

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

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ISO 9001:2015

**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGÔN NGỮ ANH**

**Sinh viên : Lương Thị Huyền**  
**Giảng viên hướng dẫn: Th.S Nguyễn Thị Quỳnh Hoa**

**HẢI PHÒNG - 2019**

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

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**A STUDY ON**  
**HOW TO IMPROVE ENGLISH SPEAKING SKILL FOR THE**  
**FIRST YEAR ENGLISH MAJOR STUDENTS IN HAI PHONG**  
**PRIVATE UNIVERSITY**

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

**Sinh viên : Lương Thị Huyền**  
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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài: A study on how to improve english skill for the first year English major students in Hai Phong private university.

# 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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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

### Người hướng dẫn thứ nhất:

Họ và tên: Nguyễn Thị Quỳnh Hoa.

Học hàm, học vị: Thạc sĩ.

Cơ quan công tác: Trường Đại học Dân lập Hải Phòng.

Nội dung hướng dẫn: A study on how to improve english speaking skill for the first year English major students in Hai Phong private university.

### Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

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 .....

Đã nhận nhiệm vụ ĐTTN

Đã giao nhiệm vụ ĐTTN

*Sinh viên*

*Người hướng dẫn*

Lương Thị Huyền

Th.s Nguyễn Thị Quỳnh Hoa

*Hải Phòng, ngày ..... tháng.....năm 20..*

**Hiệu trưởng**

**GS.TS.NGƯT Trần Hữu Nghị**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**

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**PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Nội dung hướng dẫn: .....

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**Tình thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

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**1. Đánh giá chất lượng của đề án/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. Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

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

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**

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**PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Đề tài tốt nghiệp: .....

**1. Phần nhận xét của giáo viên chăm phản biện**

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**2. Những mặt còn hạn chế**

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**3. Ý kiến của giảng viên chăm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

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

**Giảng viên chăm phản biện**

*(Ký và ghi rõ họ tên)*

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Hai Phong, February, 2019

Student

Luong Thi Huyen

# **PART I: INTRODUCTION**

## **1. Rationale**

Nowadays, it can't be denied that English is becoming the common tongue of our global village. Whether you live and work in an English speaking country or need English for travelling and fun, English is the passport to the success and a deeper understanding of our quickly changing world. Therefore, learning English is very important and necessary because mastering English is the best and the shortest way for us to have a great deal of opportunities to reach the goals of life. The English learner, from elementary pupils to students, from workers to government employers study English with the interest and enthusiasm. However, for Vietnamese students, especially the 1st year English major students, they have a lot of difficulties in learning and practising English speaking skill. They often fall into confusion when speaking English because lack of knowledge, confidence, and the good learning method as well. Besides, the learning passive environment with the same and boring lessons without the interesting extra- activities prevent them from practising and improving English. That is the main reason why they don't get the effective result in learning English, especially the English speaking skill.

Due to the reasons above, I have made a skettry presentation on some effective method of studying English with the hope that this can help the first year English major students at Hai Phong Private University will study English better in the near future. Moreover, one of my suggested method is to study English speaking through extra- activities. That is the reason why I have decided to choose the research with the title " How to improve English speaking skill for the first year English major students at Hai Phong Private University".

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

- Aims of the study

My study is about to help the first year English major students at Hai Phong Private University improve their speaking skill to prepare for them to the

basic knowledge of speaking skill with higher requirement for the next graders.

To summarize the above, my study is aimed at:

- Covering background knowledge of speaking
- Finding out reality of teaching and learning English at HaiPhong Private University.
- Finding out appropriate techniques for teaching speaking lessons which draw students's attention into the lesson. The students will feel interested, enjoyable and funny when they come into the speaking lesson. Some good techniques, especially the extra- activities will be given out in order to improve their speaking skill.

It should be noted that this paper shouldn't be considered exclusive to English major students at Hai Phong Private university. Infact, the fundamental concepts and result of this paper can be applied to most English learners.

### **3.The scope of the study**

There are so many different material resources and researchers that require a lot of time and effort while my personal experience is limited. Therefore, this study can only focus on study some effective techniques in studying English speaking skill, especially through the extra- activities for the first year English major students at Hai Phong Private University.

I hope that this study is a good reference material for the English major as well as all students who wish to get the higher speaking skill.

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

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

- Researching on reference books and websites.
- Attending English speaking periods at English non- major classes at Hai Phong Private University.
- Interviewing and conducting the survey questionnaires for the first year English major students at Hai Phong Private University with a point to find out their recognitions, attitudes of the matter and the difficulties they encounter when practising English speaking skill.

- Basing on my personal experience from my under graduating time in the university through speaking skill at class.

## **5. Design of the study**

A table of contents with pages numbers in which they are presented with help readers have a clear overview of the research proposal. It also helps readers find the part they need more easily and quickly. The study contains of three parts:

Part I: The introduction are literature review, aims, scope, methods and the design of the study.

Part II: The development are three chapters:

- The first chapter is Literature Review which provides readers the overview of speaking skill through the extra- activities.

- The second chapter is the Survey Questionnaire for the first year English nonmajor students. This chapter refers to the analysis and the findings obtained from the survey questionnaires and evaluations from students, interviewing teachers to find out the necessary informations and the discussion of the findings from the survey.

- The third chapter focuses on suggesting applicable techniques to teach and practising English speaking skill for the first year English non- major students.

Part III is the conclusion which summarized all the presented informations

## **PART II. DEVELOPMENT**

### **CHAPTER I: THEORETICAL BACKGROUND**

Firstly, to master the techniques of studying speaking skill, especially for the first year English major students of Hai Phong Private University, it is impossible not to mention the concept of speaking.

#### **1. Definition of speaking skill**

Different people use the term “speaking” in different ways, which can cause much confusion. Speaking a foreign language usually seems much harder than learning to write and read, especially to the first year English non-major students. Often the most important problems people have with foreign language is that they can not speak their thoughts and their ideas as well. In fact, it is like a vicious circle: they make mistakes, they become afraid of speaking and thus they never get the practice which would be able to correct their mistakes. Most of the beginning learners do not understand exactly “what is speaking?”. We only regard speaking as a simple, easy process that involves speaking the words, the ideas...by speaking out what they think without the correct. So, we had better start by making sure that we are thinking about the same thing when we use this term. As the first step, it would be useful to understand “what is speaking”. According to the Oxford Pocket dictionary of Current English 2009 “Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. And speaking used to indicate the degree of accuracy intended in a statement or the point of view from which it is made.”

In the book “Developing speaking skill” of David Scheter, published in 1999, there is a definition that: “Speaking is to utter words or articulate sounds, as human beings to express thoughts by words, as the organs may be so obstructed that a man may not be able to speak”. Meanwhile in the book “Collins Cobuild English for advanced learner 4th edition, published in 2007



defines that “ Speaking is the activity of giving speeches and talks, to indicate the opinion you are giving”.

“ Speaking is also understood as the productive skill in the oral mode. It, like the oral skills, is more complicated than it seems at first and involves more than just pronouncing words” ( In the website *Lingua Link Library*, Version 3.5, published on CD-ROM by SIL International 1998).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speaking is not always unpredictable.

Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speaking has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speaking act.

According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more people in the shared time and the shared context. 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, 19 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 and 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.

## **2.What is speaking skill**

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

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

- Interactive
- Partially interactive
- Non-interactive

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

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

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

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.

- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
  - Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
  - Make the main ideas stand out from supporting ideas or information.
  - Make the discourse hang together so that people can follow what you are saying.

### **3. Types of speaking**

In speaking class, according to Burns, A & Joyce, H. (1997), students must be exposed to three key items:

#### ***3.1. Form-focused speaking***

Form-focused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth... When learners begin speaking in another language, their speaking will need to be based on some form-focused learning. An effective way to start is to base speaking on some useful, simple memorized phrases and sentences. These may be greetings, simple personal description, and simple questions and answers. As their proficiency and experience in the language develop, most of these sentences and phrases may be re-analyzed and incorporated into the learners' system of knowledge of the language. Language use based on memorization can be the starting point for more creative use of the language.

#### ***3.2 Meaning-focused speaking***

Meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes.

In addition to form-focused speaking, language learners should be exposed to and given chances to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication.

