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MINISTRY OF EDUCATION AND TRAINING

HAIPHONG PRIVATE UNIVERSITY

HOW TO HELP FIRST YEAR ENGLISH MAJORS ATS HPU AVOID COMMON MISTAKES IN SPEAKING LESSONS

GRADUATION PAPER

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HẢI PHÒNG – 2018

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: How to help first year English majors ats HPU avoid common mistakes in speaking lessons

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

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

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Người hướng dẫn thứ hai:

Họ và tên:..

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<p style="text-align:center">PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN</p>

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

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<p style="text-align:center">Cán bộ hướng dẫn</p>

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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)

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Người chấm phản biện

TABLE OF CONTENT

LIST OF CHARTS

ACKNOWLEDGEMENTS

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Haiphong, November, 2018

Student

Khong My Huong

PART I: INTRODUCTION

1.Introduction

The current study begins with this introductory part, which describes the rationale to the study and presents the aims of the study. It also discusses the scope of the study, the method of the study and provides the design of the study.

2. Rationale

English is a dominant language which becomes more and more common in over the world. There is a fact that about two billions people in the world speak English, while another more one billion 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.

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. 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, English major, 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 which contains pronunciation, grammar, intonation so on. They spend a lot of time on learning grammar, writing, reading and seem to ignore speaking. The majority of the first year English majors are really passive in their speaking. Furthermore, they feel reluctant to get involved in the speaking activities in the lessons. Therefore, their English speaking skill is often low and very few of them can communicate in English fluently.

This study will explore the reality of learning English speaking of the first year English majors at HPU and suggest some main techniques which include the methods of strengthening the teaching of English speaking to help students enhance their English speaking skill. Only in this way, students who are learning English speaking can learn it well so that they can communicate in English fluently.

In order to help the students at HPU, especially the first year English majors at HPU avoid common mistakes and improve their English speaking skill, the author of the study carries on this study with the title: "How to help first year English majors at HPU avoid common mistakes in speaking lessons ". The study is expected to help the students of Foreign Languages Department at HPU, especially the first year English majors at HPU improve their English speaking in order to get a brighter future.

3. Aims of the study

The aim of this study is finding out features and characteristics of speaking skills, some common mistakes and difficulties of students when learning speaking skills as well as suggest appropriate techniques for students to improve their speaking skill in which the study focuses on finding the reality of the first year English majors learning English speaking and giving them the suggestions for better communication. The expectation is that the first year English majors at HPU can improve English speaking skill.

4. 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. However, due to limitation of time, knowledge and other shortages, it is impossible to deal with difficulties and common mistakes 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.

5. 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 questionnaire was conducted to the first year English majors at HPU to gather information and evidence for the study. 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. 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.

6. Designs of the study

This study consists of three parts:

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

Part II, **Development**

The first are the definitions regarding speaking skill, stages of speaking, the difficulties which students faced to in learning speaking skills as well as some common mistakes.

The next chapter focuses on the survey questionnaire by the first year English majors at Hai Phong Private University about attitude to learning speaking English which contains the survey questions, design and method, data analysis as well as the finding and discussion.

The last chapter provides the solutions and recommendations given to the first-years students in HPU to improve the speaking English ability.

Part III, **Conclusions,** in this part, some limitations and suggestions for further research are stated.

7. Conclusion

In this part, the rationale to the study as well as the aim of the study is mentioned. In the following part, I will focus on the theoretical background about speaking skill, the survey questionnaire and suggest some solutions to help first year English majors improve speaking skill.

PART 2: DEVELOPMENT
Chapter 1: THEORETICAL BACKGROUND

1.1 Introduction

The aim of this chapter is to review the literature relevant to the issues under study. The theoretical background consists of six sections: section one deals with the definition of speaking, section two focuses on the significance of speaking, section three reviews the difficulties faced by students, section four mentions about the common mistakes when speaking, section five presents the communicative language teaching (CLT) and the last section is about the conclusion of the chapter.

1.2 Speaking skill
1.2.1. Definition of speaking skill

Definitions of speaking have been taken a lot of attention and concern from different researchers. There are several definitions on speaking presented in language learning methodology. Bums & Joyce (1997) define that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experiences, the physical environment and the purpose for speaking.

Another definition of speaking is that "Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking includes two forms: formal and informal. Informal speaking is typically used with family and friends, or people you know well. Formal speaking occurs in business or academic situations, or when meeting people for the first time *(http://www.englishclub.com/speaking/what-is-speaking.htm).*

Besides, Nunan and Cavid (2001) develop the idea that speaking in a second language involves the developments of a particular type of communication skill. It has occupied a special position in the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse.

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.

In the field of action, speaking is the action of: conveying information or expressing one's feelings in speech, the activity of delivering speeches, communicating in a specified language, conveying meaning as though in words

(http://oxforddictionaries.com/definition/english/speaking).
Furthermore, there is also another definition of speaking is that "Speaking and the art of communication are a productive skill". Good speaking skill is the act of generating words that can be understood by listeners.

(http://wiki.answers.com/Q/What_is_the_definition_of_speaking_skills).

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. (Department 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.

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.

From the above definitions and explanations of speaking in second language and foreign language studies, the definition of speaking in this study is summarized as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a various context to express 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.

1.2.2 The significance of speaking

Zaremba (2006) indicates that while reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication.

Zaremba (2006) also explains that speaking skill or communication skill are usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. 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 following advantages:

In the first if 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.

Secondly, it is the 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 audience "Speaking skills can enhance one's personal life; thereby bringing about the well-rounded growth we should all seek" (Gerald Gillis,2013, p.2).

Thirdly, I would like to mention 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. 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.

1.2.3 Stages of speaking

According to Brown (2007), a perfect teaching speaking lesson has to follow three following stages

1.2.3.1 Pre-speaking

Pre-speaking begins before students actually speak. Pre-speaking activities involve thoughts, reflection then provide opportunities for students to plan and organize for speaking.

Pre-speaking has some purposes such as choosing speaking topic, determining purpose, audience and format.

1.2.3.2 While-speaking

While-speaking engages students in interactions with peers and other audiences. Students who have been provided with supportive, environment and opportunities to prepare there informal and formal speaking experiences are more likely to have the confidence to "go public" with their ideas and information. Some purposes for while-speaking are to express personal feelings, ideas or viewpoints; to tell a story; to entertain or amuse; to describe; to inform or explain; to request, to inquire or question; to classify thinking; to explore and experiment with a variety of ideas and to converse and discuss.

1.2.3.3 Post-speaking

Post-speaking stage is a time for reflection and setting goals. Following speaking experiences, both formal and informal, it is important to have students reflect up their performance. Their reflection should include the teacher, who can help them set personal goals for improving their speaking skill abilities.

1.3 The difficulties faced by students in learning speaking skills
1.3.1 Lack of environment

When it comes to speaking, students might confront a variety of difficulties. The first cause that makes the student's 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.

1.3.2 Fear of Mistake

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

1.3.3 Shyness

Shyness is an emotional thing that many students suffer from at some time
when they are required to speak in English class. This indicates that shyness could be a source of problem in students" learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their peaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011)

further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

1.3.4 Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Nascente, 2001). Further, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration. According to the researcher like Horwitz (1991), he believes that "anxiety about speaking a certain language can affect student performance". It can influence the quality of oral language production and make individuals appear less fluent than they really are.

1.3.5 Lack of Confidence

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

1.3.6 Lack of Motivation

Nunan (1999) stresses that motivation is important to notice in that it can affect students" reluctance to speak in English". In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong

motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success.

