as well as communicate with people from different nations in all over the world.

When it comes to learning English:  speaking, listening, reading and writing are 4 basic skills. While the three other skills are prominent in obtaining a wholesome English competence, speaking skill is always regarded as one of the most important skills. It goes without saying that, in terms of learning any language, the central purpose of every learner mainly is to communicate. Thus, it is undeniable that speaking skill should be made priority for English learners because it seems that if they are productive communicators, there will be a high possibility for them to get settled and well-paid jobs.

However, to master this skill is still an issue for almost students in Vietnam. At Hai Phong Private University, for instance, a large number of students encounter many difficulties with their speaking skills such as lack of motivation and environment, fear of speaking, fear of making mistakes and so on. As the difficulties mention above, the researcher anticipated these weakness is attributable to the lack of motivation and confidence of English-major students at Hai Phong private university. In order to address this, the researcher adopts creatively 'project-based learning' as an active learning model to increase the appropriateness and the effectiveness for students. Deci and Moller (2005) state that project based learning concerns much about student's motivation which can help students develop their intrinsic motivation and take part in learning activities for "the spontaneous feelings of interest and enjoyment." (Deci and Moller, 2005: 582). Intrinsic motivation means that students might motivate themselves to engage in learning. As a result of this, students seem to solve the problem of lacking motivation. Hopefully, this graduation paper might be useful for anyone who is interested in speaking skill.

## 2 Aim of the study

This graduation paper is written to find out:

+features and characteristics of speaking skills

+difficulties of students when learning speaking skills

+student's perception of projects used to motivate their speaking skill

+the effectiveness of using those projects

## 3. Scope of the study

In terms of learning English, there might be many problems related not only to speaking skills but also to other skills learners might usually confront. However, due to limitation of time, knowledge and other shortages, it is impossible to deal with difficulties of all skills. In regarding to this, the study will be focused on speaking skill only. The participants involved in this research are and two English major classes of Hai Phong Private University. The participants are all freshmen so that they can give objective opinions to have their problems found out. From then, suggested projects somehow can be more practical and relevant.

## 4. Method of study

To carry out the research, many references and books relating to speaking skills and projects to motivate students have been approached. Also, searching on the Internet was used for having a deeper understanding about specific details. Besides, a survey was conducted to find out the data for analyzing in this thesis. The participants are first year students of the English Department because English is absolutely essential for them to use and they are likely to use it more frequently than other non-major students. When students use English regularly, they tend to confront with common problems or difficulties that might hinder them to learn speaking skills effectively. Therefore, it deems to be more objective to carry out the survey of English major students. This might help to have a more profound effect during constructing my dissertation. As a result of it, it might be easier for me to suggest sensible projects for students to give them more encouragements and motivations so that they can effectively arouse themselves to speak.

## 5. Design of study

The dissertation is divided into 3 main parts: introduction, development and conclusion.

In terms of the introduction, it deals with the reason, the scope and the design of the study.

Moving onto the second part, the development section, the graduation paper will focus on theoretical background. A range of definitions regarding speaking, projects and motivations will be mentioned in this chapter and a collected survey from Hai Phong Private University will be analyzed to find out the difficulties of student when it comes to learning speaking skills.

Finally, some suggested projects to motivate students to speak will be recommended for conclusion part.

# PART 2: DEVELOPMENT

## Chapter 1: Theoretical background

### I. Speaking skill

### 1.1. Definition of speaking skill?

Speaking skill is an important skill when learning a language. It involved the speaker's utterance management and construction in order to understand each other when it comes to speaking. Speaking is an interactive process of constructing meaning that involves producing, 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 (Maryann, 1999, p.1).

When someone speaks to other person, there forms a relationship. The relationship itself is reflected and built through communication. Wilson (1983:5) expanded this by stating, "speaking as development of the relationship between speaker and listener. In addition, speaking determines which logical linguistic, psychological and physical rules should be applied in a given communicate situation". To meet the purpose of communication, the speaker needs to express exactly what he/she is going to speak. That speaker has to notice the influence of his/her speech on the listeners, whether they understand the speaker's speech or not, it means that, the listeners also can get the rule of speaking related to in general or individual

According to the opinions above, the researchers indicate that, when someone says something, it is crucial for that person to be aware of what he/she is mentioning about. In relation to this the speaker should leave space for the responders to jointly construct the conversation by inviting new topics in order to achieve a more effective conversation.

Speaking skill is always used more regularly in comparison to listening, reading and writing. There is also a correlation between speaking and listening "the relationship between speaking and listening has been extended to the assumption that speaking and listening are positively correlated"(Brillhart,1965, p.2).To support the relationship between speaking and listening,Tarigan (1990, p.3-4)defines "[s]peaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Similarly, Stern (in Risnadedi, 2001, p.56-57)considers the definition of speaking through watching a small child's speech development. First he listens, then he speaks, understanding always produces speaking. Therefore, this must be the right order of presenting the skills in a foreign language learning process. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires, express how his/her feeling and acting out his/her attitudes through speaking. Thus learning of speaking cannot be separated in leaning languages. Also, a research has proven that speaking skill can help 3 other skills develop. "[S]peaking can help the development of reading competence(Hilferty: 2005), the development of writing(Trasel and Severino, 2004) as well as the development of listening skills(Regina,1997).

Speaking and writing is regarded as “productive skill” in comparison with “receptive skill” in terms of reading and listening (Shiamaa,2006, p.14). Unlike listening, reading and writing speaking are assumed to be to the most difficult skills. When learners write or read something, which does not require learners to response right then. It is impossible for the speakers to revise and it seems that you might not have enough time to prepare for your speech carefully like when you write.

Whilst Pendidikan Nasional stated, based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. (Departmen Pendidikan Nasional, 2004 p.1). In carrying out speaking, students face some difficulties; one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

While Wallace (1978) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking ability is the students’ ability in expressing their ideas orally, which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi,

2001) stated that speaking ability is more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many cases to language teachers.

In conclusion,speaking skill is always considered as a domain of language and linguistic proper. Therefore, Clark and Clark (in Nunan, 1991, p.23) stressed, "speaking is fundamentally an instrument act". Speakers talk in order to have some influences on their listeners. It is the result of teaching learning process. Students' skill in conversation is mainly aimed at in terms of teaching speaking skill, it becomes vitally aspect in language teaching learning success if language functions as a system for conveying meaning, as Nunan (1991, p.39) states that the successful in speaking is measured through someone's ability to carry out a conversation in the language.

### 1.2. The importance of speaking skills

It is hard to describe a thing without speech, if we don't use language to express our mean or purpose to do something, it might be distorted or difficult to get. Thus, speaking is always considered the most crucial action of human being. There might be no other effective way to communicate than speaking.

The four basic skills of listening, speaking, reading and writing are all connected. It is essential to be proficient in all of these skills to be a competent communicator. However, it is worth mentioning that speaking skill tends to help the learners benefit more with some specific advantages. The ability to express thoughts, emotions, and so on can provide a learner with these followingadvantages:

- Ability to hold the leadership. Business managers, educators, military leaders, lawyers, and many others leaders need to develop their speaking skills so that they are capable of mastering public speaking. Speaking clearly and confidently can help them get the attention of an audience, providing the precious opportunity for those speakers to transfer their messages and make them well-known by their speech. Wise and successful speakers are who can gain and then hold the attentions of their audiences.Also how well-chosen the speakers select the vocabulary, organized and expressed things can determine the level of impact made after the speech.

- The ability to be outstanding. When it comes to speaking skills, everyone tends to think of it as a common skill. However, ability to excel and to speak English effectively and confidently is not an ordinary ability. Many people are extremely afraid of public speaking. As a research shows that more than a half of all population in the world are terribly afraid of public speaking while others are not so competent to form thoughts into sentences and make those words convincing. More notably is that in the world there are not so many talent speakers but if a speaker whose skills are good and developed with constant opinions and much effort can stand out.