#### ***3.3. Opportunities to improve fluency***

Elements of all these above should be presented throughout a speaking program with emphasis on form-focused instruction at the elementary levels and as the learners' progress on meaning-focused instruction at the higher level.

#### **4. Relationship between speaking and three other skills**

According to Forseth. R and Carol. H (1994:43), speaking related to the following skills:

##### ***4.1. Relationship between speaking and listening***

In learning English as a foreign language, the learner cannot develop speaking skills unless he develops listening skills; to successful conversation, he must understand what is said to him. Later on, the ability to understand the native speaker in direct conversations, on the radio or tape may be very important for him to further study the language and communicate in it.

Besides, listening to spoken English is an important way of acquiring the language of “picking up” structures, vocabulary. In the Vietnamese situation where the learners do not have a chance to hear English spoken around them every day and cannot acquire it easily the teacher needs to give them as much opportunity to listen to spoken English on tape as possible.

The speaker usually directs his speech at the listener, taking the listener's character, intention, attitude, etc into account when speaking and often responds directly to her reactions, whether verbal or non-verbal, by changing or adapting this discourse.

##### ***4.2 Relationship between speaking and reading***

Like listening, a receptive skill, reading also has some relations with speaking in terms of developing each other. Normally, a speaking lesson begins by text which students should find some information for their speaking activities. It may be a paragraph, a magazine, a report, and a book...this shows that, reading supports speaking by providing necessary information. Students must have enough information, then, they can use it in speaking production. Therefore, students should be encouraged to read for not only having more information,

knowledge but also improving vocabulary.

### ***4.3 Relationship between speaking and writing***

The relationship between speaking and writing, firstly, will look at factors affecting the choice between speaking or writing and how these factors affect the style and language used. The factors include being face-to-face, saving face, permanence, interactivity in for amativeness, and context dependence in which both speaking and writing can be located , rather than occurring as polar opposites. A spoken and written on the same topic will differ in language use relating to grammar, lexis, and style.

### **5.The purpose 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 following advantages:

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 selfconfidence 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).

## **6. Activities to improve student's speaking skill**

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

### **6.1 Information-gap activities**

One excellent way to make speaking tasks communicative is to use informationgap activities, in which the students have different information and they need to obtain from each other in order to finish a task. In this activity, students are supposed to be work in pair. Information-gap activities serve many purposes such as solving a problem, or collecting information. Also, each partner plays an important role because the task can not be completed if the partner does not provide the information the other needs. These activities are effective because everybody has chance to talk in the target language.

### **6.2 Dialogues and role-plays**

Two problems with most dialogues are presented in textbooks:

*-The lack of natural intonation:* The natural speech of native speakers is often phrases or sentence fragments full of pauses, false starts, and repetitions.

*- The way most dialogues are taught:* Teachers ask students to memorize dialogues by heart.

Two ways to make dialogues more communicative:

*\*Turning dialogues into role plays:* students are asked to work in pair: they pretend they are acting as someone else. Then teachers ask a few pairs to perform the dialogue in front of the whole class, speaking in different moods such as happy, irritated, bored, or in different role relationships such as parents and a child, husband and wife, two friends, or making the dialogue longer by adding more lines.

Another point is that teachers should ask students to come to the front of class before telling them the situation then give them few minutes to think about that. Thanks to this, students will speak more spontaneously. Factors that affect the success of role-plays (Ur, 1996:133)

- Teachers enthusiasm;
- Careful instructions;
- Clear situation and roles;

Making sure that the students have the language they will need to carry out the role-play

*\* Using cue cards:* this way, an information gap is formed because each student only sees one cue card so he does not know what the other person is going to say.

### **6.3.Activities using pictures**

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



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

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

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

#### **6.4. Using games**

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

- Learners are the main factor
- Promote communicative competence
- Create a meaningful context for language use
- Increase learning motivation
- Reduce learning anxiety
- Integrate various linguistic skills
- Encourage creative and spontaneous use of language
- Construct a cooperative learning environment
- Foster participatory attitudes of the students.

Teachers can divide class into small groups or let the whole class play a game.

There are various kinds of game and each kind helps students develop their skill.

Teachers can choose one suitable with students' ability. Some games: art master, bingo, cross-word...

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

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

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

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

### **7.1. Learners talk a lot**

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

### **7.2. Participation is even**

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

### **7.3. Motivation is high**

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

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

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. In general, classroom activities play an important role in developing students' ability to express them. A successful speaking activity is characterized by students' talk, high motivation, even participation.

## **CHAPTER 2: METHODOLOGY**

### **1. The reality of learning and teaching English speaking skill for the first year English major students at HPU**

#### ***1.1 The teaching staff***

The teaching staff of HPU in general and the Foreign Language Department in particular have high professional level and high sense of responsibility. All the lecturers of Foreign Languages Department are not only well-qualified, responsible but also very enthusiastic. Furthermore, they have modern professional teaching style, they understand the students and they are very friendly. Talking to the students and sharing their experience help both teachers and students understand one another deeply and enhance the quality of the lectures. One more considerable point is attending of foreign lecturers in English classes. Students have chance to practice with the native speakers so that they can speak English well if they know how to take those opportunities.

#### ***1.2 The student***

A total of 42 students in the class NA2201 who are in the first year of English Department at HPU are selected for this study. Some of the evidences are unfortunately showing that many of the students who have just finished high schools are really passive in their learning process. They appear to be used to listening to the lectures and writing down what the teachers read aloud or copying what is written on the board. Particularly, for English majors a big number of them are really reluctant in their learning English speaking proven by the fact that they only focus on trying to understand words and grammar structures in the given text book. Consequently, a number of students cannot speak English fluently. Therefore, a question raised here is what we should do now to inspire in students the interests and motivation to improve their English speaking learning.

Follows are the advantages and disadvantages of the first year English majors at HPU:

- Advantages:

- ✓ students can receive constant help and support of the school and the lecturers in Foreign Language Department.
- ✓ They have chance to study in a modern studying environment which have been equipped with modern facilities.
- ✓ They can practice directly with the foreigners in class.

- Disadvantages:

- ✓ The students' background knowledge is not uneven.
- ✓ A big number of students are lisp.
- ✓ Students focus too much on grammar and forget the importance of speaking skill.
- ✓ Some of them are so shy and lack of confidence and they try to avoid speaking in front of the class.

### ***1.3 English teaching and learning condition at Hai Phong Private University***

The students' classrooms have been equipped with projectors, camera, air-conditioners, computers with internet connection and wireless internet connection. The teachers often use projectors to make English lessons more interesting and effective.

Besides, the school library is an “electronic library system”, which has been equipped with many modern high speed computers, over 7000 books, more than 16000 electronic documents Elib and electronic documents ProQuest. This is really a big advantage for students learning.

In addition, there are many activities outside classrooms held by teachers and students for fostering English speaking learning and encouraging students to express their abilities. These useful activities often attract students to participate in such as: e.g: English Olympic, Halloween's Day, Christmas's Day,...in which

students can both play and exchange knowledge in English so they can learn more.

Furthermore, students have many opportunities to talk and study with foreigners who are GAP teachers from different countries like England, Australia,... This is a good chance for them to improve their English speaking skill. It can be said that the learning conditions at HPU are good enough and convenient for students to study English effectively.

## **2.The survey questionnaires**

### ***2.1 The design of the survey questionnaires***

In this study, questionnaires are selected as the important data collection instrument because it provides the data and information about the improving English speaking skill of the first year English majors at HPU. Its aim is to do research on students attitudes and expectations about studying English speaking skill. The questionnaires including 8 questions as follows:

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

Question 2 is about which skill is most difficult. It can bring more information and help everyone to study better.

Question 3 is about the students attitude on learning English speaking skill. Not every student learns speaking English because of their love to it. By understanding exactly how they love speaking English the author can have some more methods to strengthen their passion on studying Englishspeaking.

Question 4 gets information on how students think about the importance of English speaking. The researcher wants to know about students opinions on thismatter.

Questions 5 and 6 are about how often they speak English in the class time and how they think about English speaking lessons. These can bring more

specific information and help the author have a better look into students ideas on English speaking lessons as well as their frequency of speaking English.

The questions 7 and 8 are about the students opinions on the current teaching method and time to take part in extra- activites requirements and make them love speaking English more as well as enhance students English speaking skill.