1.4. Common mistakes in speaking

1.4.1 Grammar

The first cause is problem with grammar. Hetrakul (1995) said that grammar is also very important for students when learning speaking skills. If they want to master English, it is necessary for them to use grammar appropriately so that they can produce meaningful sentences. Grammar considers as the first step in learning any language besides the pronunciation. In fact, English education in Vietnam focus on grammar rather than others English speaking. However, Vietnamese students do not know apply the grammar which is taught to their speaking so that almost Vietnamese students often speak in wrong grammar.

English is known as its crazy grammar rules. As professional Jack C. Richard, grammar is divided into two dimensions which focus on how to use grammatical system to create a sentence, and how to use grammatical system in the process of creating spoken as well as written text. Vietnamese students are taught a lot of grammar rules from elementary school to high school in other to serve entrance exam in university. They can make high marks in the grammar exam, however, when they speaking English, they just use simple grammar rule to express or if they use difficult grammar, they will make the mistakes. It is one of the problems in speaking English of Vietnamese students.

1.4.2 Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas. Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). And vocabulary is also a common mistake when first year English majors speaking English. This problem is not in the number of words and structures that they own, but it depends on how much they can remember and apply them in real situations. Learning the vocabulary and structure with the Vietnamese meaning by repeating them many times limit your ability to remember for a long time.

Therefore, when entering a specific communication situation, they often have difficulty in trying to translate Vietnamese into English of each word and then pair into whole sentences to say. In addition, they will also encounter many difficulties in English communication with poor vocabulary, and obviously, rich vocabulary will support them a lot and make them become professional with diversity in speech. In fact, the first year English majors still have a lot of limitations in communication when speaking English only with simple words.

1.4.3 Pronunciation

According to Oxford dictionary, pronunciation is the way in which the word is pronounced. In fact, one of the main mistakes in speaking English of Vietnamese students is about the pronunciation. I listed several common mistakes in English pronunciation.

1.4.3.1 Ending sound

The first pronunciation mistake is ending sound. In fact, nearly half of English major students forget to pronoun ending sound or do not know how to speaking ending sound correctly. In English, consonants are even more important than vowels. It is essential to pronounce all consonants of the word including ending sound. Therefore, English pronunciation is different from other languages. It is the reason why ending sound pronunciation mistake is considered as the most common English speaking mistake of non-native speakers. They forget to pronounce ending sound clearly, as the results, grammar mistake as well as misunderstanding is made.

Almost non-native people often fail to articulate clearly following ending sound: /s/, /iz/, /z/, /d/, /ed/

The main reason for the above mistake is that they do not know the rule of ending sound pronunciation. Almost students in English major at HPU do not know whether pronoun /s/ or /z/ in case of adding "s", "es" at the end of the word or confuse between /d/ and /ed/ in regular verbs.

1.4.3.2 Stress

Besides the accurate English pronunciation, word stress also is considered as the important aspect of speaking English. Sometimes, you do not know why you pronounce correctly, native people still do not understand what are you say. In this situation, let take into account the mistake in word stress that you have used. It is true in the Vietnamese situation, English majors at HPU do

not pay attention to stress the sound in the right place, therefore, they talk like a robot and boring. As mention above, speaking is the main way to express one's thoughts, opinion. If you express your thoughts in a boring way, it is hard to attract other people to hear you. In addition, placing wrong word stress can lead to the misunderstandings in conversation.

From my point of view, there are two popular mistakes in word stress of our students. The first mistake is that students often do not place stress when speaking English. They express all syllables at the same weight and no distinction. The second mistake is placing the stress at the wrong syllable. The reason for the above mistakes is that our students do not know the word stress rule in English and it is the limitation for them when speaking English.

1.4.3.3 Sound connection

One of the problems that the Vietnamese language is different from English is the sound connection. In Vietnamese, the sounds are pronounced clearly. On another hand, in English, native speakers tend to connect the ending syllable of the previous word to beginning syllable of the following the word so that when native speaker talks fast, it makes non-native speakers hardly understand what they have said. Because of this difference, students often forget to connect sound while speaking. All most English majors often speaking English as similar way as Vietnamese in which every word is pronounce clearly and separately. If you do not link the word together, it is really hard to follow native speaker speed and they cannot follow your thought. Linking word helps your conversation faster and naturally as a native speaker.

1.4.3.4 Mispronunciation

One of popular mistake that almost non-native speakers often make is mispronunciation. According to Richard Nordquist mentioned in *Thoughco mangazine*, mispronunciation is defined as the habit or the act of non-standard, faulty, and unconventional pronunciation of the word. Similar to above error in English pronunciation, mispronunciations can lead to misunderstanding and native-speakers do not what do you want to express. In Vietnam, students often pronoun as their habit and do not care whether they pronoun true or fail.

In fact, there are several main mispronunciation mistakes that often occur when our students speak English.

The first mistake is about the silent sound in English. Different from Vietnamese, English has a lot of words has silent syllables in words. For

instance, the word "hour", syllable /h/ is silent and it is pronounced as /aʊə/. Besides, there are several words that Vietnamese students often mispronoun such as "island" is pronounced as //ˈaɪ.s.lənd/ despite the true pronunciation is /ˈaɪ.lənd/.

The second is that students often mispronounce a single letter. First is "women". There are lots of people pronounce it the same as the singular form" woman". The next word is "meter", Vietnamese students often pronounce as /ˈme.tər/ while the true pronunciation is /ˈmiː.tər/

There are several cases that students usually pronounce with too many syllables such as "clothes". A lot of Vietnamese students often adding a syllable /iz/ at the end of the word, however, this word just has 1 syllable and is pronounced as /kləʊðz/.

From the above analysis we can find out that mispronunciation is a common mistake that freshmen often encounter in communication.

1.4.4 Intonation

Intonation is considered as the music of language which raise or fail of your voice when you speaking. Similar to word stress mistake, students in English major usually forget applying intonation when speaking English. Therefore, they sound like a robot. Moreover, mistakes in using intonation while speaking can lead to misunderstand even you pronounce and use grammar correctly. Intonation can change the meaning of a sentence.

There are cases whether intonation become important in speaking English.

Similar to other languages, English native-speaker often pay attention to intonation when asking question. In case of using yes, no question, native-speaker often rise intonation at the end of the sentence. On other hands, they often use a falling intonation at the end of other question such as Wh-questions.

In case of making statements, it is very important to fall intonation at the end of sentence. Besides, when native speaker wants to present list things, they use rising intonation for all item until the final items which uses a falling intonation. Next, feeling like happiness, excitement, fright and annoyance usually use a rising intonation. Boredom, sarcasm and disinterest often use a falling intonation.

Native speaker often raises the intonation on a specific word when they want to emphasize their importance. When speaker wants to contrast among things, they often use rise intonation as well as place the stress on the word used

to be show the contrast.

In fact, a lot of English major are not fully aware to the important of intonation in communication with native speakers. They often sound every word at the same stress without pay attention to intonation.

1.5 Communicative language teaching

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on quality.

According to Kayi (2006), communicative language teaching is based on real-life situations that require communication. By using some techniques in the classes, students will have the opportunity to communicate with each other in the target language. Teachers should create classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote oral language.

He also recommends some types of classroom activities that can be used in teaching speaking such as discussion, role plays , simulations, information gap, play cards, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing. He says that the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teacher should pay great attention to teaching place. With this aim, various speaking by providing a rich environment where meaningful communication takes contribute a great deal with developing students basic interactive skills. These activities will make students more active in the learning process and at the same time make their learning more meaningful and for them.

1.6 Conclusion

In conclusion, in this chapter, I focus on the theoretical background in term of speaking including definition, stages and the importance of speaking; the difficulties faced by students as well as some common mistakes in learning speaking skill. In the next chapter, there is a survey questionnaire by first year English majors at HPU to find out clearly about students' opinion on speaking skill.