- Ability to be popular. A well-developed speaker can strengthen his negotiation skills. That speaker can sign many important contracts and bring about profits not only for his company but also himself. Additionally, his self-confidence is improved as well as a growing sense of comfort,which comes from speaking in front of big group of audiences. The fame for excellent speech in speaking can accumulate day by day, thereby creating a certain trust of the speaker. “Speaking skills can enhance one’s personal life; thereby bringing about the well-rounded growth we should all seek" (Gerald Gillis,2013, p.2).

### 1.3. The difficulties students encounter in learning speaking skills

When it comes to speaking, students might confront a variety of difficulties.Hetrakul (1995) stated that the first cause that makes the students' speaking English difficulty is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversations. The response that the students get makes them loose their self-confidence to improve their speaking. The second cause is problem with grammar. Hetrakul said that grammar is also very important for students when learning speaking skills; many students are quite confused with words usage. If they want to master English, it is necessary for them to use grammar appropriately so that they can produce meaningful sentences.

Similarly, Rababa'h (2005) also pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies the curriculum, and the environment. For example, many learners lack necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English.

While Ur (1996) pointed out 4 main problems:

1. Inhibition, speaking requires real-time exposure to an audience. Learners always try to speak their mother tongue in the classroom than speak English. They are afraid of making mistakes then somehow they would be teased or laughed by their classmates
2. Nothing to say. It is very common for every learner.They always complain that they cannot think of any idea. Although they notice the importance of English, they still have no clear motivation to speak at classroom. It is hard for them to express themselves even when being asked to do so.
3. Low or uneven participation. A person can take all time of speaking activities. Thus, the others might not have chances to speak, or even they cannot speak any word.
4. Mother-tongue use, many learners are too shy to use English in front of class. They tend to prefer using mother tongue than English because they do not have to spend much time to think.

Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. Similarly to Vietnamese students when they have to learn almost subjects in Vietnamese. As a matter of fact, this problem should be prioritized to solve. Besides,the lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Learners need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills (Cameron, 2001, p.36)

Also, there are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are emphasized as important factors to develop fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997)

There are some difficulties pointed out by linguistics. Those barriers seem common for every English learner. Therefore, it is very necessary to use some projects and motivations to help students solve their problem and engage in learning.

## 2. Motivation

### 2.1. Definition of motivation

Wikipedia defines that motivation "is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice versa."

"The term motivation refers to factors that activate, direct, and sustain goal-directed behavior... Motives are the "whys" of behavior - the needs or wants that drive behavior and explain what we do. We don't actually observe a motive; rather, we infer that one exists based on the behavior we observe."(Nevid, 2013,p.1)

According to Kendra Cherry (2016, p.1)“motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something.”

In addition, “motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers” (Littlewood, 1984, p.53). “The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.

In conclusion, “motivation “are the "whys" of behavior - the needs or wants that drive behavior and explain what we do” (Nevid,2013, p.1). While, in the educational environment for particular, motivation is a crucial tool to motivate student to take part in various ranges of activities or stimulate their interest in the lessons.

## 2.2. Kinds of motivation

## **2.3.** There are 2 kinds of motivations that Wikipedia classifies

### a) Intrinsic motivation

"Intrinsic motivation has been studied since the early 1970s. Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge". It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviors in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

+ Attribute their educational results to factors under their own control, also known as autonomy or locus of control

+ Believe they have the skills to be effective agents in reaching their

+ Desired goals, also known as self-efficacy beliefs are interested in mastering a topic, not just in achieving good grades

An example of intrinsic motivation is when an employee becomes an IT professional because he or she wants to learn about how computer users interact with computer networks. The employee has the intrinsic motivation to gain more knowledge. Traditionally, researchers thought of motivations to use computer systems to be primarily driven by extrinsic purposes; however, many modern systems have their use driven primarily by intrinsic motivations. Examples of such systems used primarily to fulfill users' intrinsic motivations, include on-line gaming, virtual worlds, online shopping, learning/education, online dating, digital music repositories, social networking, online pornography, gamified systems, and general gamification. Even traditional management information systems are being 'gamified' such that both extrinsic and intrinsic motivations must increasingly be considered."

### b) Extrinsic motivation

"Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation." Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives

Social psychological research has indicated that extrinsic rewards can lead to overjustification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition. However, another study showed that third graders who were rewarded with a book showed more reading behavior in the future, implying that some rewards do not undermine intrinsic motivation. While the provision of extrinsic rewards might reduce the desirability of an activity, the use of extrinsic constraints, such as the threat of punishment, against performing an activity has actually been found to increase one's intrinsic interest in that activity. In one study, when children were given mild threats against playing with an attractive toy, it was found that the threat actually served to increase the child's interest in the toy, which was previously undesirable to the child in the absence of threat.

## 2.3. Theories of motivation

According to (Kendra Cherry,2016, p.2-3) There are 6 different theories of motivation:

a) Instinct Theory of Motivation

"According to instinct theories, people are motivated to behave in certain ways because they are arranged to do so." For example it is seasonal migration of animal. These animals do this because it is necessary to move to another place suitable with their habit.

b) Incentive Theory of Motivation

"The incentive theory suggests that people are motivated to do things because of external rewards. Behavioral learning concepts such as association and reinforcement play an important role in this theory of motivation."For instance, people might be motivated to work every day because of the salary. This reward tends to make everyone feel encouraged to work.

This theory mentions to some correspondences with the behaviorist concept of visible conditioning. In operant conditioning, behaviors are learned by forming associations with consequences. Encouragement strengthens a behavior while punishment seems make it weaker.

While incentive theory is similar, it proposes that people intentionally pursue certain courses of action in order to achieve rewards. The greater the rewards are, the more strongly people are motivated to chase those reinforcements which indicates that people are likely to follow certain actions so as to gain prize

### c) Drive Theory of Motivation

According to the drive theory of motivation, people are motivated to take certain actions in order to reduce the tension inside that is caused by unsatisfied needs. For example, you might be motivated to have a sip of water in order to reduce your state of being thirsty .This theory is useful in explaining behaviors that have a strong biological component, such as hunger or thirst.

### d) Arousal Theory of Motivation

The arousal theory of motivation suggests that people take certain actions to either decrease or increase levels of arousal. When arousal levels get too low, for example, a person might watch a fascinating series of a sitcom or hang out for a walk. When arousal levels get too high, on the other hand, a person would probably look for ways to relax such as sleeping or reading a book. According to this theory, we are motivated to maintain the best level of arousal, although this level can vary based on the individual or the circumstance.

### e) Humanistic Theory of Motivation

Humanistic theories of motivation are based on the idea that people also have strong cognitive reasons to perform various actions. This is famously illustrated in Abraham Maslow's hierarchy of needs, which presents different motivations at different levels. First, people are motivated to fulfill basic biological needs for food and shelter, as well as those of safety, love, and esteem. Once the lower level needs have been met, the primary motivator becomes the need for self-actualization, or the desire to fulfill one's individual potential.

### f) Expectancy Theory of Motivation

The expectancy theory of motivation suggests that when we are thinking about the future, we formulate different expectations about what we think will happen. When we predict that there will most likely be a positive outcome, we believe that we have the ability to make that possible future a reality. This leads people to feel more motivated to pursue those likely outcomes. The theory proposes that motivations consist of three key elements: valence, instrumentality, and expectancy. Valence refers to the value with place on the potential outcome. Things that seem unlikely to produce personal benefit have a low valence, while those that offer immediate personal rewards have a much higher valence.

Instrumentality refers to whether people believe that they have a role to play in the predicted outcome. If the event seems random or outside of the individual's control, people will feel less motivated to pursue that course of action. If the individual plays a major role in the success of the endeavor, however, people well feel more instrumental in the process. Expectancy is the belief that one has the capabilities to produce the outcome. If people feel like they lack the skills or knowledge to achieve the desired outcome, they will be less motivated to try. People who feel capable, on the other hand, will be more likely to try to reach that goal.