## 2.2. The data analysis

### 2.2.1. The students' English learning time

- A. 0-1 year
- B. 2- 5 years
- C. 5-7 years
- D. more than 8 years

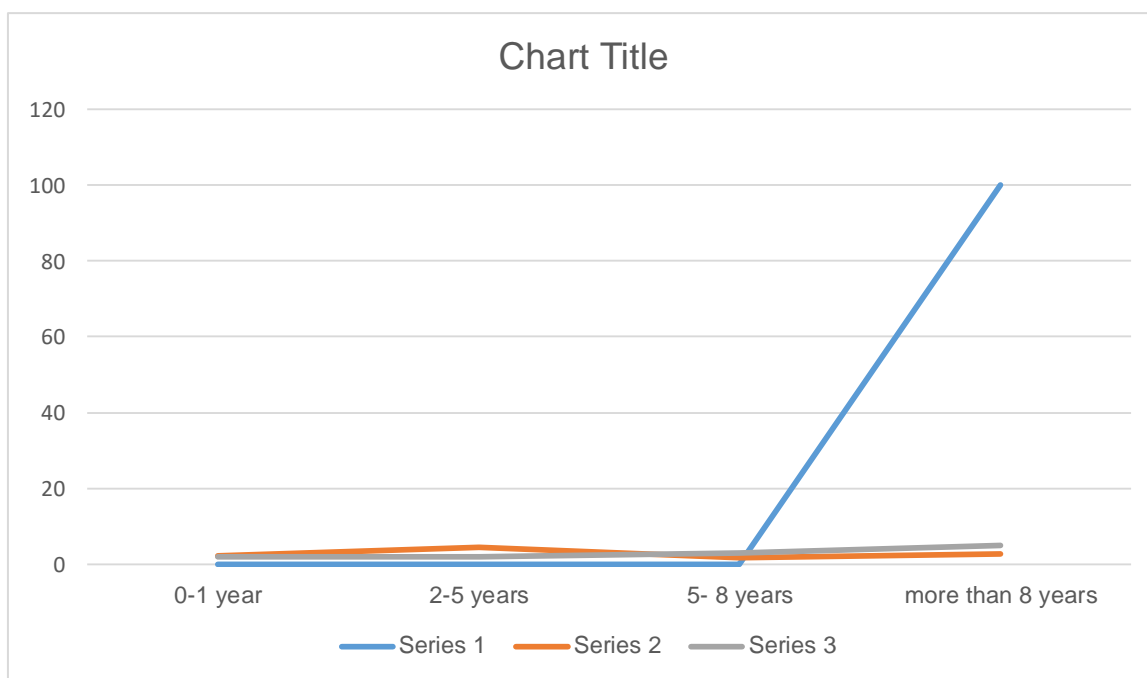


Chart 1 shows that 100% of students responded that they had learnt English for more than 8 years which is quite a long time for each student and this is proved that learning English has become a very important task and great concern of everyone and attracts a great number of students. Moreover, it is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

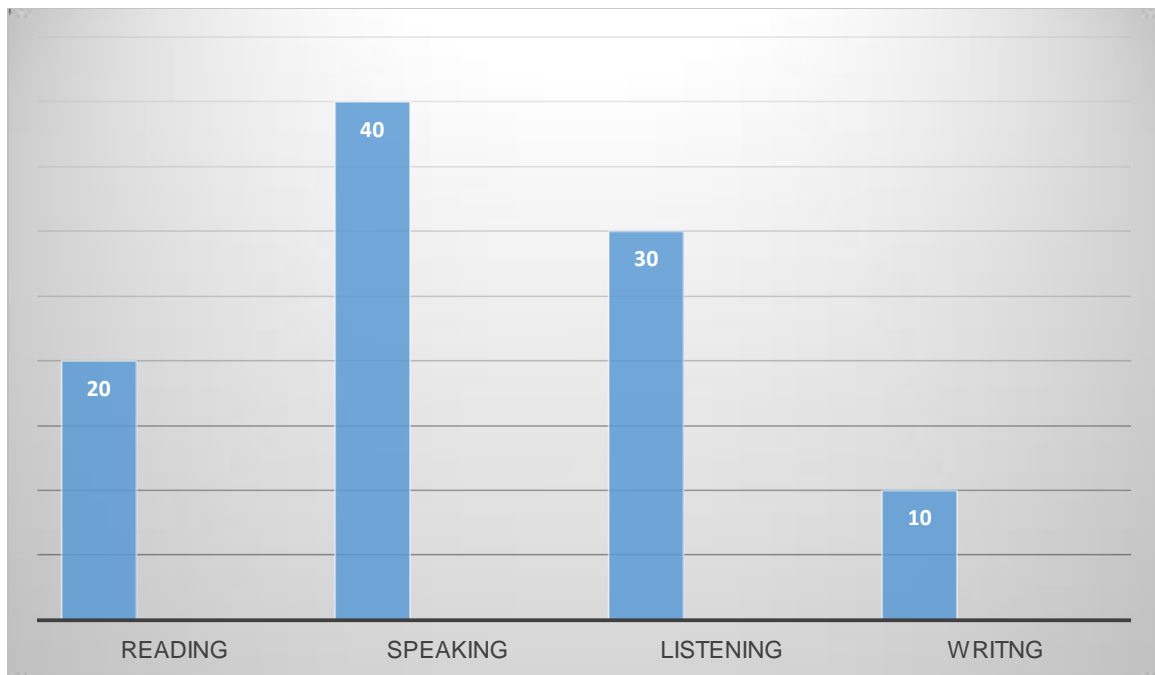
### 2.2.2 Which skill is the most difficult

A. Reading

C. Listening

B. Speaking

D. Writing



The chart 2 gives us the answer for the fourth question: “ which skill do you think is the most difficult?”. It is very surprising to know that 40% students think Speaking is the most difficult skill. In comparison with the amount in the chart 1, students have learnt English more than 8 years , but they think Speaking is also the most difficult. So, why students suppose Speaking is the most difficult skill? Some interviewed students said to me that: “ There are so many kinds of speaking which are too difficult for them so they do not know what should speak and how to practise. Although they can understand the topic of speaking, sometimes they can not speak our their attitudes as well correctly.

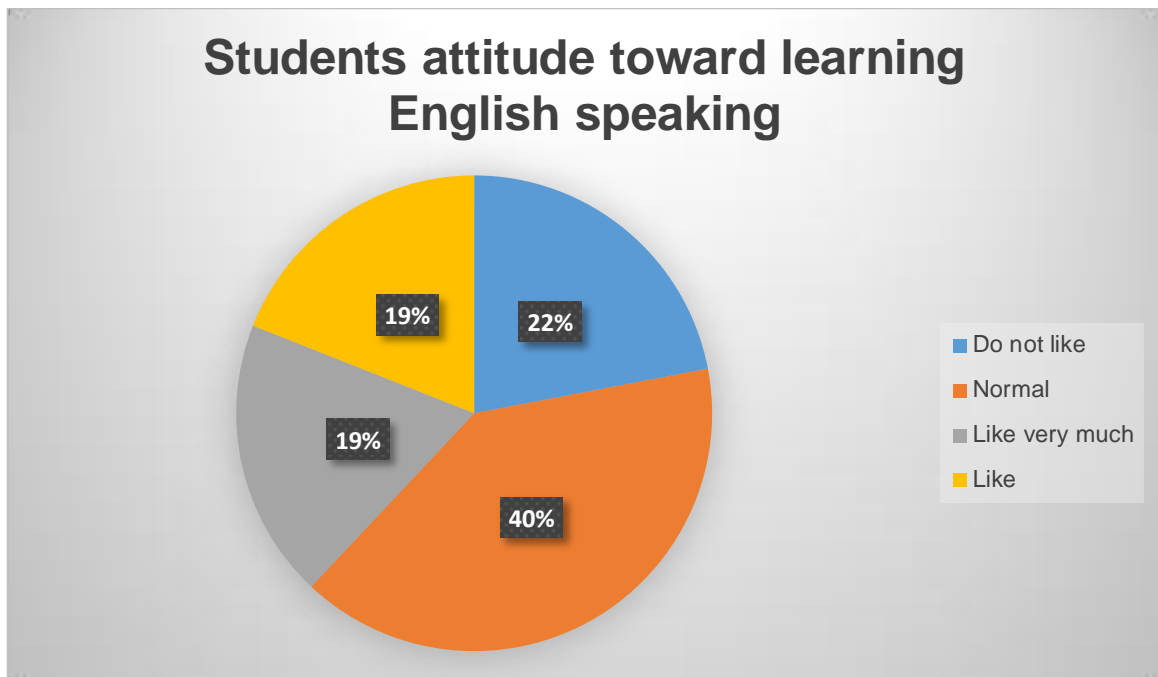
### 2.2.3 The students' attitude toward learning English speaking

