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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: TIẾNG ANH

Sinh viên   : Nguyễn Thị Hương Thảo

Giảng viên hướng dẫn : ThS. Đặng Thị Vân

HẢI PHÒNG - 2020

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

FACTORS AFFECTING SPEAKING SKILLS
IN ENGLISH OF CHILDREN

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Nguyễn Thị Hương Thảo   Mã SV: 1512751028

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Tên đề tài: Factors affecting Speaking skills in English of children.

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

<u>Người hướng dẫn thứ nhất:</u>

Họ và tên:...

Học hàm, học vị:..

Cơ quan công tác:...

Nội dung hướng dẫn:..

<u>Người hướng dẫn thứ hai:</u>

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*

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

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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Đơn vị công tác: ....

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

Nội dung hướng dẫn: ....

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

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1. **Đánh giá chất lượng của đồ 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 ☐

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Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

QC20-B18

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

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Đơn vị công tác: ....

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

Đề tài tốt nghiệp: ....

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viênchấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm phản biện ☐

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Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

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Part 1: Introduction

1. Rationale

Tarone (2005) argues that speaking English is usually viewed as the most complex and difficult skill to master. In a recent study, Bygate (2009) agreed with the aforementioned statement by claiming that learners with reading and writing proficiency do not always have fine speaking skills.

Chaney & Burk (1998) describe speaking as a crucial part of second language teaching and learning involving building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Despite the importance attached to speaking, teaching speaking skills for many years has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that students develop and improve on their communicative abilities because that is the only way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Fluency according to Nunan (2003) refers to the use of language in a quick and confident manner with few pauses.

Ur (1999:120) states of the all four skills, speaking is considered to be able to be the most important skill. Therefore, learning speaking becomes the greatest interest for foreign language learners. However, speaking skill seems to be the most challenging task for every learner of every age especially children. There are many factors that affect young student's Speaking skills. By understanding these factors not only helps the learners but the teachers as well as they could understand which factors needs paying attention and they could give proper attention to improve student's speaking ability.

2. Aim of the study

The purpose of the study was to identify the factors affecting the speaking skills in English amongst children.

3. Scope of the study

The study limits itself on focusing on the characteristic of speakers, passage and testing conditions and students' perception about these factors.

4. Method of the study

A survey questionnaire is designed to collect students' perception about which factors affect the speaking skill the most. Observation during actual

teaching to verify the teachers' responses on the methods used to teach speaking skills in English.

5. Design of the study

The thesis is divided into three parts:

Part I: Introduction; Part II: Development; Part III: Conclusion

Part I: Introduction

This chapter provides an overview of the study such as the rationale, the aims, scope, design and methods of the study.

Part II: Development

Chapter 1: Theoretical background

This chapter handles the theoretical background of the issues relating to speaking and teaching speaking, characteristics of young learners and factors affecting Speaking skills in English of children.

Chapter 2: Devoted to Research methodology

Chapter 3: Deals with findings and discussion.

Part 3: Conclusion

Conclusion summarizes all the obtained results and includes suggestions for further study.

Part 2: Development

1. The definition of Speaking

Speaking is a basic skill that Language Learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions. Different scholars define speaking differently, some of these are: speaking is the action of conveying information or expressing one's feeling in speech (Oxford English Dictionary). speaking is 'the activity of giving speeches and talks' (Collins Co-build English Dictionary for Advanced Learners, 2001). Hedge (2000) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language 'on the spot' while Quianthy (1990: 7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13)

In relation to all the above definitions (Bygate, 1986) forwarded that speaking is a very important part of second language learning, because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life.

1.1. Types of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, as follow:

a, Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, reading,

new broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b, Dialogue

It is different with monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

Like Nunan, according to Harmer (2007:343) finally, we might make a difference between speaking, that is unplanned, such as a conversation that take place spontaneously.

1.2. Functions of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking. When speaking, someone has to know what to speak and understand the ideas of what he/ she is talking about.

Richards (2008: 21) says, "In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): talks as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in term of function and enquires different teaching approaches."

1) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) T alk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly an accurately is the central focus, rather than participants and how they interact socially with each other.

Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said

or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience.