## 3. Projects

### 3.1. Definition of projects

Wikipedia defines that "In contemporary business and science a project is a collaborative enterprise, involving research or design that is carefully planned to achieve a particular aim. One can also define a project as a set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations. Projects can be also regarded as a plan constituted by a team or a big group to finish any task or to meet the deadline

### 3.2 Definition of projects based learning

Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations

(Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller & Michaelson, 1999).

Another definition comes from a website called glossary of education reform defines "Project-based learning refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. When engaged in project-based learning, students will typically be assigned a project or series of projects that require them to use diverse skills such as researching, writing, interviewing, collaborating, or public speaking to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances, for example. Unlike many tests, homework assignments, and other more traditional forms of academic coursework, the execution and completion of a project may take several weeks or months, or it may even unfold over the course of a semester or year."

### 3.3. Types of projects based learning

We thought we grow teachers, an online website gives 3 different types of projects based learning

a) 1. Challenge-Based Learning/Problem-Based Learning

Challenge-Based Learning is "an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems through efforts in their homes, schools and communities."

It is fundamentally a re-branded version of Problem-Based Learning in that both have finding solutions to problems over a period of time as their structure.

b) 2. Place-Based Education

"Immerses students in local heritage, cultures, landscapes, opportunities and experiences; uses these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum, and emphasizes learning through participation in service projects for the local school and/or community." Technically one could learn through a Place-Based Education and not do projects at all, but the idea of performing authentic work in intimate communities certainly lends itself neatly to Project-Based Learning. Projects performed in local communities.

c) 3. Activity-Based Learning

Activity-Based Learning takes a kind of constructivist approach, the idea being students constructing their own meaning through hands-on activities, often with manipulatives and opportunities to experiment. Much of the information out there on Activity-Based Learning comes from India, but Pearson also has some textbook-based resources as well.

# Chapter 2: The study

## 1.1. Participant and purpose of the survey and questionnaire

The participants were 50 freshmen from 2 English major classes of Hai Phong private University. As I mentioned earlier, the survey is likely to be more objective and precise due to the duration of learning English at university for those students. They are freshmen, it means that, their opportunities to practice English is not as many as second-year or third-year student's, especially speaking skills might be new with them because in high school Vietnamese student are all oriented in learning grammar only. Also, it can be assumed that, speaking skill plays a very significant role; hence if they do well at first, the later steps will be much easier. Besides, the awareness of learning English is still poor; they tend not to consider learning English important let alone speaking skills. Thus, encouragements and motivations should be recommended to help those students be aware of realizing the importance of English and have correct methods empowering them to learn. In terms of having longer time to learn at university, freshmen seem have more opportunities to apply those projects into reality and improve their speaking skills more effectively than others students because they have more time to be motivated and have more chances to correct their mistakes by themselves.

The survey questionnaire is designed for 3 main purposes:

+ To know the students' attitude for learning speaking skills

+ To find out the difficulties of student with speaking skills

+ To have the best suggestions to solve student's problems

1. Design of questionnaire

In this present study, there are ten questions included to ask students about their difficulties when learning speaking skills and choose the most effective projects to motivate them to speak.

From question 1 to 4, students were asked to illustrate their length of time of learning English and their attitude for the importance of speaking skills

Question 5 and 6 are about the difficulties of students with speaking skills

Question 7, 8 and 9 are chosen projects that can motivate student to speak

Question 10 is conducted to inquire about the best suitable projects for the students..

### 1.1. Findings and discussion

After conducting the survey, it goes without saying that, speaking skill is chosen to be the most crucial skill by the students and the most common difficulties they have encountered when they speak is lack of motivation. Most of students regarded praise of teacher as the best motivation to motivate them to speak. Next, debating, presentation and role-plays are three most popular pedagogical methods that were chosen by students to be the most effective projects to them. To dig deeply into this study, collected data will be analyzed and discussed.

### 1.2. Data and analysis

**Question 1: how long have you been studying English?**

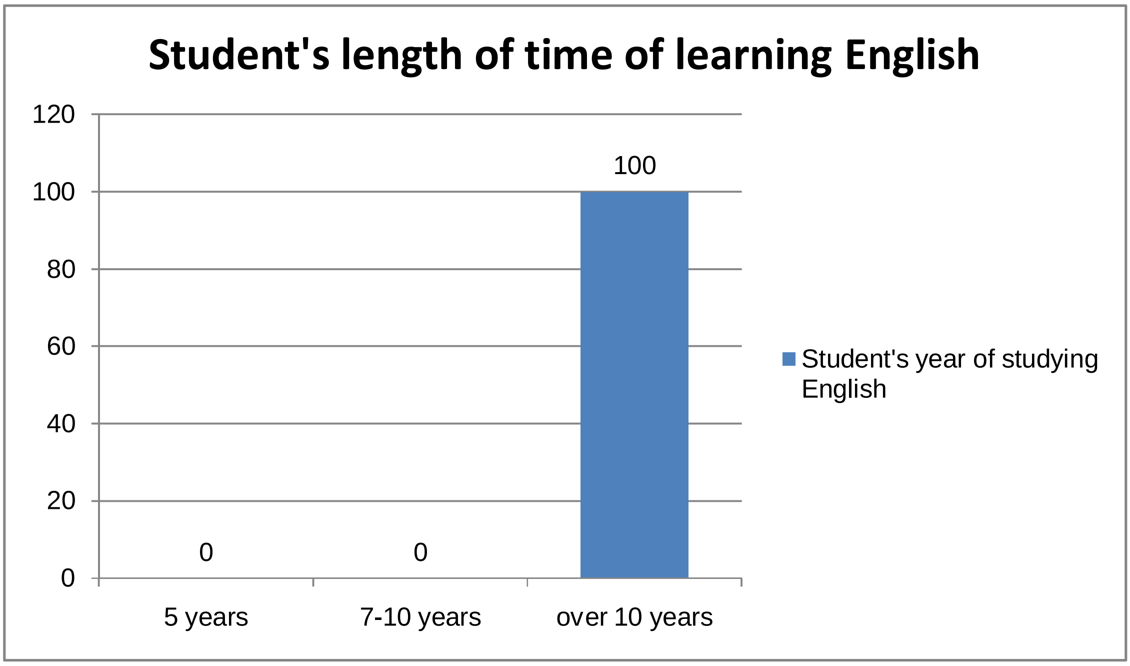


Figure 1: Students' years of studying English

This chart above indicates the length of time learning English of 50 English-major students. Initially, it can be seen that the number students who have been learning English over 10 years take the highest proportion totally 100 percentage compared with learning English from 7-10 years and for 5 years. Interestingly, no proportion of students learning English from 5 years to 10 years was shared at all.