Chapter 2: THE SURVEY QUESTIONNAIRE
2.1. Participants and purposes of the survey questionnaire

The participants were 48 freshmen from 3 English major classes of Hai Phong private University. 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 to 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, first year English major 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 faced by student in term of speaking skills
- To have the best suggestions to solve student's problems

2.2 Design of the questionnaire

In this present study, there are eight 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 3, students were asked to illustrate their length of time of learning English and their attitude for the importance of speaking skills. Question 4, 5 and 6 are about the difficulties faced by students in term of speaking skills and the habit of speaking English. From question 7 to 10 are techniques that can motivate student to speak for each stage of speakin.

2.2.1 Data and analysis

In this survey, I apply quantitative techniques of data to analysis the result of questionnaire. Quantitative data analysis method is considered as the effective method to analyze data from questionnaire, survey, etc. After conducting survey on all 48 participants, I summarized all result into table and chart form. Each chart and table shows the number of students who choose the suitable answer in each questionnaire.
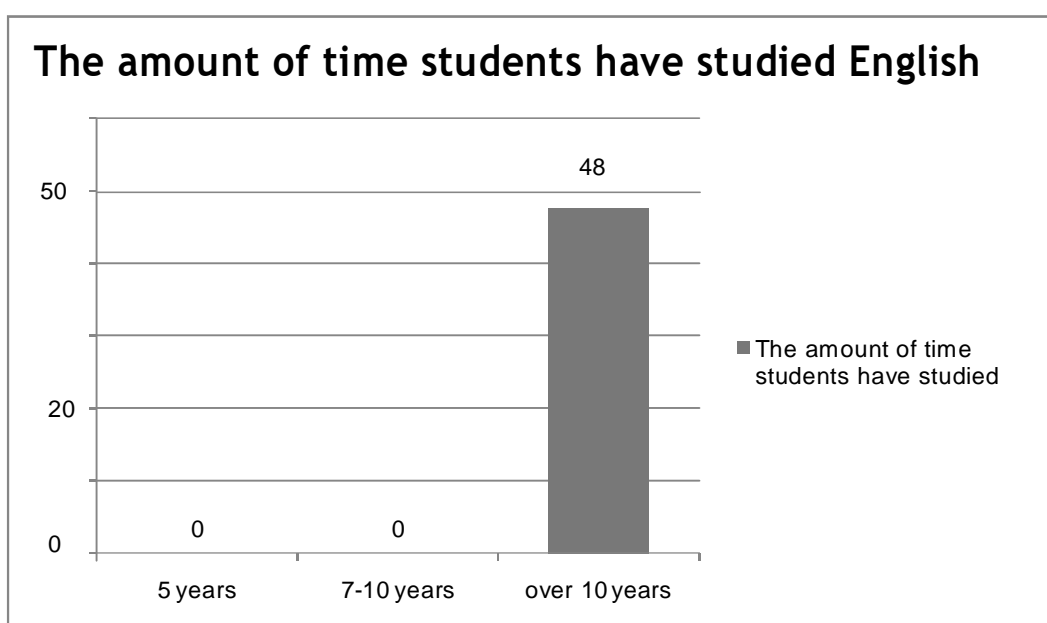
Question 1: How long have you been studying English?

Figure 1: The amount of time students have studied English

This chart above indicates the length of time learning English of 48 English-major students. On looking at the table, one could, without much effort, observe the fact 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. From the data, we can see that all of our students have learned English for over 10 years, it means that they had a long time to learn and practice English.

Question 2: Which skills do you like most?

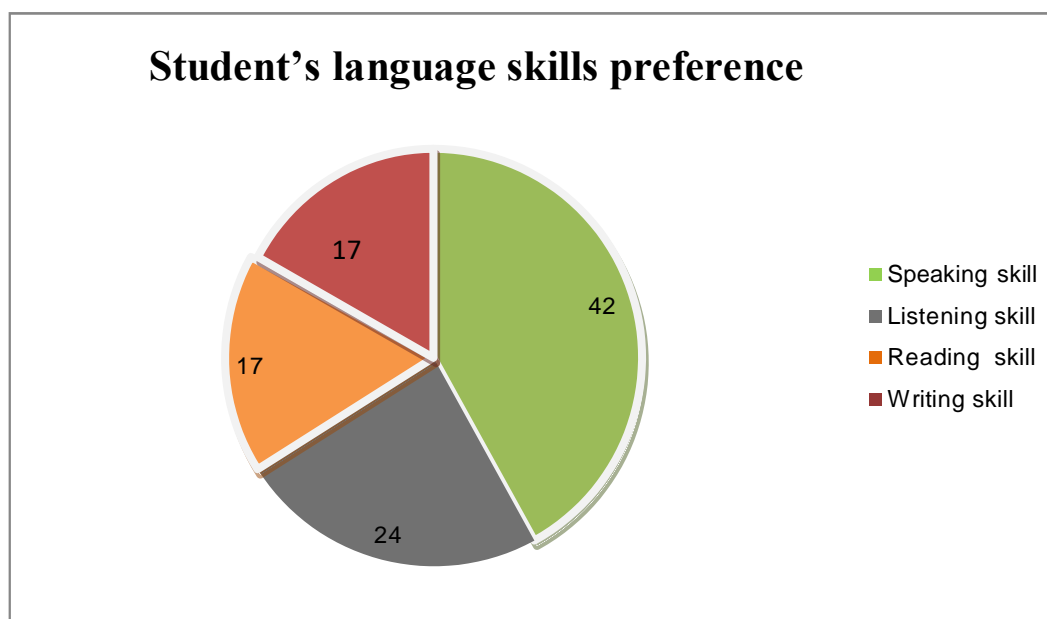**Student's language skills preference**

Figure 2: Student's language skills preference

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. The four skills of language learning are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. According to the ability and interest of each person, there are different attitudes to favorite language skills.

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 around 42% in comparison with listening 24%. Surprisingly, reading and writing skills share the same proportion of 17 % of student's interest in learning English.

On the whole, students tend to focus on communication skills including speaking and listening skill rather than another.

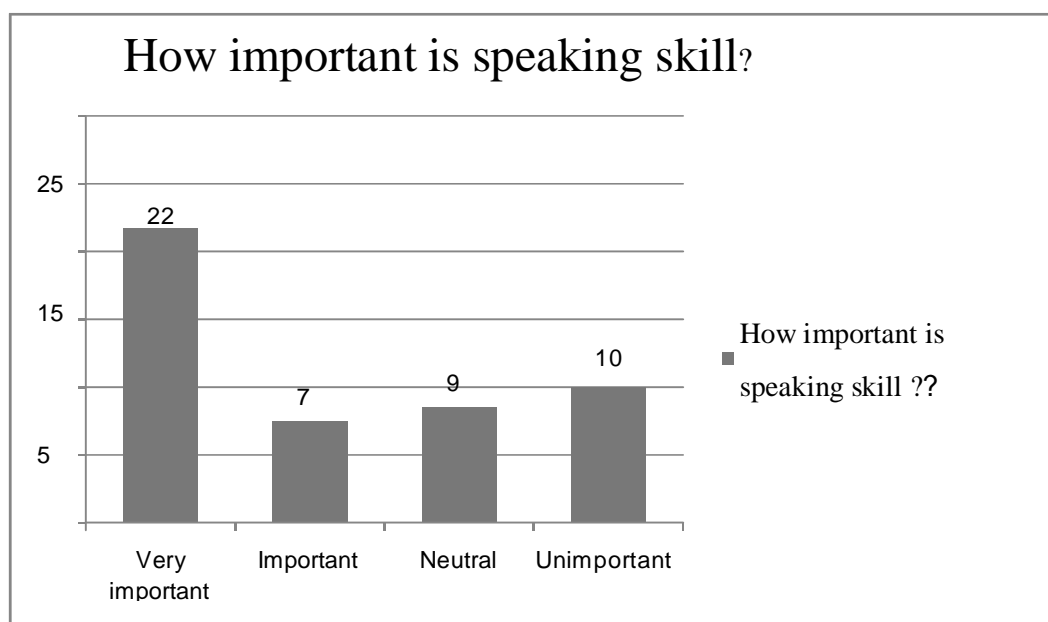**Question 3: How important is speaking skill?**

Figure 3: Students' opinion on the importance of speaking skill

Chart 3 reveals the surveyed students' opinions on the significance of speaking. At the first glance it can be seen that, we are under the impression 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. Most of students are of the thought that speaking seems to be the most productive skill require for communication. There are 22 out of 48 students supported this attitude to the importance of speaking skill. In addition to, 7 other students also consider speaking skill important which reveals a quite positive point.