Speaking has its functions which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

1.3. Component of Speaking

Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. Lado (1977) says that four or five components are generally recognized in analysis of speech process as the follows:

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The unity of grammar also learns the correct way to gain expertise in a language in oral in oral and written form.

3) Vocabulary

One cannot conduct communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency include a reasonably fast speed of speaking and only a small number of

pauses and "ums" or "errs". These sign indicate that speakers do not have spent a lot of time searching or the language items needed to express the message.

2. Teaching Speaking

2.1. Principles of Teaching Speaking

There are some principles that teachers should comprehend to make students easier to learn English. According to Finocchiaro (1974:18) there are a handful of principles in teaching language through the speaking to the students as follow:

a) Language items should be taught to the students in situations which will clarify their meaning. The essential features of sound, structure, words, and the arrangements of these in the utterances of language should be given clearly.

b) Good pronunciation should be showed to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking.

c) In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into word order, inflection, derivation, and into the other meaningful features in English. For instance the teachers can give some sentences that use the same root by using different pattern, and then the students are expected to be curious about the meaning which can be finding by observing, asking, and finally they will be getting the answers by themselves.

d) The essential of language learning through speaking is improving the ability to ask, answer questions, make statements, and response appropriately. Speaking is different with writing, so the way to response the question will be different too. Finocchiaro (1974:20) states that the way to response a question in speaking is usually simple while writing is using a complete and correct order sentence to response a question.

e) Confirming comprehension of the students. It can be solved by using some steps to teach speaking. First, select the material for intensive "active" presentation. It aims to make students interest to participate in speaking class enthusiastically. Second, grade it according to its complexity. Giving the material from the easiest to the difficult one. Good arrangement is always making students easier to understand. Third, order it according criteria of frequency of use. Fourth, arrange the model utterances in a way which will

permit students to observe the repetitive features so that the principal rules can be understood.

f) Learning speaking is not similar with writing. Therefore learn and practice the language through speaking also will be different. In spoken language, we do not only need the competence to master and understand the language, we also need to learn culture, gestures, and the expressions which give added meaning to the words or sentences. An intonation patterns can also show the feeling of the speaker. It maybe expresses some kinds of expression, like as show the anger, happiness, sadness, and etc.

2.2. The Roles of Teacher

The teacher needs to play a number of different roles during students' speaking activity to get students to speak fluently. These are the following roles of teacher as stated by Harmer (2007:347-348):

a) **Prompter**

As a prompter, teacher should help the students who has no ideas or can not think of what they will say or on the other hand they lose the fluency that we expect of them to have. It can be solves by offering discrete suggestions without troubling the discussion or making students out of role.

b) **Participant**

As a participant, teacher may want to participate in discussion or role-play themselves. However, in such positions the teacher has to be careful that he does not participate too much. In addition, teacher should be a good animator when asking students to produce language. It can be achieved by setting up an activity clearly and enthusiastically. Thus, interest class could be made easily.

c) **Feedback Provider**

As a feedback provider, a teacher has the ability to consider the effect of possible different approach carefully. Giving over - correction to students' mistakes may inhibit them to speak but kind – correction may get students out of difficult misunderstanding and hesitations. Everything depends on teachers' policy and the appropriateness of teachers' feedback in particular situations. However, giving feedback in the end of the activity is vital. It aims to clarify the content of the activity as well as the language used.

2.3. Teacher's Problem in Teaching Speaking

Teaching speaking is very essential especially for understanding English in the class. However, there are some obstacles faced by the teacher in teaching

speaking which affect the outcomes of teaching learning speaking in the class. In addition, these aspects are became as instrument to be observed. Some of those obstacles can be described as follows:

a. *Students do not want to talk or say anything*. One of the problems is students feel really shy about talking in front of other students, they suffer from a fear of making mistakes and therefore "losing face" in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Further is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.

b. *Students keep using their own language*. One problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them.

c. *It is difficult to handle students in large classroom*. If the classroom is big, for example 30 or 40 students in a classroom, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.

d. *Students are not discipline in classroom*. Some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts.

e. *The materials do not fulfill the need of students*. Language teachers should attempt to associate the language they are teaching with the situation outside the classroom. When school topics do not relate to students' lives, they may find themselves confuse or bored. Moreover, when students cannot

understand the language instruction, they may become frustrated. The problem is also connected with the students" motivation.

f. *Students have low motivation*. If students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objective, and helps them to accomplish the success.