**2. Which skills do you like the most?**

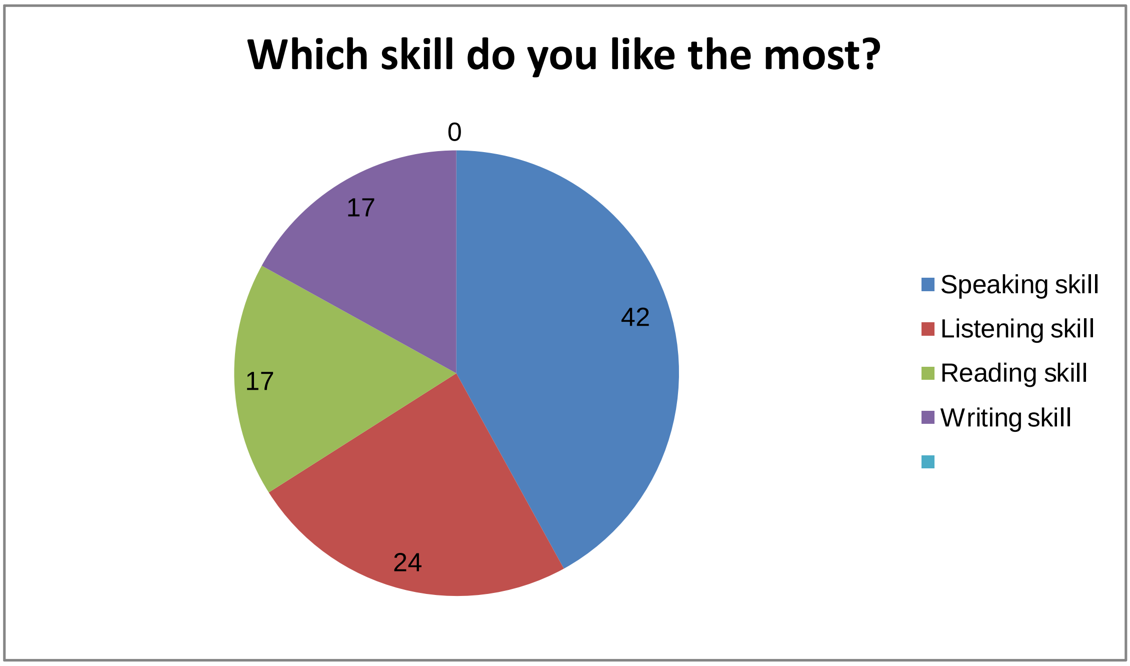


Figure 2: The most favorite skill

The purpose of this question is to ask students to point out their most favorite skill so that a plan will be designed according to what they are interested. From the chart, the given result shows that students are quite excited about learning speaking skill, which occupies for the highest percentage of all four skills around44% in comparison with listening 24%. Surprisingly, reading and writing skills share the same proportion of 17 % of student's interest in learning English.

**Question 3: is speaking skill important?**

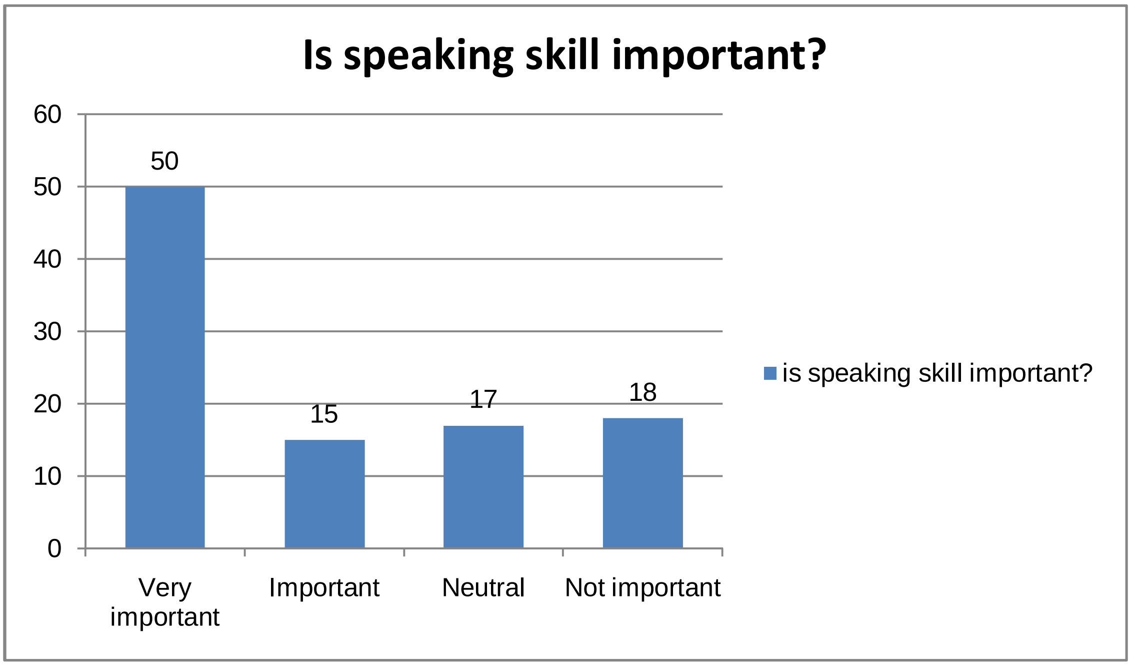


Figure 3: The importance of speaking skill

The question is to find out the students' opinions on whether speaking skill is important to them or not.  At the first glance it can be seen that, the very important role of speaking skill chosen by almost students takes a dominant figure while other percentage are shared equally to 3 other factors. The percentage of 50 students who agree that speaking skill is very important compared to 15 other students also consider speaking skill important which reveals a quite positive point.However, what is worth mentioning is that, 18% of students still assume that speaking is neither important nor unimportant.

**Question 4: How are you interested in speaking skill?**

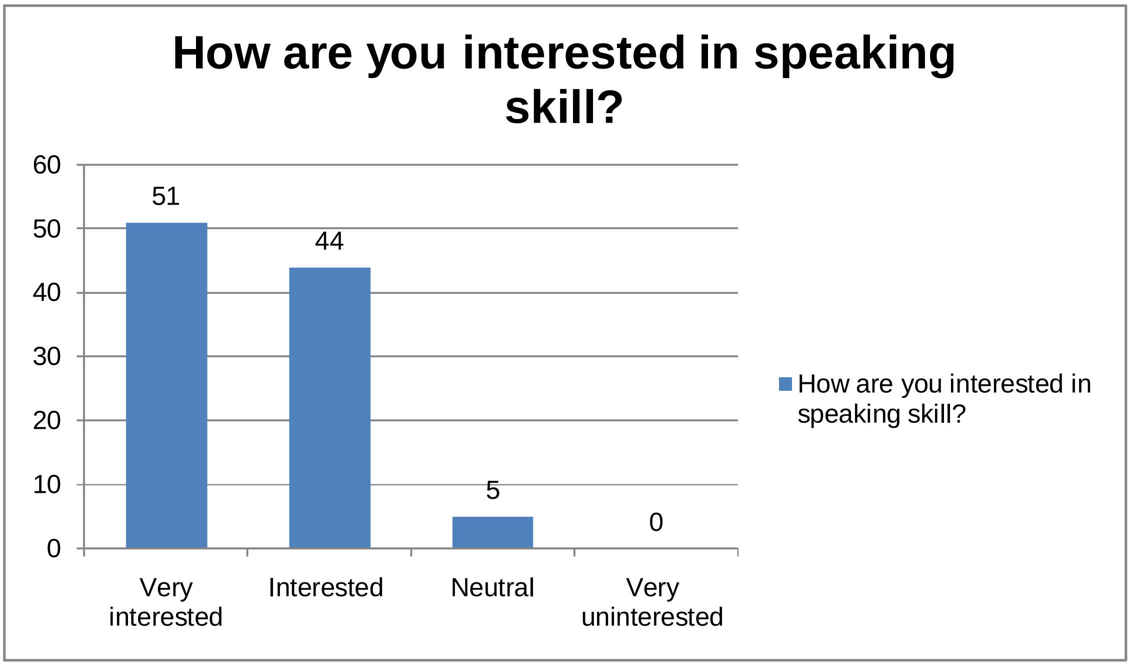


Figure 4: Student's interest in speaking skill

This table shows student's interest in speaking skill. A large number of students are really into speaking skill, which comprises 51% of total in comparison with interested speaking skill students 44% and neutral 5%. Surprisingly, for this question none of students shows their unpleasant attitude with speaking. Therefore, the percentage of uninterested and very uninterested students is zero.