A. Do not like

C. Like very much

B. Normal

D. Like

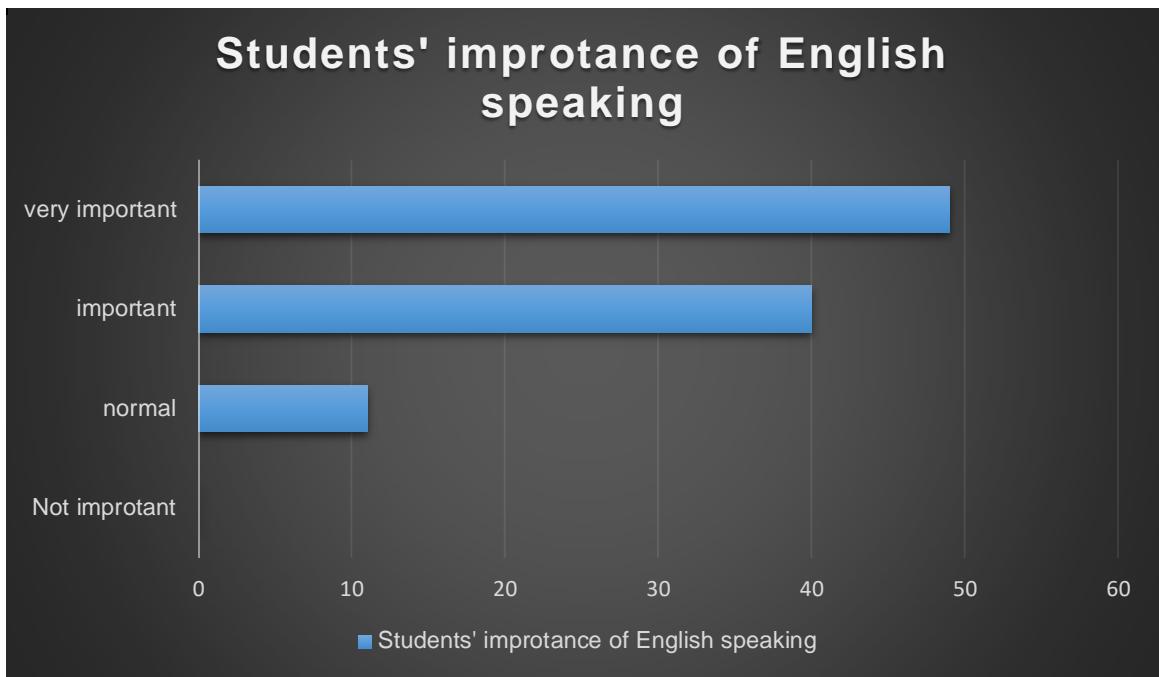


The chart above reveals that 38% of students (19%: Like very much; 19%: Like) have very good attitude toward learning English speaking. This result is not surprising and this proved that they are surely aware of how English is interesting and important to them. However, the number of students who do not like learning English are still at the high rate because it occupied 22% or we can say in another way that nearly one fourth of the students do not pay attention to learning English and there are about 40% of students find learning English speaking normal. So how to make the leaning process interesting to attract these students is a concerned problem.

#### ***2.2.4 The students' perceived importance of English speaking***

- |                  |                   |
|------------------|-------------------|
| A. Not important | C. Important      |
| B. Normal        | D. Very important |

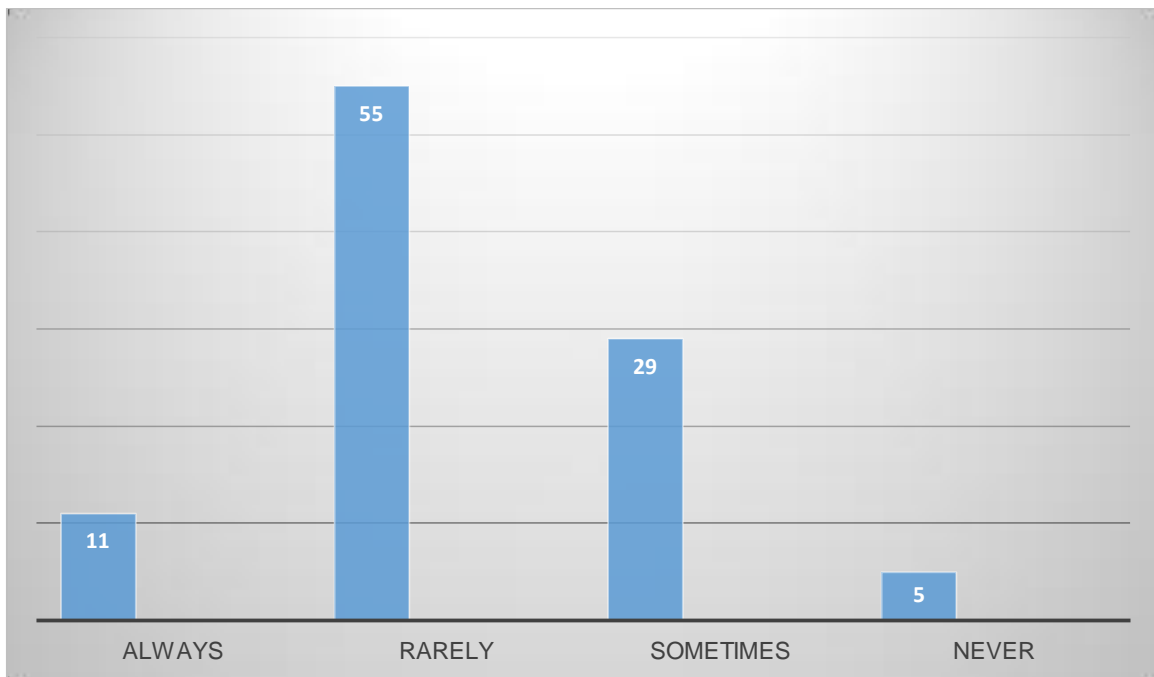




As can be seen from chart 4, the high percentage of the respondents (49%) considered speaking skill very important to them while 11% stated it was normal. 40% of the respondents mentioned speaking was important. In general, most of students were aware of the importance of speaking English in their studying. However, some of them did not admit this. Thus, the teachers role is to find ways to change the students attitude toward English speaking so they can take part in the learning in the class more actively

***2.2.5 The students' frequency of speaking English in class time***

- A. Always
- B. Rarely
- C. Sometimes
- D. Never



*Chart 5 : Students' frequency of speaking English in class time*

The frequency of speaking English in class time also shows how much effort students wanted to master it. Chart 5 represents that only 11% of the respondents spoke English willingly whereas 55% spoke it rarely and 5% never spoke except from the teachers requests. Also, 29% of them said that they sometimes spoke English.