Meanwhile, the result given in the table also validates that there are 8 students have a neutral point of view on speaking skills, however, what is worth mentioning is that, up to 10 students do not appreciate the role of speaking skill. To explain for this fact, students themselves remained the idea that they are not keen on speaking skill and they consider that this skill will not be necessary for their future jobs.

The findings find out the fact that there are some different viewpoints about the role of speaking skill..

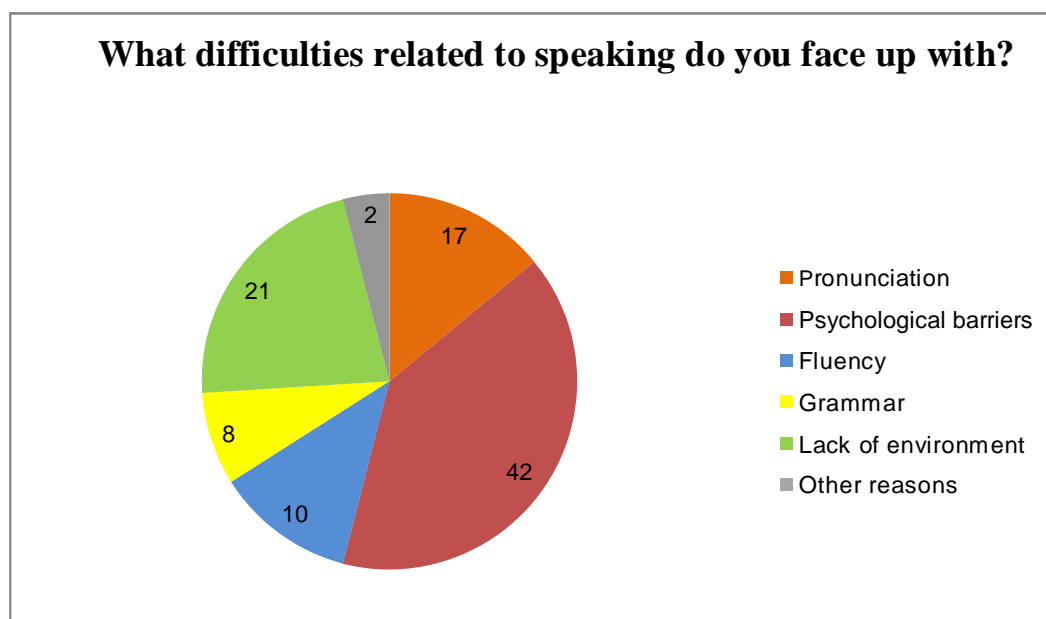**Question 4: What difficulties related to speaking do you face up with?**

Figure 4: Student's difficulties related to speaking skill

The purpose of this question is to find out some difficulties related to speaking that students face up with. On looking at the chart, without much effort, observe the fact students consider the psychological barriers are the main difficulty in speaking with the percentage about 42% of students. The fear of making mistakes, shyness, anxiety and lack of confidence as well as motivation, both of above actors prevent students in speaking English. It is possibly attributed to the fact that the psychological barriers are the greatest difficulty that students need to overcome to learning speaking English more effectively.

From the data in the chart, we can see that students also focus on the lack of environment factor. The environment here is outside class, it means that students have a few opportunities to practice speaking English, especial speaking with native speakers. It is considered as a limitation that prevents students improving language communication through daily conversation with foreigners.

Unfortunately, 17% of the students revealed that they have difficulty in pronunciation including stress, intonation so on. Some of those students explained that they usually speaking English without paying attention to stress that make their speaking skill are not professional and sometimes causing misunderstand.

Lastly, grammar and other reasons represent the smallest figure about 8% and 2%.

On the general view, there are lots of different difficulties that students faced to when learning speaking English.
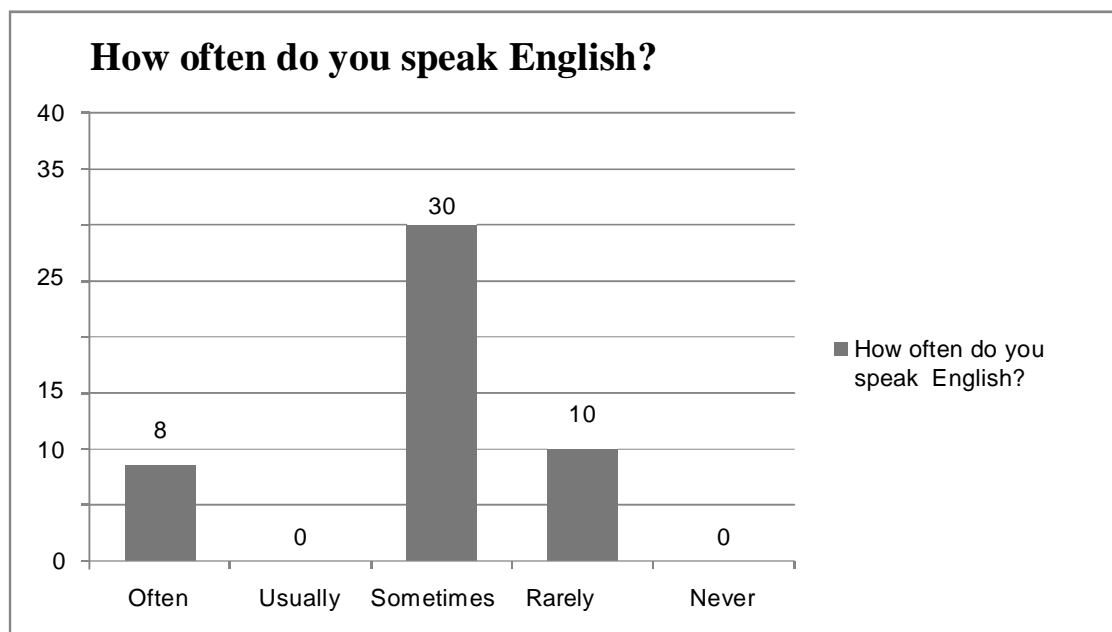
Question 5: How often do you speak English?

How often do you speak English?

Figure showing a bar chart with values: Often = 8, Usually = 0, Sometimes = 30, Rarely = 10, Never = 0. Y-axis ranges from 0 to 40. Legend: "How often do you speak English?"

Figure 5: Student's speaking English frequency

The chart illustrates the frequency of the habit speaking English of students. Firstly, all of them confirmed that student do not have many opportunities to speak English because the percentage of student speaking English 'sometimes' is highest about 62% corresponding to 30 students. This figure points out that the students' habit of speaking is a limitation for them to practice speaking English.