**Question 5: what are your difficulties when you speak?**

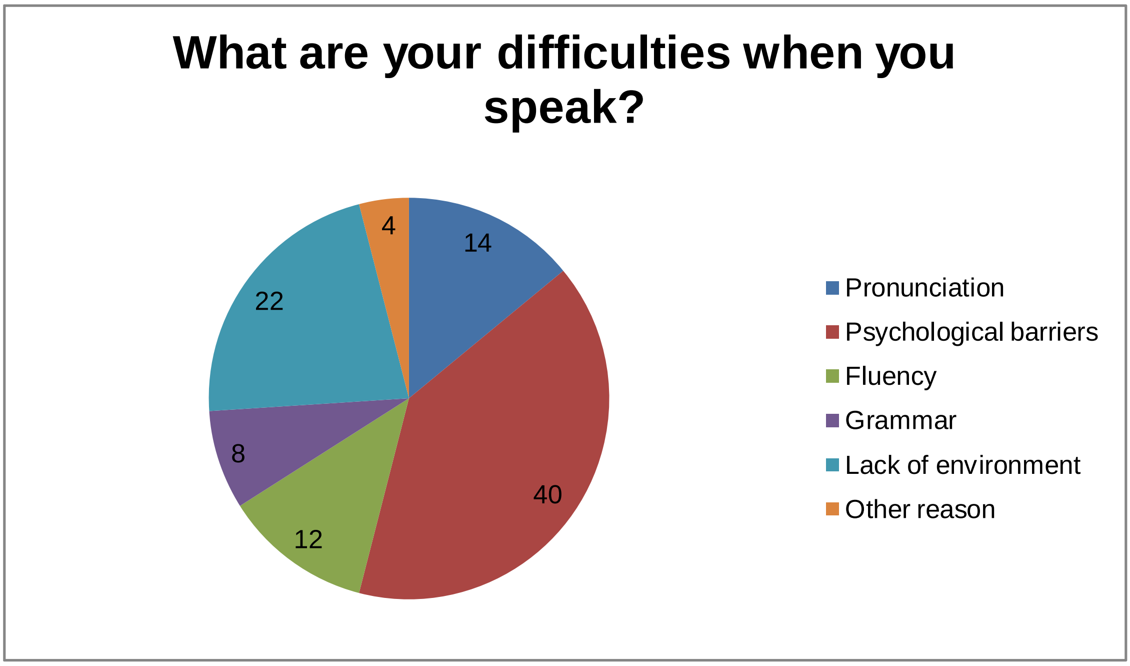


Figure 5: Student's difficulty when speaking

The purpose of this question is to find out student's difficulty when they speak. The chart shows that psychological barrier accounts for the highest proportion around 40% compared to lack of environment 22%, pronunciation 14% fluency % 12 respectively. Grammar and other reasons represent the smallest figure about 8% and 4%.

**Question 6: do you usually speak English?**

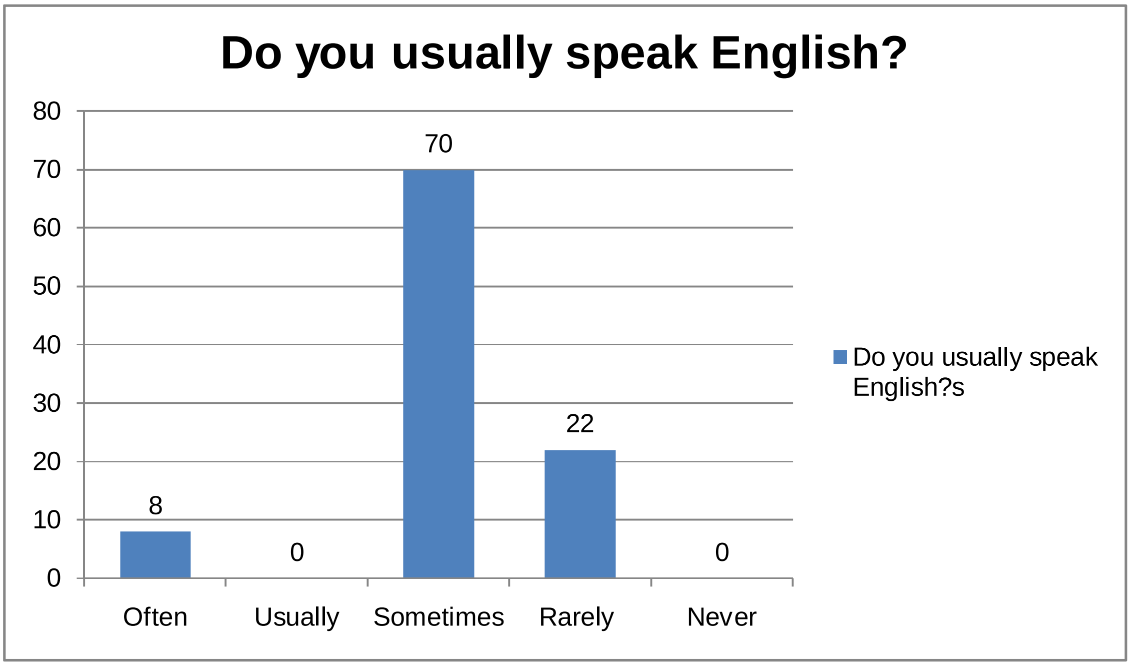


Figure 6: Student's frequency of speaking English

The table illustrates the frequency of student speaking English. Obviously, it is noticeable that student do not have many opportunities to speak, the percentage of student speaking English 'sometimes' is highest about 70% compared to that of 'rarely' with 22%. 8% is 'shared' by 'often' speaking English and 'usually' and 'never' using English shows no proportion at all.

**Question 7: what factor teacher can do to motivate student?**

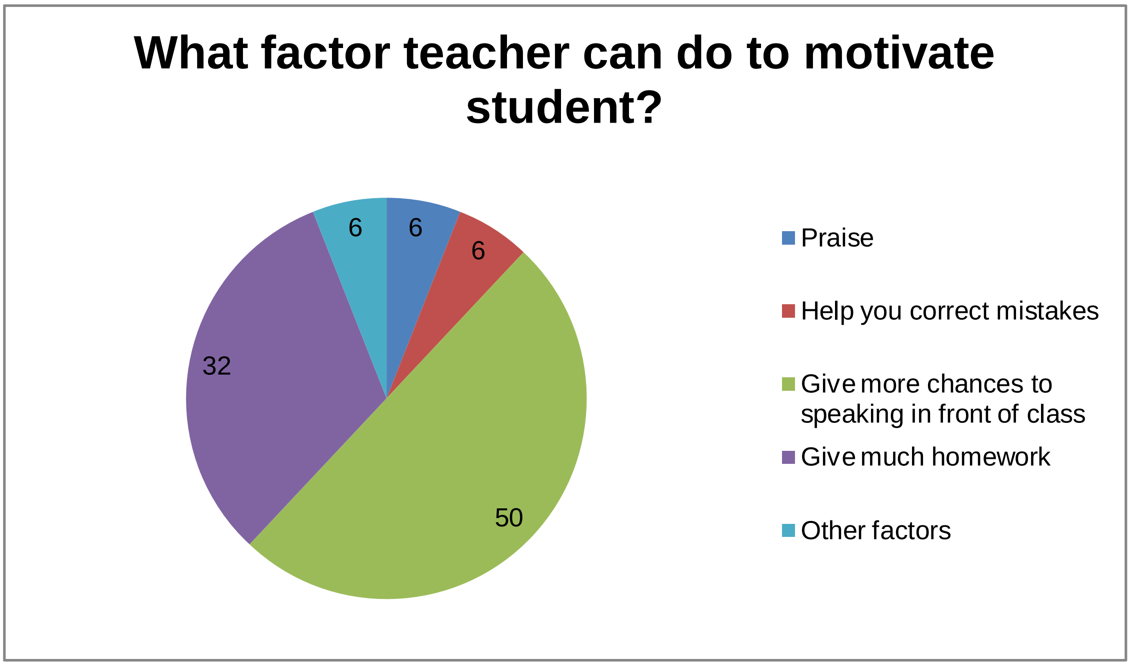


Figure 7: Factors to motivate students

This table shows that having chances to speak in front of class seems to be favored by almost students, which occupies for 50% in comparison with being given homework to do at home around 32%. Similarly, students like to being praised, and being helpedwith correcting mistakes and other factors share the same proportion of 6%.