### ***2.2.6 The students' impression on the English lessons***

- |                         |                |
|-------------------------|----------------|
| A. Boring               | C. Interesting |
| B. Not very interesting | D. Normal      |

## The students' impression on the English lessons

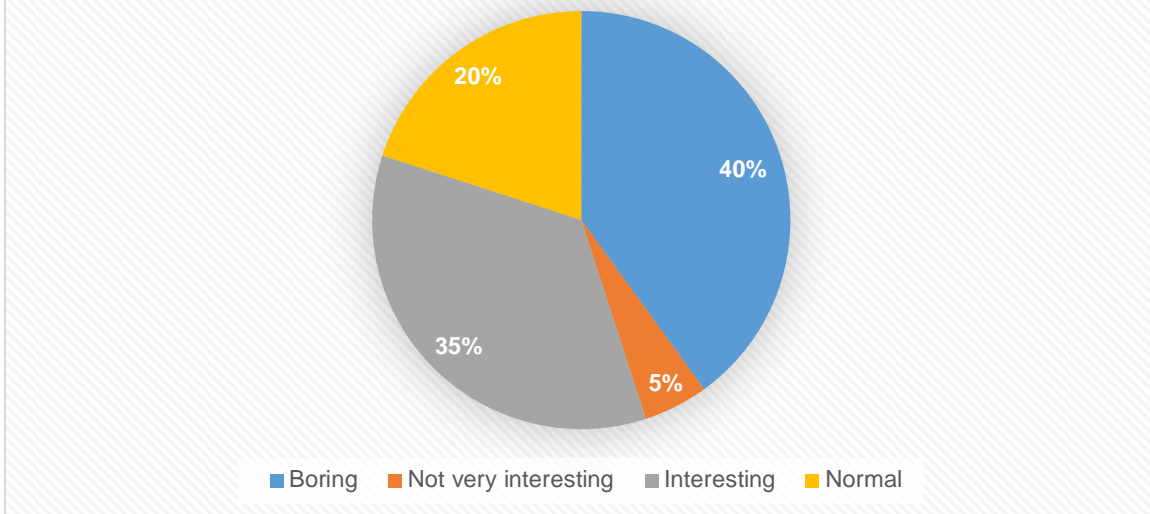
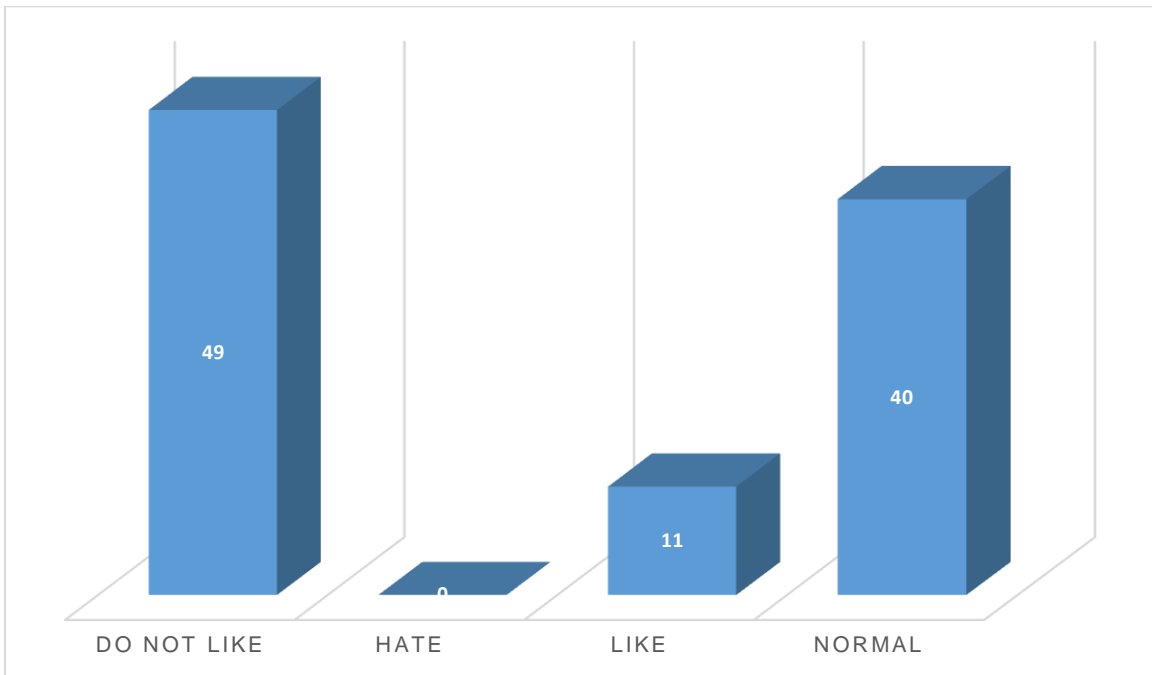


Chart 6 reveals that the majority of the students are not interested in learning speaking in the class. 40% of the students had low interest. Many students (35%) thought that the classroom activities were very interesting. This result strengthens the researcher's assumption that a large number of students felt bored with English lessons because the classroom activities were not very interesting. These activities did not really raise interest for students. For them, they learnt English because of the pressure from outside such as requirement of the teachers and parents, the need for the exam... not because of their willingness. The low percentage of the respondents (20%) affirmed their interest while the students with little interest were much higher.

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

- |                |         |
|----------------|---------|
| A. Do not like | C. Hate |
| B. Normal      | D. Like |



*Chart7 : The students' opinions on the current teaching method*

The number of students who do not like the current methods is different. 89% of students think the current methods are not satisfied (49%: Do not like; 40%: Normal). And the number of student agrees with the current methods is only 11%.

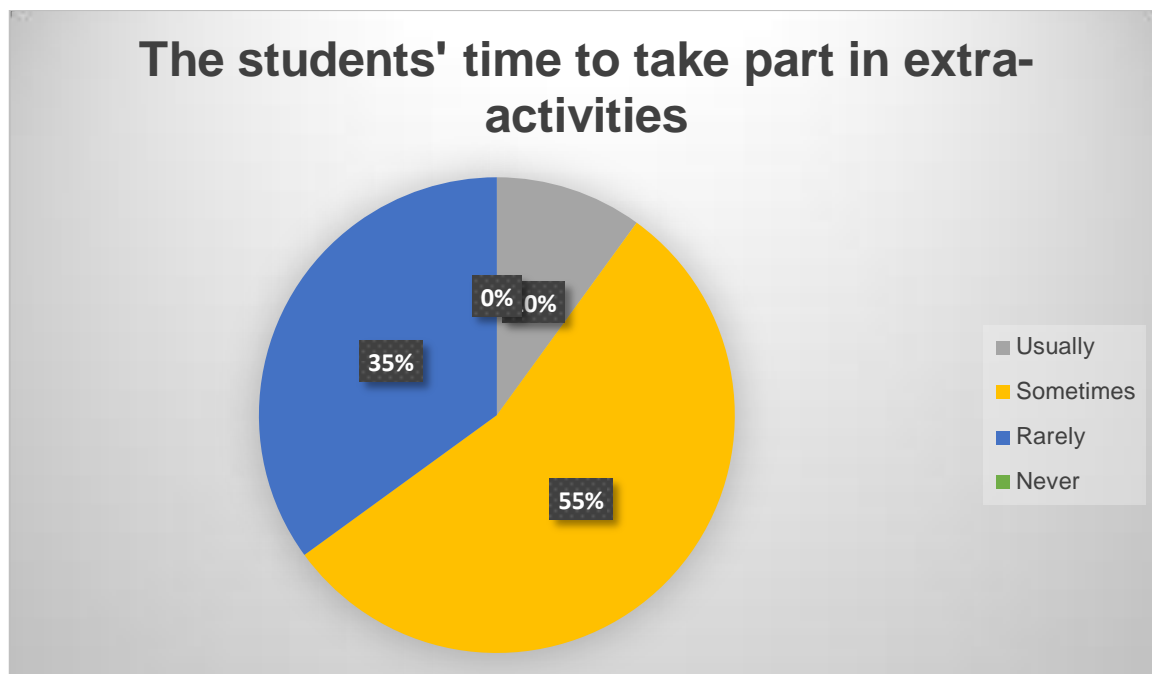
### 2.2.8 The students' time to take part in extra-activities

A. Usually

C. Rarely

B. Sometimes

D. Never



## 2. Findings and discussion of findings

The survey is responded by 50 the 1st year english major students of HPU, which can partially useful to give some suggestions on using some techniques in studying English speaking skill.

Most of the participants agree that they like learning English and have been learning English for many years. It means that teachers will have many advantages in teaching. Moreover, they have a basic background to study English for specific purpose. Almost them admitted that studying English speaking skill through the extra- activities help them obtain the knowledge more rapidly and exciting. Futhermore, demanding about studying English speaking skill through extra- activities creates a pleasant atmosphere in class most pupils agreed or strongly agreed with this statement. It is also a good oportuunity for them to work in group.

Just only small of pupils feel excited about the current English teaching method so that nearly of participants want to have a new creative English teaching method.