Meanwhile, there are 10 students accounting for 21% who rarely speak English. They gave the reason that they only use English in the lessons at class and outside, they hardly communicate with others in English,

On the other hand, only 8 students with 17% have the habit of speaking English regularly. They take advantage of opportunities to practice speaking English through speaking with teachers, friends as well as native speakers around their living areas. Besides, we can find out that, 'usually' and 'never' using English shows no proportion at all.

The result of the findings emphasizes the fact of the student's frequency of speaking English that means students are quite passive and not self-conscious with speaking English practice.

Question 6: How do your teachers motivate students in speaking lessons?

How do your teachers motivate students in speaking lessons?

- Praise
- Help you correct mistakes
- Give more chances to speaking in front of class
- Give much homework
- Other factors
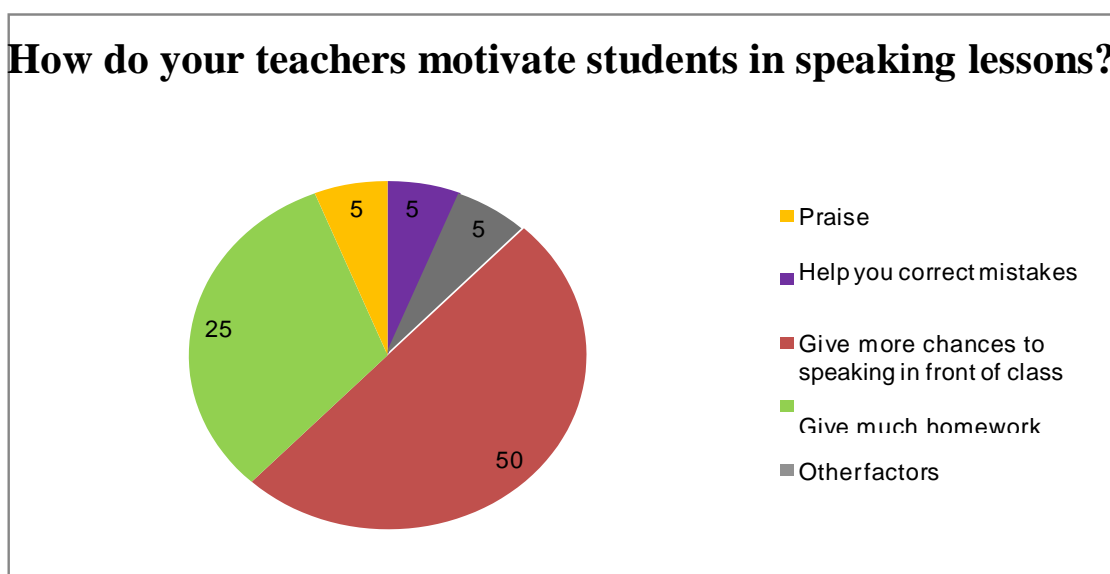
Values shown: 5, 5, 5, 25, 50

Figure 6: Students' opinion on teachers' techniques to motivate their speaking

The purpose of chart 6 is focusing on the Students' opinion on teachers' techniques to motivate their speaking. The first impression when we look at the chart is that having chances to speak in front of class seems to be favored by almost students, which occupies for 50% of students. To explain for the fact, students openly said that in spite of lacking of confidence, they cannot deny that speaking in front of crowd encourage them to practice speaking English effectively.

This proportion is more double in comparison with being given homework to do at home around 25%. Some of those students explain the reason why they support to this technique is that the time of learning English at class is not long enough for them to practice speaking. Besides, without the habit of self-learning, given homework are compulsory tasks that force them practice speaking English outside class.

According to the result showing on the chart, the praise, help with correcting mistakes and other factors share the same proportion of 6%.

On the whole, some techniques of teacher in the class is essential to motivate students improve their speaking skill.

Question 7: How do you improve your own speaking skill outside the class?
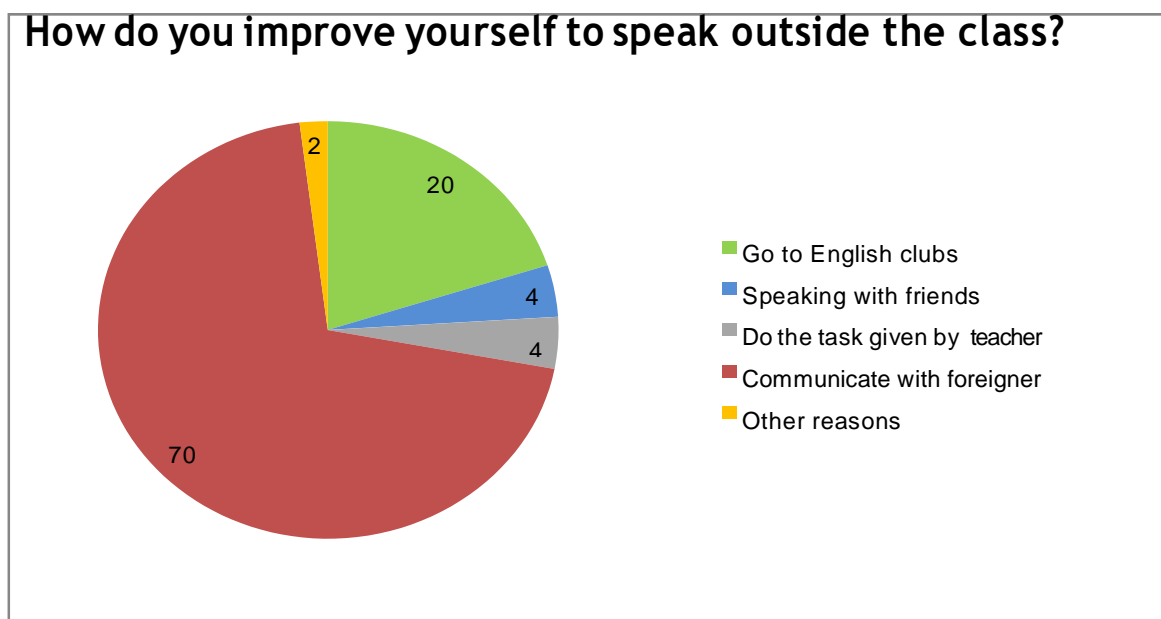

Figure 7: Students' techniques to improve their speaking

Chart 7 reveals the surveyed students' techniques to improve their speaking skill. On looking at the chart, one could, without much effort, observe the fact that a large number of students wish to speak native speaker to motivate them to speak which represents the highest proportion over 70%. Students openly discussed that they thought short daily conversation with foreigners contributes them practice the habit of speaking English effectively.

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. To explain for the fact, students themselves remained the idea that they are not keen on these activities due to their boring and ineffectiveness.