**Question 8: how can you motivate yourself to speak at home?**

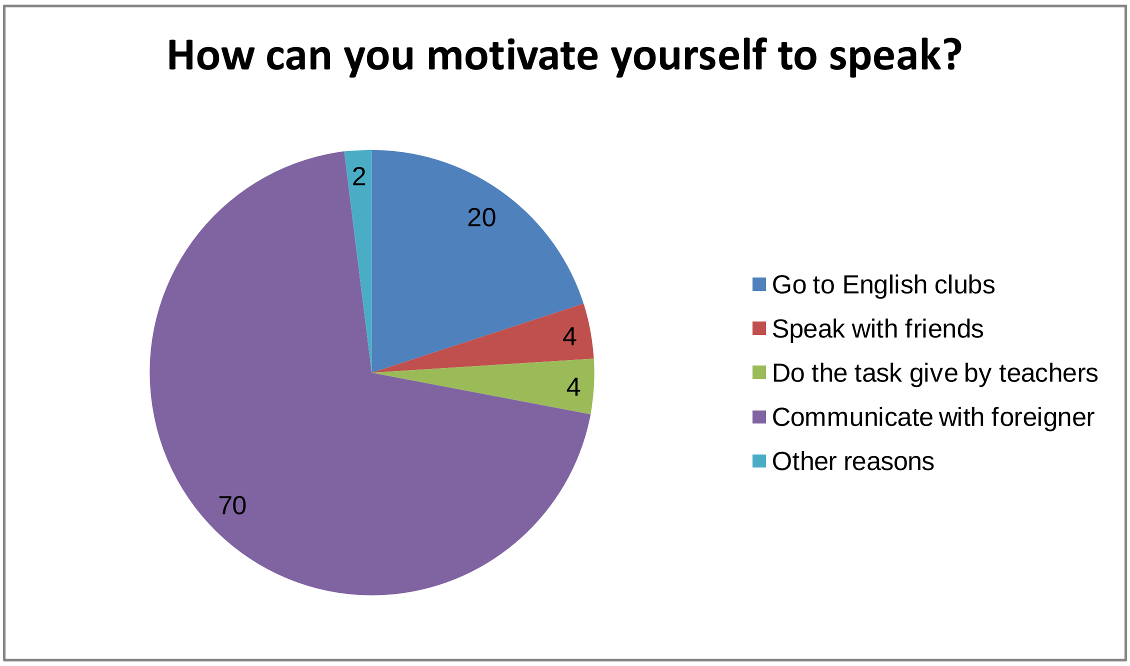


Figure 8: Motivations to speak

The chart above shows a large number of students wish to speak native speaker to motivate them to speak which represents the highest proportion over 70%. While other students assume that going to English club is also an effective way to practice English; it takes up to 20%. Speaking English with friend, doing homework and other reasons are not highly appreciated by students accounting for 4%, 4% and 2% respectively.

**Question 9: Using projects such as debate, presentation, talk show and so on might motivate you to speak?**

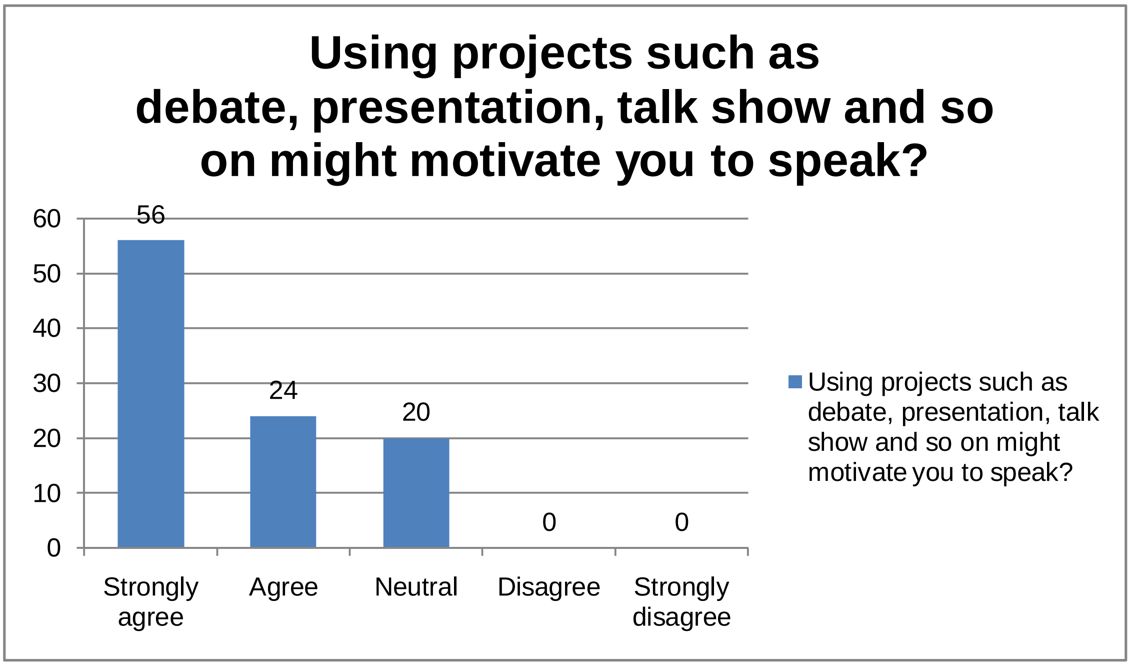


Figure 9: Student's opinion about using projects

This table shows the student's opinion about using projects as a motivation. It can be seen that, 56% of students strongly support this opinion while 24% other agree with using projects to motivate students to speak. The neutral idea accounts for 20% and no proportion of students disagree or strongly disagree with this. Almost of students concern about the methods that help them to improve their language ability. Therefore, this chart shows a positive feedback of students toward using projects to boost them practice speaking.

**Question 10: Which skill seems to motivate you the most?**

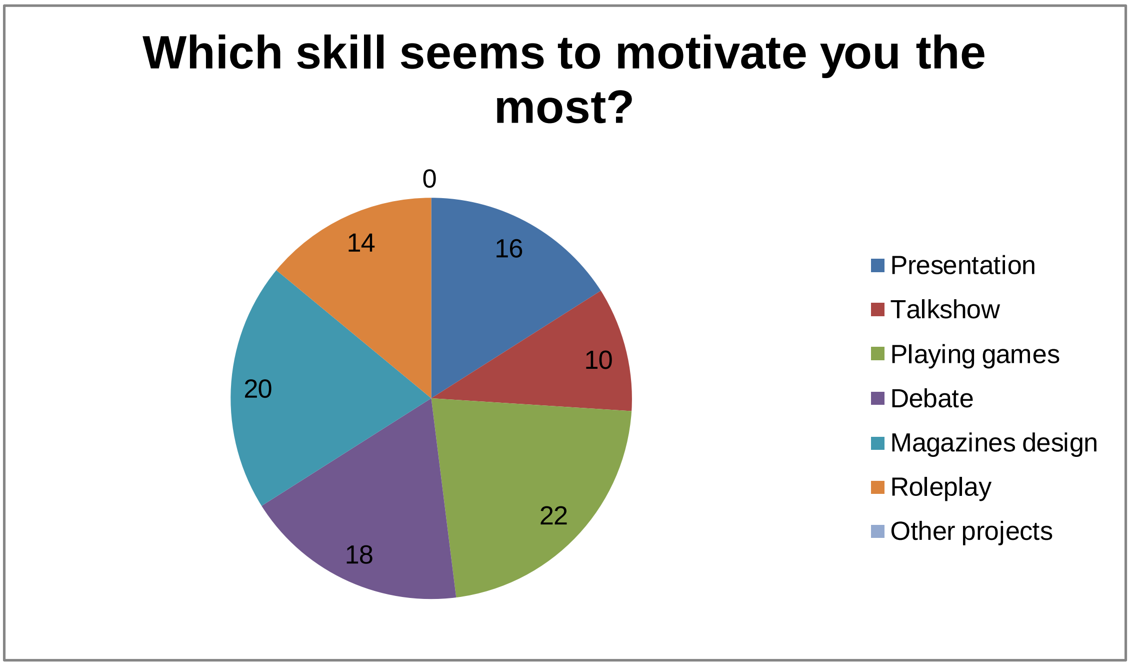


Figure 10: Student’s opinion about the most effective motivation

The last question is to find out the best suitable motivation chosen by students. The chart shows that the proportion is quite equally shared to all factors. Playing games takes up to the highest proportion around 22% compared to magazine designing 20%, debate18%, presentation 16%, role play 14% and talk show 10%. Students do not suggest any project, hencethe ‘other projects’ accounts for 0% only.