Inconclusion, teaching English speaking through extra- activities for the 1st year English major students is an effective way. It is an interesting method that is very helpful for teachers to present speaking skill. Using funny extractivities in teaching speaking skill is very necessary and building a system of techniques to teach English skill through extra- activities for the 1st year English major students is very important.

Basing on surveying the current teaching and learning English in HPU of the 1st year English major students I have already had some research on their attitudes toward learning English speaking. During the process of complete this research paper, I would like to give some useful suggestions to support the 1st year English major students made progress in learning English vocabulary with the hope that this research paper will improve English speaking skill in particular. Thus, this chapter is the background for me to find out suitable techniques to make this research paper.

## **CHAPTER 3 : SOME SUGGESTED TO IMPROVE ENGLISH SPEAKING SKILL**

### **1. Teaching methods to improve speaking skills**

Speaking is one of the most important skills ( Listening, Speaking, Reading, Writing) as everybody knows. In our daily life, we are in need of it in every corner of living space. Especially, if we are learners, knowing a foreign language can provide us huge opportunities in business life. As a global language, English is the most important and valid language in the world, so we do not only understand, write or read it, but aslo we need to speak it in a fluent way. In this point, teachers should benefit from some approaches by using their techniques.

- **The focus should be on the meaning not on the form**

If you restrict students around forms or tough grammar rules, students can not speak freely and unfortunately, they start to be anxious about making mistakes in the time of speaking. I do not mean that grammar is not important, ignire it. On the contrary, grammar is an essential area of a language, but initially, you should direct students to move on the function of the language.

- **No use of mother tongue**

Using L1 in speaking lessions is always an easy thing for learners because they want to make their coversations in a simple way. Being as a teacher if you tolerate using L1 in their conversations, you can not impose the sobriety of language on them ( L1 should be jucious).

- **Use authentic topics and materials in your lessons**

Real events from students' life always grasp their attention into lession and push them to speak. You can provide them an atmosphere from social life and through this, you can easily involve them in lession by directing them via role-plays, info-gap and opinion-gap activities.

- **Do not force them to speak**

Nobody wants to do something by forcing of someone. If you want to do something, you can do the best. On the contrary, you can not be aware of what you did or are doing. So, should we wait till students are ready? Yes! If he or she does not want to speak, let them not to speak, but it does not mean that you ignore them! It means encourage them.

- **Use late correction not to put off fluency**

Correction is an independent part of teaching because teachers never want to teach a language or other sciences in a wrong way. We are learners and I always think like that errors are inevitable during the step of learning. If errors are correction like IC ( Immediate Correction) and LC ( Late Correction). Firstly, teachers should use immediate correction for students who are beginners. Thanks to this, you cause students to learn properly. Second correction type is LC. Teachers should prefer this kind of correction style for students who can express themselves freely. Suppose that your students are in a conversation and you are observing them. Whenever students make mistake while they are speaking each other, you are interrupting them. In each lesson you act in a particular manner. After a while, these kinds of behaving of teachers will definitely make students discouraged for learning. That is why I support LC.

### **\*Techniques for Teaching Conversational English for the Real World**

#### ***Pour the Conversational English Foundation***

In order to teach conversational English effectively, you must first understand the importance of conversational strategy.

As an ESL teacher, you have a fluent command of English. Therefore, you may forget the basic strategies of holding a meaningful conversation since it comes naturally to you. This is a common mistake many ESL teachers make, often giving a single topic to students and letting them loose to figure out conversational techniques on their own. In order to avoid common conversational English missteps, it is essential to present important foundational



elements: for example, how to assert opinions, ask questions and use follow-up questions to keep a discussion moving forward.

Before any conversational lesson, put these efforts into practice as a class.

*Here are a few ways you can pour that conversational foundation:*

Asking Questions and Asserting Opinions.

Go around the room and ask students what their favorite food is. This will serve as the introduction to asking questions.

They may say “pizza” or “cheeseburgers.” Now you will use this as the catalyst for asserting opinions.

For example, one student may say, “Pizza.” You will then respond, “Oh, I like pizza too. But only cheese pizza, not pepperoni pizza.”

Explain how you asserted your opinion, and then move on to the next student. After a few repetitions, they will see how asserting an opinion works.

*Follow-up Questions*

+Once your students have seen how to ask questions and assert their opinions, you can present follow-up questions.

+Explain how follow-up questions keep a conversation moving forward and not stalling.

+Going back to the previous example about different kinds of pizza, you can include a few follow-up questions like, “Do you like pepperoni?” or “Where is the best pizza place in town?”

+Explain how one simple question pertaining to someone’s favorite food can be the catalyst for asking and talking about places, other foods and personal preferences.

+Pouring a solid foundation for conversational English strategies will help build confidence, and it allows your students to see the basic elements of a discussion.

Once the presentation stage is complete, let students ask you about your favorite foods following the same foundational format. You can even play a video to further their comprehension.

### ***Make Fluency a Top Priority***

Fluency and student talk time (STT) is vital when teaching conversational English. However, many teachers get too caught up in teaching and begin interrupting discussions. Your teacher talk time (TTT) should be low. In fact, it is recommended that TTT be 15 to 20 percent during conversational lessons. Another important rule of thumb when teaching conversational English is to make balanced corrections. Students will inevitably get mixed up, pronounce words poorly or even struggle with the right word to say. As tough as it may be, limiting your corrections is essential to your students' growth.

*Here are a few strategies you can use to make fluency a top priority:*

Once you have presented the discussion topic or agreed on a topic of student choice, keep them gabbing for as long as possible. Remember, fight those teacherly urges to interrupt.

If Student A is struggling with a word or a word's pronunciation, make a note and mention it later.

You can also encourage peers to make corrections during pair conversation. You may just find that students are naturally correcting one another. This is a large part of conversation between a native speaker and non-native speaker, like finishing one another's sentences. It should be encouraged!

Once the conversation dies down, you can then give some helpful feedback. This is your 15 to 20 percent TTT. Present correct pronunciation and grammar that was missed in your students' discussions.

Putting STT before TTT is a sure-fire way to promote fluency in conversation.

Even if a student is looking at you with those puppy dog eyes for help, let them work it out on their own. This will build comprehension and confidence.

### ***Let Students Guide the Conversation***

An essential aspect of any conversational English lesson is teacher guidance. Otherwise your classroom will spiral into chaos.

However, you can implement guided conversations in such an exciting way that your students won't even notice. One way to keep students interested is to not force them to talk about topics of little to no interest.

Letting your students choose their conversation topic on their own, as a group or in pairs, is an excellent strategy for keeping discussion lively and holding their attention. There are a few ways you can do this.

One way is to employ the "What do you like. . .?" discussion opener to help students discover similar interests. You can also have students write down a few discussion topics they are interested in discussing and let them work it out once they are paired up with a conversation partner.

*Here's how you can employ both student-guided strategies:*

*What do you like. . . ?*

This student-guided discussion opener is similar to meeting someone for the first time. In order to keep the interest of your conversation partner, you need to find a common ground.

For example, have Student A ask Student B the following openers. These discussion openers will serve as the catalysts for conversation, and your students will naturally agree on a topic without even noticing it.

"What do you like to do on the weekend?"

“What do you like to eat in the morning?”

“What do you like to do on vacation?”

### *Discussion Topics*

+You start by having students write down things they like and do not like. This strategy also allows students to develop other ESL skills like writing, reading and grammar. Plus, it gives them a chance to create a sort of cheat sheet, so they can plan what to say and how to say it.

+Student A may find a topic of interest written by Student B and begin with discussion openers like, “Why do you like playing the piano?” or “I didn’t know you were interested in paintball too.”

No matter which conversational English strategy you employ, letting your students guide the conversation is a win-win. You will find your classroom ringing with natural conversation filled with tones of excitement.

### *Get Your Students Moving*

How often do you have conversations on the go?

This aspect of discussion is essential for your students to master, because there are plenty more distractions when moving about. And this fantastic conversation teaching concept can be added to any discussion lesson.

This little conversation technique will also get your students up and moving, adding an element of ESL fun that students crave.