Question 8: Which pre-speaking activities do you prefer in the class?
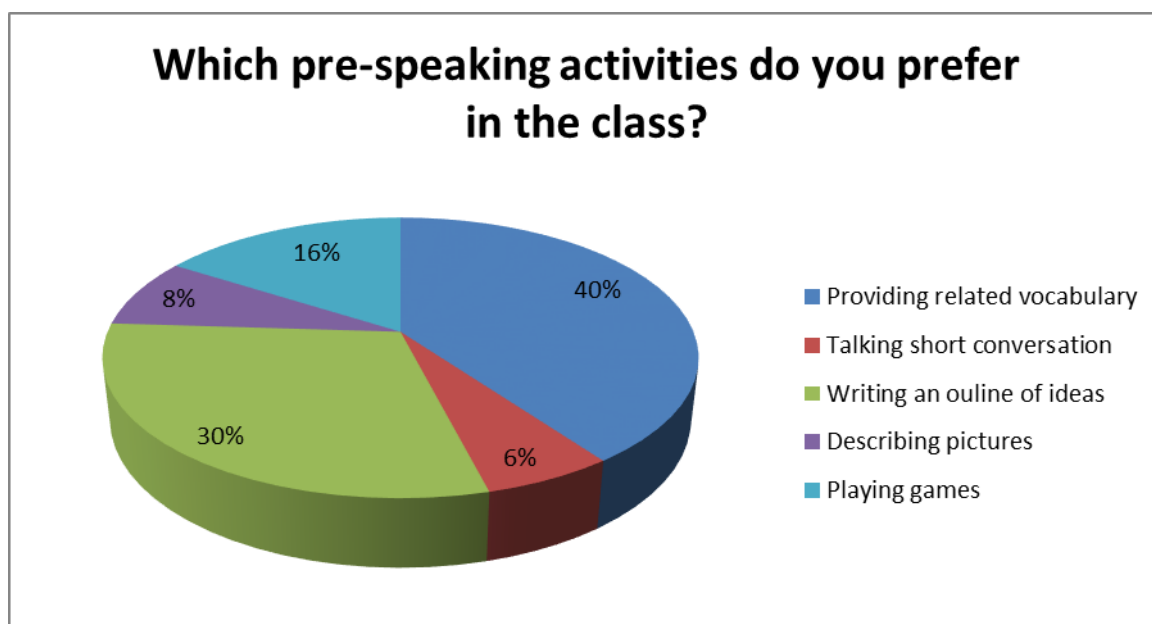

Figure 8: Students' point of view on pre-speaking activities in the class.

What is noticed in chart 8 is that most suggestions made by the students concentrated on what should students done to make learning speaking in the class more effective and useful. All of the students are of the thought that it is essential to have some warm-up activities before start learning speaking English. It can be said that some pre-speaking techniques tend to reach the purpose of making speaking more authentic, communicative and meaningful. In the interview, students reflected their expectation to be provided some vocabularies that related to the topic speaking. There is 40% of the students agreed that there should be a material suitable with their topic. They further explained that they find it is difficult to deal with the ideas with their poor vocabulary. Therefore, making ideas will be easier when students have more words related to the topic that they will speak about.

The result given in the chart also validates that 30% of the students pay attention to write an outline before speaking. Most of them have difficulty in arranging and connecting the ideas when speaking English without an outline. Students said that when they have time to write an outline before speaking, they will have a good arrangement of sentences, more time to focus on grammar as well as structures that make them feel more confident when speaking.

The students (16%) also stated in the questionnaire that they hope have some warm-up games for pre-speaking activities. The reasons why they supported the idea seem to be the fact that thanks to game, the students are aroused in the topic at the beginning of the speaking lesson. There is no longer depressed and boring feeling from students. Moreover, games help students not only reminisce some of useful languages and structures but also provide background to the topic of the new lesson.

Meanwhile, the percentage of describing pictures activity is 8% and only 6% of the students would like talking short conversation for pre-speaking activities.

From what has been gathered, we all see that students extremely focus on pre-speaking activities that help them approach the speaking lessons easily.

Question 9: Which while-speaking activities do students like most?

Activity	Number of students	Percentage (%)
Group discussion	10	21
Role-play	15	31
Presentation	7	15
Magazine design	12	25
Self-talking	4	8

Figure 9: Students' viewpoint on while-speaking activities

Question nine aims at exploiting the students' viewpoint on what they expect for while-speaking activities. In the interview, students reflected their expectation to be put into context to practice English. They supported the idea of learning English into a context, therefore, 31% of the students agreed that role-play is the useful technique to practice speaking English. The main benefit of role play from the point of view of language teaching is that it enables a flow of language to be produced that might be otherwise difficult or impossible to create.

Meanwhile, up to 25% students shared the expectation about magazine design activity. 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 as well as speaking skill when

they talk to others to express their ideas.

According to what stated in the table, group discussion is also a favorite activity when accounts for 21% of students. The reason why students support that it creates the environment and students have chances to exchange their individual opinions to their classmates. Moreover, in terms of exchanging opinion, students have to communicate with their partners to reach the final answer.

On looking at the table, other while-speaking activity be also mentioned is presentation with 15%. Students further explained that one of the useful techniques contributes them improve speaking skill is presentation because in order to present in front of crowd, they must have good preparation about ideas, grammar, structures that makes them more confident when speaking. The last activity for while-speaking is self-talking with the proportion about 8%. Some those students explained that this activity is absolutely encouraged because they can motivate themselves to speak without the fear of making mistake or being shamed.

Undoubtedly, the finding here suggests that different while-speaking activities are essential for students to learning speaking English in the class.

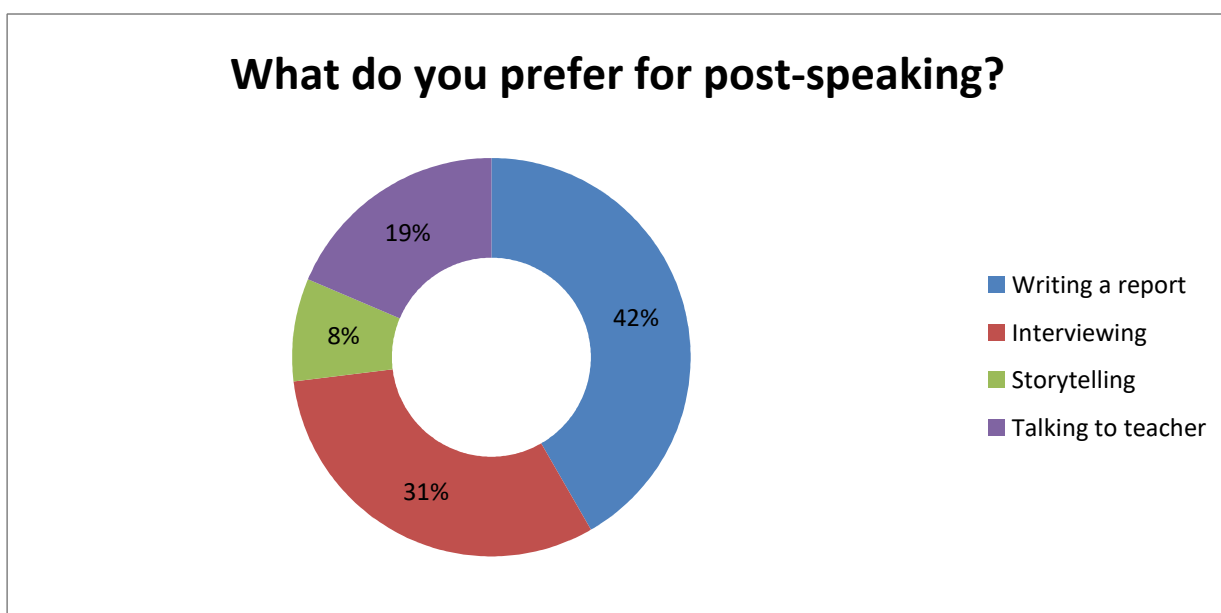**Question 10: What do you prefer for post-speaking?**

Figure 10: Students' attitude toward post-speaking activities

Chart 10 reveals the surveyed Students' attitude toward post-speaking activities. Based on the available data, it can be clearly seen that almost students

are fully aware of the activities for post-speaking. As revealed, the percentage of the students with more attention on writing a report is up to 42%. Many of them added that the reason why they prefer this activity is that after they speaking, by writing a report or essay, they will review all their ideas that they spoke and rearrange them follow the good series. Through this activity, what memorizing knowledge will be more effective, furthermore, writing skill will be also improved besides practicing speaking skill.

On looking at the table, one could, without much effort, observe the fact that other the most preferable activity for post-speaking is interview with the percentage of 31%. Interview is an effective technique in learning speaking that poses a number of advantages. Conducting interview with partners gives students a chance to practice their speaking ability not only in the class but also outside; help them become socialized and provide immediately feedback for the students.