# Chapter 3: SOME PROJECTS TO MOTIVATE STUDENTS TO SPEAK

In this chapter, the researcher is going to recommend some effective methods and activities after analyzing the survey and find out student's common difficulties in terms of speaking. Almost students in the survey agree that they are facing with the difficulties when learning speaking such as lack of environment, confidence, or inappropriate pronunciation and so on. Therefore, methods and activities are adopted with the author's experience. If students practice those methods frequently, their speaking skills might be improved significantly.

## I.PROJECTS TO STUDY AT HOME

### 1.1.Listening

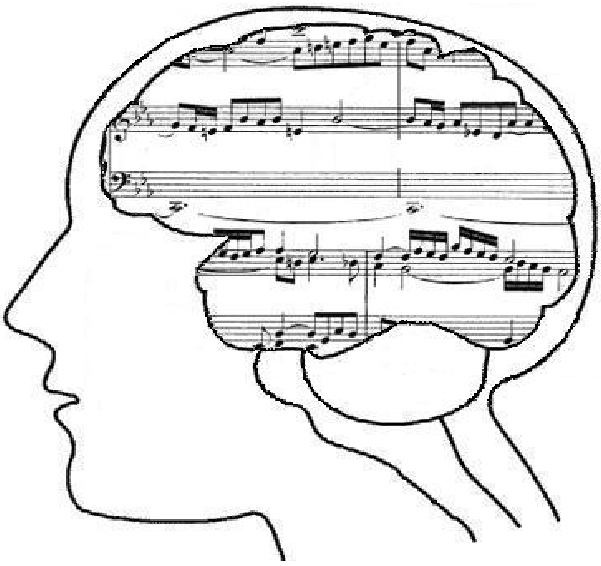
TIME TO
LISTEN

There is a close relationship between listening skills and speaking skill. Listening is regarded as one of the most crucial tools to improvenot only language competence but also speaking skills. Listening skills can be such an effective way to promote speaking skills for a number of reasons. First of all, learners might frequently have pronunciation self-correction thanks to spending time on practicing listening. In terms of speaking, pronunciation is “a key to gain full communicative competence” (Brown,1994). Therefore, when a speaker has a clear pronunciation, the success of a conversation between that speaker and listener might be more positive which shows speaking proficiency. Secondly, thanks to listening learners might formulate a natural and correct way of speech. Thus, if peoplehave chances to listen to native speakers every day, they might familiar with the way native speakersexpress their opinions with the real contexts which helpslearners be easier to enrichvocabulary appropriately and gain speaking accuracyand so on. For example, when I was in high school, I myself feel so confused with “do the cake” and “make the cake” becauseif those 2 verbs are translated in my mother tongue, they both mean to create a cake. I always used both of those phrases when talking to others. However, in this case, only “make a cake” is correct.I did not know about it until one day there is a foreigner I met at English club uses this word. Later on, my ambiguity about those two words is totally removed and I rarely make this type of mistake whenever I speak. If I do not have a chance to listen to native speakers or find out on some reliable sources by listening, it might be impossible for me to distinguish those 2 verbs. In relation to this, the role of listening skills has really a strong impact onspeaking skill.

There are some highly appreciated websites for listening (Details see appendix section 2, p.57)

Students are advised to use materials relying on their own interest to meet the best effectiveness of listening.

## 1.2 learning through songs



Steve Wonder states that “Music is a world within itself, with a language all of us can understand”. Many studies have shown that music can lighten our mood and it is undeniable that the role of music to mankind is absolutely significant. Moreover, for Englishlearners, learning English through song is really a highly recommended way because by listening to music it is more likely that learners are relaxing rather learning so the efficiency seems higher. Learning English through the song is really an appropriate way to improve language competence not only speaking skill, vocabulary, pronunciation and so on. When we listen to any English song, it might contain a range of new vocabulary which might help people to memorize it longer due to its rhythm.Thanks to it rhythm, learners are refreshed more and tend to have a ready mood to learn. Moreover, learning how to sing a song is also helps learners improve their pronunciation by imitating the singer’s words. Those elements are really necessary for improving speaking skill. There are 50 popular songsand easy to practice English voted by many English learners.(Details see appendix section 1.3, page 58)

Also, there is a latest popular song that many English learners use to practice

Song: Fly: (Details see appendix section 1.4, page 59-61)

### 3. Self-talking

How to Improve
Speaking Skills
(by yourself)

Self-talking is considered as one of the most effective ways that the researcher has been doing during college time to practice English.As a problem mentioned above that the number of students in each class are quite crowded so there might be not enough time to have opportunities to practice their oral skills. As this result, those students only can practice at home but finding a partner to practice with is one more issue. In this case, self-talking seems effective and easy to make.  Besides, for some shy or unconfident speakers, this strategy is absolutely encouraged because when they can motivate themselves to speak without the fear of making mistake or being shame. Then it might raise their awareness to learn English constantly and successfully.Interestingly, as a statistic has shown that 93% professors use self-talk when learning the second language and this strategy received many positive feedbacks from professors. The step to practice this method is simple that you can speak anything you like to yourself freely. When learners practice self-talk it might help them acquire fluency.

## II PROJECTS TO STUDY AT CLASS

### 1. Group discussion

DISCUSSION!

This method is highly recommended for the following reasons. Firstly, it creates an environment for students to engage in the discussion according to own interests. Just imagine, a period lasts for a period and students have to listen to lecture all the times, it might be very boring and students tend not to be keen on the lecturer's lesson. However, when students have chances to exchange their individual opinions to their classmates, it totally changes the atmosphere at the class. Moreover, in terms of exchanging opinion, students have to communicate with their partners to reach the final answer. Therefore, speaking skill might be improved because dialogues among students are made during the discussion.

## 2. Magazine design

The teacher gives students a task to design a magazine cover according to given topics or students can choose by themselves. This activity encourages student’s creativity and imagination to invent more and more creative products related to their interest which also helps students develop their skill working in a team.

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## INTERVIEW
## 제시카의 베이식 뷰티 케어

## *Skin* SURVIVAL PROJECT

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## 2. Role-play

KEEP
CALM
AND
GO
ROLEPLAY
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This activity gives students a chance to select a character that works in service of revealing the personality matching each student's character the most. Then students might have to try the best to add jokes or humors to their characters to make the audience laugh. In order to make it fun students can change their hairstyle, clothes, as long as it makes that character look funny. Role playing is an exciting activity which is chosen to make at many universities in Vietnam because of its effectiveness not only to improve language competence but also to make a lot of enjoyment.

## III SOME COLLECTED PROJECTS

### 1. Project 1

Past experiences and stories

Step 1: Tell students that they are going to play a storytelling game. Tell them they must guess if the stories are true or false.

Step 2: Put student in groups of four to six. Give each group a board, a set of cards and a die. Tell them each to find something as their marker to move around the board, like a coin or some personal items.