*Here are a few tips on how to get your students moving and talking:*

+First, show your students how to engage in conversation while walking. Demonstrate little details like showing interest via brief eye contact, as well as interjecting with check-up words that show interest in their discussion partner, like “yes,” “really” or even a simple “uh-huh.”

+After a few rounds of sample conversation, let your students begin walking and talking like any native speaker would.

+You can throw in obstacles like a puppy crossing their path, or running into a friend during the conversation. This will make it a three-person discussion with introductions and questions to be navigated around.

+Spice this strategy up with as much practical flavor as possible, allowing your students' discussions to blossom. What topics might typically be discussed on a friendly walk? On a run? On a lunch break when you're walking over to a restaurant?

Conversational English teaching tips are as plentiful as conversation lessons.

Combining lessons with great tips in an effective and exciting way for your students is the recipe for sure-fire ESL classroom success.

Many ESL teachers will develop their own conversation lesson strategies over time as well. Being organic and staying flexible during a conversation lesson is an essential part of filling your students with confidence to speak on any topic.

## **2. The following 10 tips will help you improve your English speaking skills and help you feel more confident when talking.**

Practicing speaking with others as much as possible. If possible, try to practice in standard talk situations. Maybe you should join an English club like In focus's weekly English language club or an organization that will help you practice speaking English more.

Practicing talking alone. You can practice talking about a specific topic, or write a question card and practice answering them.

Increasing your vocabulary so you can talk about many different topics. Trying and learning new words is useful in many contexts. Using a large dictionary is an effective way to increase your vocabulary.

Practicing changing the intonation of the voice. Listen to native speakers of English and remember how they speak - the intonation of the conversation. They heard how friendly / unfriendly, bored / interested, kind / cruel. Listen to how their intonation affects the message they are conveying. Try and change your intonation when speaking.

Trying and add extra emphasis to the important parts you're talking about. English is a rhythmic language, which means that in any sentence some words are emphasized rather than expressing the importance of the message.

Paying attention to the time when you are asked and repeat yourself. This may indicate a problem with your pronunciation or voice, and let you know which array needs to be practiced.

To improve your English speaking skills, finding a friend to practice learning English with. One advice is to find someone with the same ability as you, but have a different language from you. That way, you will be motivated to practice in English!.

Training your grammar skills, you record it when you speak and try to find your grammatical error. Learn based on the mistakes you made and try again.

Practicing reading aloud clearly. When you read, think about the different sounds of syllables between words.

Recording as you speak and check your volume and speed. Have you spoken loud enough? Are you talking too fast? If you speak too quickly others will have trouble understanding you. Remember to stop when requested.

### **3. The language game**

#### ***3.1 Advantages of language games***

The language games has a lot of advantages. Beside the above purpose of using language game, the advantages of language games has also showed that it can lower students's anxiety in using the target language, they are also highly

motivating and interesting so that the shy students will get more opportunities to express their opinion and feeling.

Further support comes from Zdybiewska ( as cited in Uberman 02) , she believes that games can be a good way in practising the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Related to the statement, Kim ( as cited in Uberman 03) presents six advantages of using the language games in the classroom, which are:

- + ) games are motivating and challenging
- + ) games are a welcome break from the usual routine of the language class.
- + ) games help the student to make and sustain the effort of learning.
- + ) games provide language practise in the various and intergrated language skills.
- + ) games encourage students to interact and communicate to each others.
- + ) games create a meaningful context for language that is being learned by the students.

In the same field with Kim, Mei and Yujing ( 2003) also believed that through playing games, students can learn English as the way children learn and say their mother language without being aware they are studying.

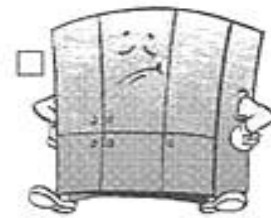
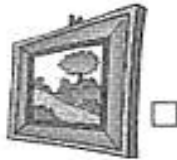
In conclusion, games are able to help the students use and practise the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practise in all language skills and the use to practise many types of communication which is in line with objectives of the speaking skill.

### ***3.2 Some activities of using language game***

#### *The word search game*

Through this game, students can enrich their vocabulary then use them to improve speaking skill. If they have a rich vocabulary, they will be able to speak English better, more quickly and exactly.

# WORDSEARCH



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

Easy Games in English 17

## *Describing jobs*

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

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



the podium. A small box is available in the teachers hand containing the pieces of paper written the jobs which are explained in English.

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

For example:

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

*Note:*

- ✓ Use a little bit sticky in explaining sentence to make it more difficult for the sitting people to speculate.

- ✓ The representative will collect and select results of his teammate to avoid that the representative says the different result from the crowd's results or does not describe his actions for the crowd but gives himself answers.

- ✓ Encourage discussion but in the shortest time.

- ✓ If the information is leaked before and during the game, the representative has to choose other career.

✓ Absolutely, the representative cannot express in words, sounds. While this team is describing the action the other team cannot do hinder action, interfere or say the answer. If the other team still does forbidden actions, the teacher should take one point of them after 3 times.

✓ The teacher makes the final decision so the teacher should be flexible in how to deal with the same answers or close meaning answers

✓ When Team A responds a wrong answer, the teacher should say: "Please give a loud applause for winner who answer correctly... one hundred percentage of billion " or other creations to make joy and surprise for game.

### ***3.3. Work group and pair group***

Pair work or group activities are very effective methods. It helps students feel more confident in communication. Students can talk to their friend about the given topic in a relaxed manner. And if there are any mistakes, other people would be willing to comment and correct immediately. Thus students will have time to prepare for a perfect presentation and avoid making grammatical errors. Below tips are how to set up group work:

Be sure to fully explain the procedure before splitting the class up.

Always demonstrate either yourself or with the help of a volunteer exactly what they have to do.

Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding.

Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven't just finished early because they misunderstood what they had to do.

Don't forget to have feedback time after pair work so that the learners don't feel that they have been wasting time. It is important to share their work as a whole group although this does not have to be systematic.

Set a clear time limit.

## **4. Telephone conversations**

Sitting back to back they can practice telephone language with each other to improve grammar in speaking skill with some simple conversations such as:

A: What is your name?

B: My name is Linda.

A: Where are their books?

B: Their books are on the table.

## **5. Applicability of Internet in studying speaking**

Nowadays, internet has a great influence on our life. As for the 1st year English major, Internet can help them study English speaking effectively. Everytime, students can learn directly through online websites which teach English, especially speaking skill. It is very convenient for them to study new word, pronunciation, the presentation skill through the interesting topic... This is a very interesting techniques. Through internet, students can download many documents related to English speaking to improve their speaking skill. Besides, Internet includes a huge of English resources. They can learn from English songs, English music, even English poems like this. It has been found in a website: [www.cycnet.com](http://www.cycnet.com)

In addition, students can learn from the lyric of English songs. Simply, they loaded song lyrics to their computer and listen to the song, skim the lyric, then try to repeat by themselves. Or they can study with their friend by asking some simple structure sentence, find out the especial structure sentence.... For example, the lyric of the song “ Love story” from this website : [www.lyrics007.com](http://www.lyrics007.com)

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

more update information about all events happened recently. This will become a good habit of students in order to accumulate knowledge, and new words. They have to brainstorm to understand about a certain matter and express their thoughts according to their opinions.

## **6. Picture**

Almost every day, we can see picture almost everywhere, such as on the ways, in the streets, at work, at home... They become a very vivid part of life. Picture with a lot of colors and shapes always capture the attentions of all people. Sometimes, when looking at picture we can image many interesting things with the real emotions. This is very important because picture bring enjoys to almost everyone, especially young people such as students. They are enjoyable; they set the scene for contexts. And of course, they are one of the most effective and useful kinds of visual aids in studying English speaking skill. Thus, students can self-study by collecting pictures to practise every day. Surely, their English speaking will be widened very effective. The 1<sup>st</sup> students are still young, inquiring, and active but also lack of confidence, vocabulary, and grammar to speak English. Therefore, the picture's color must be beautiful bright and impressive. The image must be meaningfully, easily understood. In fact, using picture game which can develop the imagination of students. It means when students look at the picture, they can express the picture in their own thought. Therefore, students can speak English better, more fluently and natural. Importantly, colors seem to be the decisive factor leading the success of the lecture using pictures.

## **7. TV and Video**

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

Recognising these 'turntaking' signals will help you to participate in English conversations.