From what has been gathered, we all see that talking to teacher activity will be paid attention by lots of students with the proportion account for 19%. Some students openly discussed that teachers will point out the mistakes about pronunciation, grammar as well as sentence structures and help students correct them. It is extremely essential for students to realize their mistakes that they face up with in speaking in order to limit the relapse.

The result given in the chart also validates that there is 8% of students prefer storytelling for post-speaking. This activity encourages students to actively speak up, improve their vocabulary, and train their pronunciation and fluency. It also helps students express ideas in the format of beginning, development and ending, including the characters and setting of a story.

According to what stated in the chart, students expect more activities for post-speaking in order to help them reach high effectiveness in speaking English lessons.

2.2.2 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; however, students still are passive and not self- conscious in speaking practice that cannot create the good habit of speaking English. Moreover, in the process of learning speaking English, English majors at HPU face up with lots of difficulties including

psychological barrier, lack of environment, pronunciation, grammar and the lack of motivation. Therefore, most of students regarded some teachers' techniques as the best encouragement to motivate them to speak English in the class. The findings above give some suggested activities for pre-speaking, while-speaking and post-speaking in order to increase the effectiveness of learning speaking. In which, playing warm-up games, writing an outline or providing related vocabularies are some activities that students expect for pre-speaking to have good preparation for speaking lessons; meanwhile, for while -speaking activities, students prefer taking part in some activities such as group discussion, role-play, presentation and magazine design as well. Writing a report and interviewing are favorite activities which are chosen by students for post-speaking. The next chapter will suggest some techniques that motivate students to improve speaking skill.

Chapter 3: SUGGESTED TECHNIQUES TO DEAL WITH STUDENTS' SPEAKING PROBLEMS

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.

3.1 Suggestions to improve listening skill

There is a close relationship between listening skills and speaking skill. Listening is regarded as one of the most crucial tools to improve not only language competence but also speaking skills. Listening skills can be such an effective way to promote speaking skills for a number of reasons.

3.1.1 Favorite topic

Frist of all, you should listen to your favorite context and topic. With the first year English majors, it is very difficult to concentrate on listening the long presentation which has topic you are not interested. Therefore, at the beginning of learning English, should practice listening to topic you keen on. There is huge listening source with various topics available for freshmen. If you interested in entertainment programs, you can watch the several reality show such as Master Chef, Next top model, Got talent, The Voice or Shark Tank. If you want to listen to daily news, CNN, BBC, VOA is useful website for you. In addition, in case of

keening on the presentation of famous speakers, Ted Talk is the best choice. Besides, there are some highly appreciated websites for practicing listening skill (Details see appendix).

In addition to, choose the listening resource which suitable to your English level is very important although all most beginners forget such things. There is various listening source which is designed suitable to each level. If students try to listening to the pod cast, presentation, etc which is too hard for them, students just understand 40% of content that makes them feel bored and disappointed. To determine the English level, students can take several English test such as TOEIC, IELTS, TOEFL in order to find suitable listening source to practice.

3.1.2 Dictation

Dictation is considered as the effective ways for first year English majors who have the poor listening skill to improve rapidly. Students should try to write down all the words that they heard. For instance, while they listen to a new, the first step is listening to the whole new to overview the content. The next step is listening again, trying to spelling all the words you heard and fill the words that they cannot write down at the first time listening. After dictation, it is necessary for students to open the transcript of presentation and check their spelling, grammar as well as sentence structures. It not only helps students practice listening skill but also contributes to improve other skills in English.

3.1.3 Music and songs

"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 English learners, 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 100 popular songs and easy to practice English voted by many English learners.

(https://www.youtube.com/watch?v=RKo4vVbnOLs&list=PL7GrLklbK9 jud)-FUTMKnPW2UUQ0BE1jx2)

3.2 Solutions to improve speaking skill

3.2.1 Pre-speaking activities

3.2.1.1 Warm-up games
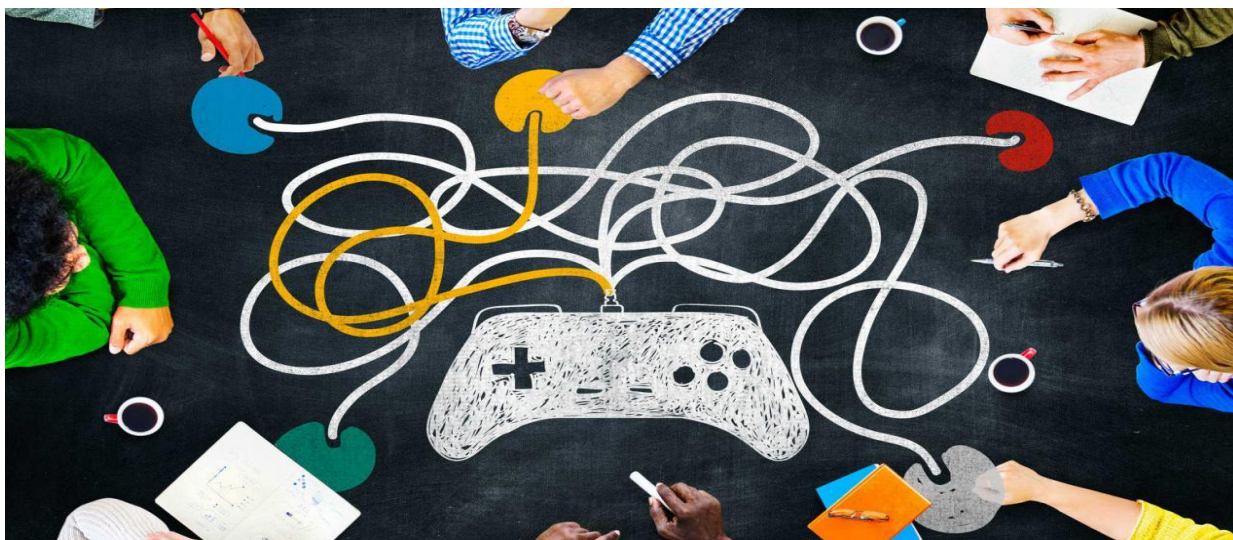
A good game always makes learning English easier. Games help to bring the class together and make the classroom a place of fun and laughter. English

speaking is fraught with problems and difficulties for the student, and playing games can help students over learning blocks so that something they found hard work can become a source of enjoyment.

Game 1: Who is the treasure keeper?

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

If the detective finds the treasure keeper, he can get the treasure and the treasure keeper has to be the detective. If the detective cannot find that treasure, the holder can keep it and the detective has to come back to his sit.

The aim of this game is improving the ability of speaking English, guessing, quick asking and answering.

Game 2: The Doctor is in!

Write short messages on slips of paper; each message should describe a problem or a symptom: *I have a fever and a stuffy nose. I feel chills, and I'm too tired to get out of bed.* Students take turns taking a piece of paper. They must read the problem out loud and then proceed to give their recommendation as a doctor: for example, *this person should stay in bed and get plenty of rest. They should also drink lots of water and take aspirin for the fever.*

This game will help students practice speaking English with vocabulary in term of health as well as the rapid reaction.

Game 3: Bingo word !

You'll need to do a little preparation for this game, but it's well worth it. Make bingo sheets with a 4×4 grid and add words to each square. Hand these out (each one should be unique) and have students mark the correct word when you call it out. The first person to finish marking their entire page wins.

There are some fun variations to Word Bingo!

Picture Bingo: Use pictures on the Bingo card and call out the words that relate.

Synonym Bingo: Get those brains working by giving students a word that means the same thing as a word on their card.