Step 3: Explain the rules:

- Everyone throws the die once
- Students with highest score starts
- They throw their die and move their marker the number of squares on the die
- If they land the score with instructions, they must follow the instruction
- If they get a card, they must tell the group the story on the card
- Others students should ask questions and try to decide the story is true or false
- When everyone has said what they think , the storyteller tells them who is right who is wrong
- Then the person on the left tells the storyteller throws a die, and so on until someone finishes
- The first person to finish is the winner

Step 4:Be ready to help with any difficult vocabulary on the cards

Step 5: If one team finishes before the other and can go and listen to another team's stories, and try to guess if they are true or false.

## 2. Project 2

The family

Step 1: Ask the students to discuss the ten sentences with their partners in the group of four and to choose four sentences which they wish either to defend or to attack; they can attack some or defend others.

Step 2: Ask them to cooperate to discuss the sentences and prepare the lists of points that support their opinion for each of their chosen sentences. Tell them not to write sentences, only very short note.

Step 3: Split each group into two pairs, and tell each pair to take two of sentences. Ask them to talk with their partner about how they can present their views to the class. They must not write sentences to read aloud, but you should think of useful phrases, expressions and structures to use and add these to their note.

Step 4: Tell each person to present one of the choices to the class, who ask questions and make comments after their presentation.

## 3. Project 3

Education

Step 1: Tell them they are going to be school head teachers. Ask them to work in pairs and choose together two of the schools to manage

Step 2: Ask them to plan a weekly timetable for the schools they choose. Tell them to include:

- Suitable subjects for each period, or choices of subject
- Free study period, or periods when students can do research on a given choice of topics
- Project tittle
- A school trip to a suitable place
- Lesson times and lengths

Explain that after age 16 in the UK, no subjects are compulsory. Encourage them to really use their immigration to produce interesting and unusual timetables, but tell them that they must present the educational attitudes of the school.

Step 3: Put pair into groups of four or six to compare ideas

Step 4: Ask them to feedback to the class on the ideas of the other pairs that impressed them.

## 4. Project 4

A perfect home

- Pairs discuss their ideas for a dream home with anything they want.
- They draw up a design for their perfect home with plans, labels and sentences giving short descriptions or explanations of important details.

- Display or circulate the designs for the class to see and ask questions about.
- Vote to choose the best design

## 5. Project 5

Lost

- Each student draws a picture of a face and writes a description on a separate piece of paper.
- Collecting the drawing and give them out randomly. Check that nobody has got their own drawing back.
- Student move around the class describing the picture they have got. They can ask questions about that picture, but they must not show them to each other.
- They make a note of who might have a picture.
- When everyone thinks they have found their own picture, they look to find out who is right who is wrong.

## 6. Project 6

Star quality

- The group of four work together and discuss what the main audience will be for each band. What type of people will most of their fans be? They should think about: age, male or female, other interests, and anything else they can think of.
- They write a short "audience profile" for each band, describing the typical fan.

- They should think how and where they should advertise to connect with those fans.
- Groups compare ideas

## 7. Project 7

Leisure time

- In group of two to four, students plan the perfect day of their dreams; they can do anything, go anywhere and meet anyone they want.
- On the board write:
- Plan your perfect day. Think about:
- What
- Where
- Who
- When
- Share to compare ideas around the class.

# PART III: CONCLUSION

In conclusion, this graduation paper is conducted to investigatethe learning situation at Hai Phong Private University in Language Department and to find out student'sdifficulties particularly in terms of speaking skill. Then methods and strategies might be suggested to solve student's problems and motivate them to speak.

The aim, scope and reason study was presented in chapter 1 for introduction part. Then some theoretical definitions such as: definition of speaking, motivation, projects were put in chapter 2. Especially, in order to expose student's difficulties to learn English in general and speaking skill in particular, a survey was carried out and analyzed to find the best efficient strategies with the hope of encouraging students to have suitable methods to learn. Therefore, some suggestions to help students practice at home as well as at class were recommended in chapter 3.

In this graduation paper, due to the researcher's limitation of time knowledge and many other factors, it can cover the scope to improve speaking skill only. Hopefully, in my next research I can broaden my knowledge to deal with many furtherproblems related not only to speaking skills but also other skills such as pronunciation, listening and so on. Finally I hope that my graduation papermight be somehow an encouragement for anyone interested in speaking skills.

## APPENDIX 1: THE SURVEY QUESTIONNARE FOR STUDENTS

## SURVEY

Using projects to motivate speaking skills for 1st year English major students

1 /How long have you been learning English?

- ☐ 5 years
- ☐ 7-10 years
- ☐ More than ten years

2 /Which skill do you like the most?

- ☐ Speaking skill
- ☐ Listening skill
- ☐ Reading skill
- ☐ Writing skill

3 /Is speaking skill important?

- ☐ Very important
- ☐ Important
- ☐ Neutral
- ☐ Very Unimportant

4/ How are you interested in speaking skill?

- ☐ Very interested in
- ☐ Interested in
- ☐ Neutral
- ☐ Very uninterested in

5/ What are your difficulties when you speak?

☐ Pronunciation
☐ Psychological barriers (feel shy, lack of confidence, fear of making mistake..)
☐ Fluency
☐ Grammar
☐ Lack of environment
☐ Other reasons

6/ Do you usually speak English class?

☐ Often
☐ Usually
☐ Sometimes
☐ Rarely
☐ Never

7/What factor teacher can do to motivate student?

☐ Praise
☐ Help you correct your mistakes
☐ Give you more chances to speak
☐ Give homework to practice at home
☐ Other reasons

8/How can you motivate yourself to speak at home?

☐ Go to English club
☐ Speak with friend

☐ Do the tasks given by teachers

☐ Communicate with foreigners

☐ Other reasons

9/ Using projects such as debate, presentation, talk show and so on might motivate you to speak?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

10/Which activity seems to motivate you the most?

☐ Presentation

☐ Talk-show

☐ Playing games

☐ Debate

☐ Magazine design

☐ Role play

☐ Other activities

## APPENDIX 1.2:

http://www.talkenglish.com/speaking/listregular.aspx

http://learningenglish.voanews.com/

http://www.bbc.co.uk/learningenglish/

http://www.ted.com/

http://www.eslcommando.com/2012/06/best-english-listening-websites.html

https://www.youtube.com/channel/UCV1h_cBE0Drdx19qkTM0WNw

## APPENDIX 1.3

1. http://www.esolcourses.com/content/topics/songs/whitney-houston/i-will-always-love-you.html
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51.

## APPENDIX 1.4:

Invisible, push through the fog I had to find my way, yeah

A glow of light, a spark of hope if you imagine it you'll find

You're reaching all things to follow your dreams but nothing will stand in your way

You're not far, you're close so stand up for yourself it's written in the sky

Just spread your wings reach for your dreams

There's no mountain that's hard to move

Take a chance and try you would never know

You are a hero, you can fly you can fly

You are a hero, you can fly

You can fly

Unthinkable, best is to come the light is shining so bright now

No looking back, keep pressing on (hold on)

Cause your wings are made to fly

You're reaching all things to follow your dreams but nothing will stand in your way

You're not far, you are close so stand up for yourself

It's written in the sky just spread your wings reach for your dreams

There's no mountain that's hard to move take a chance and try

You would never know (You'd never know) you are a hero, you can fly

I don't plan on breaking down

I don't plan on falling down

I won't lose, I won't lose

Yeah, let's go jess

You should've never doubted yourself

Matter of fact you should be proud of yourself

Cause you had to find a way go about it yourself

Nobody gave you direction had to route it yourself

And you never got lost, losing's not an option

No time for L's no time to fail

Winning like Steph Curry

And then we warriors

Haters want to see me in a Crown Victoria

But I'm in a Benz AC on 70

Won't lose my cool, got to move cleverly

Chess not checkers, playing it with strategy

Me and Jessica, that's a win automatically

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