### **8. Speaking English to 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 49 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.

### **9. Take part in English club**

An English Club is a place for language learners to use English in a casual setting. Practising your skills in the classroom is important, but it is not like real life. In the classroom, you often focus on one skill and one item (for example: grammar - future tense). After learning the rules your teacher gives you time to practise using the item. Will you remember how to use your skills next week, or next year? In an English Club, you get a chance to practise many different skills in a setting that is more like real life. Though your English teacher understands your English, your English Club friends will require you to speak more clearly and listen more carefully.

### **10. Watch your favorite English videos**

Turn on YouTube, and think about what you often see, what I like. Maybe it is VOA's newsletter, Discovery, etc. The short video of about 3 minutes will make you learn English easier, and not feel bored.

### **11. Watch English movies and TV shows**

Watching movies and TV shows will help you improve your speaking and listening skills most effectively. If you are a beginner to learn English this way, or have Listening skills, you can turn on the subtitles, watch and read the lines of the actors.

### **12. Check grammar with online English tests**

There is a problem that most self-taught English people have to know what mistakes they make. So, check your grammar regularly with online tests to make sure you use English correctly.

### **13. Read e-books, articles, magazines every day**

Reading (Reading) is as important as Listening Skills (Listening) when learning English. If watching movies, TV shows, etc. helps you improve your listening skills, reading e-books, articles, magazines has great effect on reading skills. Read the topics you love, note the words below the vocabulary that you find confusing, guess the meaning and look up the dictionary. Remember, for this to be done every day, it will be effective!

### **14. Write an English essay**

Writing an English essay helps you improve your writing skills. You have to search for topics, choose vocabulary, grammar you will use, gradually will give you a proactive habit. At first it is possible to write simple topics, and gradually increase the difficulty, if you can do so, it means that your English level is getting better!

### **15. Chat English anywhere**

English is the international language, so anywhere you can use them. Chat in English wherever you go, which can be a domestic tourist destination, or anywhere when you travel ...

## 16. Practice reflexes by practice

According to many studies, it has been shown that the human brain is very sensitive to images. Therefore using images is the most effective way to refine English reflexes.



You can use flashcards with pictures or use popular picture books to practice. When you look at the image you can turn out in the beginning of the word, exactly what the image is, you have succeeded.

You think but if you do not practice often, after a while you will forget gradually. So the best way to reflex English is to practice, practice communicating with friends, relatives or tell yourself when standing in front of a mirror.



During the communication process, you can ask friends to ask random topics to challenge the brain's agility. When there is pressure, you will definitely have much better reflexes in the process of learning to speak English.

### *The reflex practice by listening to English*

Listening to English everyday helps you get used to this sound, your brain also secretes a special kind of help that helps you to recognize English better. The best way to reflex is to listen to questions will be very beneficial for you.





### *Practice reflection by conversation*

You can create conversations for yourself to refine your reflexes. You can search on social networks, youtube ... different conversations to listen to. Then practice them in your head.

### *The method of training English reflexes*

Training your English reflexes to help you communicate more comfortably and confidently when talking to foreigners. Let's take a look at how to practice English reflexes below!

Reflexology is one of the important factors that helps the brain to be more alert when thinking with new languages. This determines your proficiency in reading, writing, listening, and speaking English. So to improve efficiency, you should immediately consult how to refine this English,

### *Learning reflexes by practicing thinking in English*



Learn how to think your thoughts or feelings in English. Every morning when you wake up, you only spend about 5-10 minutes thinking about your whole day plans in English, which helps a lot to train quick reflexes when communicating.

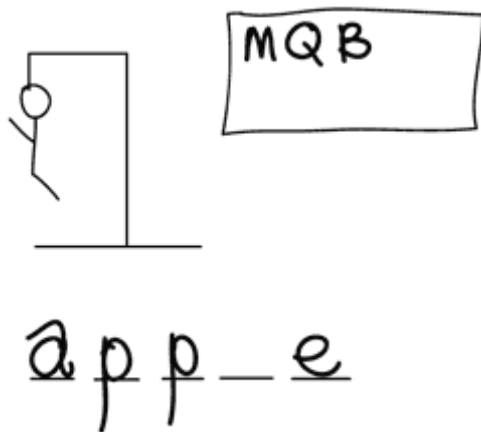
### **17. Hang man game**

Teacher thinks of a word and writes down dashes which are the series of letters that make up the word. Student guesses relevant letters, and then teacher has to fill it on the relevant dash. If they guess wrong word, teacher may draw parts of a man hang on a gallows. The guess continues until the word has been found or the hang man drawing has been finished.



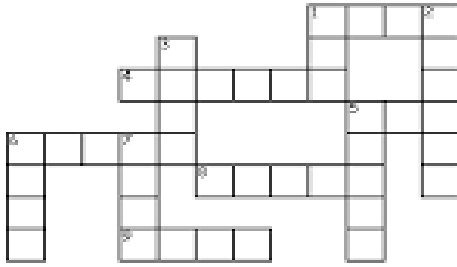
Example given :

Teacher gives students topic on Hang man. Teacher writes down 7 dashes which represent 7 letters of the word and suggests. Let students guess the word until they find the word or the drawing it, the hang man is finished.



### 17. Opposite crossword

Opposite Crossword



Across

- 1. The opposite of empty
- 4. The opposite of summer
- 5. The opposite of cold
- 6. The opposite of block
- 8. The opposite of dull
- 9. The opposite of hate

Down

- 1. The opposite of near
- 2. The opposite of big
- 3. The opposite of mean
- 5. The opposite of sad
- 6. The opposite of strong
- 7. The opposite of short

Learn vocabulary words and their meanings from this crossword puzzle. Opposite crossword puzzle. Opposite crossword puzzle. Opposite crossword puzzle.

Teacher distributes worksheets for students to work in pairs. Students look at the Opposite word in the worksheet and guess appreciate this word, and then fulfill the entire crossword. Teacher calls students to share their answer.

## **PART III: CONCLUSION**

Speaking is an important skill because communication by itself. It is often the primary medium for presenting and selling products or ideas. Therefore, they need to learn and practise English speaking skill whether a students or a working adult. However, most of their difficulties is they do not have the good and interesting methods to practise English speaking.

In this graduation paper, I have consulted a lot of English books and websites to explores whats factors learners of English consider important when speaking English. An overview of speaking in chapter I gave the audience a general understanding about definition, purpose, and major types of speaking and extraactivities. Next, Fifty 1 st year English majr student who get goods mark in the examinations were surveyed at Hai Phong Private University. A items questionnaires was used to discover their attitudes about speaking lesson and their hope about the new teaching method in speaking lesson. Descriptive statistic and principal component ananalysis were done in the chapter II and this result indicated that the participants consider extra- activities is the interesting method that help them a lots in learning and improving the speaking skill. Based on the outcome of the study, this paper futher delineates the pedagogical implications for studying speaking skill as well as some good techniques in order to improve speaking skill for the 1st year English major students in the chapter II. However, because the limitation of time, of knowledge as well as of experience, mistakes in this paper might be possible to be made. So, I would like to receive contribution opinions from my teachers anf friends.

Once again, would like to express many of my thanks tomy supervisors Mrs. Nguyen Thi Quynh Hoa for their whole hearted help in my study and also to all my teachers, my friends and my family members, who have encouraged me to accomplish this graduation paper.

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## SURVEY QUESTIONNAIRE

Question 1:. H'ow long have you been learning English?

- A. 0-1 year      C. 5-7 years  
B. 2- 5 years    D. more than 8 years

Question 2 : Which skill is the most difficult for you when studying English?

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

Question 3: How do you like English?

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

Question 4: What do you think of the important of English speaking?

- A. Not important                      C. Important  
B. Normal                                D. Very important

Question 5: How often do you speak English in class time?

- A. Always        C. Sometimes  
B. Rarely        D. Never

Question 6 : What do you think of English lessons?

- A. Boring                                C. Interesting  
B. Not very interesting            D. Normal

Question 7 : What do you think of the current teaching method?

- A. Do not like    C. Hate  
B. Normal        D. Like

Question 8 : How often you do take part in extra-activities?

- A. Usually        C. Rarely  
B. Sometimes    D. Never