Antonym Bingo: This is just as it sounds. Call out the antonyms of words on their cards and see how many students get it.

3.2.1.2 Outline of ideas

From the findings, there is a fact that our students have difficulty in arranging and connecting the ideas when speaking despite having lots of great and creative ideas related to topic. It is admitted that there are a few students who can have a great speech without an outline. When students think about any topic, they seem to be lost because they do not know where to begin with lots of ideas going on their head at once.

In students' opinion, if they have time to write an outline before speaking, they will have a good arrangement of the ideas, moreover, they also have more time to focus on grammar as well as sentence structures that make them feel more confident when speaking. As a result, some psychological barriers including the fear of making mistakes and lack of confidence as well will be reduced. In addition, when students speaking following an outline, they can avoid omitting the idea and create the good fluency and alignment for their speech.

On the whole, writing an outline of the ideas is an essential step for almost of students in order to have a great preparation before speaking.

3.2.2 While-speaking activities

3.2.2.1 Self -talking

There is one method is quite interesting and effective to improve speaking English skill is self-talk. 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 is quite crowded so there might be not enough time to have opportunities to practice their oral skills. 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 shamed. 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.

3.2.2.2 Group 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.

3.2.2.3 Role-play

Role playing is an exciting activity which is chosen to make at universities in Vietnam because of its effectiveness not only to improve language competence but also to make a lot of enjoyment. Role play is a method for exploring the issues involved in complex social situations. The purpose of role play is educative rather than therapeutic and the situations examined are common to all. Family scenes, school situations and playground incidents provide opportunities for interaction and group discussion.

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

3.2.2.4 Simulation

A simulation activity is one where the learners discuss a problem within a defined setting. In simulation activities, the students are either playing themselves or someone else. Simulation activities are also interaction activities with various categories of dialogues. One category would be social formulas and dialogues such as greeting, parting, introductions, compliments, and complaints. Simulation exercises can teach students how to function in a social situation with the appropriate social niceties.

A clear line cannot be drawn between role play and simulation. These two drama activities overlap. In language teaching the differences between role play and simulation are not that important. The function of a simulation is to give participants the opportunity to practice taking on specific roles and improvising within specific situations on the assumption that with practice the participants will play their roles more effectively when situations involving similar skills occur in real life. A simulation activity provides a specific situation within which students can practice various communication skills like asserting oneself, expressing opinions, convincing others, arguing eliciting opinions, group-problems-solving, analyzing situations and so on.

3.2.2.5 Presentation

In the term of leaning speaking English, presentation which is an indispensable skill play a very important role. It is difficult to write a lecture in English, however, how to express and present it to people to understand it more difficult. Presentations are not simply holding up a sheet of paper and reading, it requires people with sufficient knowledge and enough confidence to present and attract viewers. In order to present in front of the crowd, students have a long enough time to prepare the essay, practice the pronunciation of word, correct the grammar of each sentence and arrange the ideas. This is an extremely beneficial way not only to practice speaking English accurately and effectively, but it also helps students practice self-confidence as well as body language when communicating.

3.2.2.6 Management speaking opportunity

Some surveys show that the habit of using lots of Vietnamese in English lessons is also a frequent problem. Unless required, otherwise, students think and say everything in Vietnamese and they are completely passive in approaching and practicing English communication. That is the reason that

students with poor speaking skills afraid to communicate in English. When students do not have the habit of using English, they have very few opportunities to practice speaking English with others that will help them improve speaking skill. Therefore, it is very essential to ask students to completely use English in English lessons to create the habit of thinking and communicating in English. Students will have more opportunities to practice speaking English, from simple to complex sentences and the rapid reflection skills in the English environment will be significantly improved.

Besides, some students in class are often hesitant or anxious about speaking the target language, some others usually tend to dominate classroom interaction. Teachers, therefore, should balance students 'speaking turns to get students "fair share" of the talking time. Teachers should lengthen their wait-time for these students. The hesitant learners then have time to think carefully, make sure their correct answers that help them become more confident when speaking English.

3.2.2.7 Magazine design

The teacher gives students a task to design a magazine cover according to given topics or students can choose by themselves. In my opinion, this is a great and unique way to learn English, not only to help students learn English by subject with group words, but also improve speaking skill. When they have some good ideas, they would like to share them with other people in their group, that force them to use all the available English including vocabulary, grammar, sentence structure in order to express their opinions.

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.

3.2.3 Post-speaking activities

3.2.3.1 Reporting

One of the popular activities in the class after speaking is writing a report or essay to review and summarize all the ideas. Writing and speaking have a close relationship within languages that help everyone to get better at the language. Speaking allows you to make mistakes which writing does not. In speaking, no one will know if you do not know how to spell a word or if you confuse two similar sounding words, however, these problems need to be ironed out when writing. Putting pen to paper forces you to focus on the grammatical and spelling which may have gone unnoticed when speaking. And of course, writing also gives you chance to check again that is not available with speaking.

As a result, it seems to be necessary to write a report after speaking that helps students correct some mistakes about grammar, spelling as well as sentence structures in order to complete their speech.

3.2.3.2 Interview

Interview is an effective technique in learning speaking that poses a number of advantages. Through this work in pair or group activity, students can ask each other some questions to which they do not sure about the answers. It contributes to move students from working in a more structured environment into a more communicative environment. They are expected to use lots of in English language and in the process discovering where they have gaps in order to give them a direction to improve. In addition, other goal of interview is for students to discover certain information about some question that they do not sure in speaking activity.

Furthermore, conducting interview with partners gives students a chance to practice their speaking ability not only in the class but also outside; help them become socialized and provide immediately feedback for the students.

PART III : CONLCUSION

1.Summary

In conclusion, this graduation paper is conducted to investigate the learning situation at Hai Phong Private University in Language Department and to find out student's difficulties as well as common mistakes 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, some difficulties in speaking English and some common mistakes 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 further problems related not only to speaking skills but also other skills such as pronunciation, listening and so on. Finally I hope that my graduation paper might be somehow an encouragement for anyone interested in speaking skills.

2. Limitations and suggestions of the further study

A considerable effort has been made to find out the techniques which can be used to help the first year English majors in speaking English at HPU. However, due to limited time and ability, there are a number of related areas which the researcher cannot cover in the study. First, subjects of the study are only the small number of student at HPU. Second, the researcher merely concentrates on studying students" techniques in speaking skill, do not focus on some related skills such as speaking, writing and listening. Furthermore, in the English language teaching and learning in general, the above suggested techniques are only small part which should be creatively and flexibly applied in each class. With above limitations, I hope the further research on the topic might include more students and extend to the other skills of English to help students learn English better.

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 most?

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

3 /In your opinion, how important is speaking skill?

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

4/ What difficulties related to speaking do you face up with?

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

5/ How often do you speak English in the class?

- ☐ Often
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

6/How do your teachers motivate students' speaking in the class?

☐ Praise

☐ Help you correct your mistakes

☐ Give you more chances to speak

☐ Give homework to practice at home

☐ Other reasons

7/How do you motivate yourself to speak outside the class?

☐ Go to English club

☐ Speak with friend

☐ Do the tasks given by teachers

☐ Communicate with foreigners

☐ Other reasons

8/ Which pre-speaking activities do you prefer in the class?

☐ Playing games

☐ Providing related vocabulary

☐ Talking short conversation

☐ Writing an outline of ideas

☐ Describing pictures

9/ Which while-speaking activities do you like most?

☐ Group discussion

☐ Role-play

☐ Presentation

☐ Magazine design

☐ Self-talking

10/What do you prefer for post-speaking?

☐ Writing a report

☐ Interviewing

☐ Storytelling

☐ Talking with teacher

APPENDIX 1.2:

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

http://www.ted.com/

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

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