Based on explanation above, it can be concluded that some obstacles faced by teacher in teaching speaking are students do not want to talk or say anything, students keep using their own language, difficult to handle students in large classroom, students are not discipline in classroom, the materials do not fulfill the need of students and students have low motivation to learn English.

2.4. The Importance of Teaching Speaking

Speaking is a crucial part of second language learning. The goal of teaching speaking should improve students' communicative skills, because only in that way, students are able to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (http://letsdoit.upol.cz/).

Qureshi in his article entitled "The Importance of Speaking Skills for EFL Learners" says that communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language. Without speech, language is reduced to a mere script.

Thornbury (2005: 1) explains that for a long time it was assumed that the ability to speak fluently followed naturally from the teaching grammar and vocabulary, with a bit of pronunciation thrown in. We know that speaking is much more complex than this and that involves both command of certain skills and several different types of knowledge.

Richards (2008: 19) says that the mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their spoken language proficiency.

The ability to speak fluently presupposes not only a knowledge of language but also the ability to process information and language 'on the spot' (Harmer: 2001).

Speaking is of course very important in daily life. This is the most used skill by many people to exchange information. This influences many parts of daily communication so much. For that reason, teaching speaking in the classroom is really important.

2.5 . Methods used in the teaching of speaking skills

Each teacher is unique in his or her teaching when it comes to delivery of content. That is why some teachers can be described as effective or ineffective pedagogically. It therefore becomes the duty of all teachers to involve students in practical exercises which will foster the development of students" speaking skills and also test these skills. Claesen (1984) views talking as a means of learning through exposure for students' linguistic development to be achieved. Barnes (1969) adds that learners shape and reshape ideas through talking. Therefore, spoken language is very important thus learners are expected to talk during classroom interaction. To enhance speaking in class, a teacher of English can employ various methods to enhance the development and acquisition of speaking skills in English. Barnes (1969) conducted a study in language to establish the effect of the language teachers use on the learning process. The author found out that the style of language used by the teacher could prevent the content from getting through to the learners and prevent some from contributing to the classroom dialogue.

According to Gredler (1997), classroom and social contexts are very important for language learning to take place. As a result, teachers should help the learners learn by themselves by exposing them to contexts rich in English input instead of expecting learners to acquire new vocabulary naturally in the second language just as children when acquiring their first language (Krashen & Terrel, 1988). This implies that, for a learner to competently speak in English, first, this learner should understand the meaning of the new vocabulary learnt in the second language and then use this new words within a given context hence successful language acquisition and learning. The present study thus seeks to establish if teachers employ teaching methods that could motivate students to communicate fluently in English and if not, suggest the necessary recommendations.

According to Slattery and Willis, in order to provide the ideal conditions of learning in young learners, English language teachers should:

a) "make learning English enjoyable and fun and remember that they are influencing their attitude to language learning;

b) not worry about mistakes, be encouraging, make sure the children feel comfortable, and not afraid to take part;

c) use a lot of gestures, actions, pictures to demonstrate what they mean;

d) talk a lot to the children in English, especially about things they can see;

e) play games, sing songs, say rhymes and chants with the children;

f) tell simple stories in English, using pictures and acting with different voices;

g) not worry when the children use their mother tongue, since they can answer a mother tongue question in English, and sometimes recast in English what they say in their mother tongue;

h) constantly recycle new language but not be afraid to add new things or to use words children do not know;

i) plan lessons with varied activities, some quiet, some noisy, some sitting, some standing and moving"

(Slattery and Willis, 2001: 4).

Furthermore, Edelenbos and Kubanek identified some principles that are unique for early language learning:

a) "more comprehension than production;

b) a positive motivation to learning;

c) training of the ear;

d) training of pronunciation;

e) explanation and practice in noticing the relationship between phonemes and graphemes of the other language in comparison to the mother tongue"

(Edelenbos and Kubanek, 2009: 54).

To sum up, teachers need to use the English language frequently in the classroom, sing songs, say rhymes and chants with the children, tell stories, do ear and pronunciation training, and raise the pupils' awareness about the relationship between the spelling and the pronunciation of English in comparison to their native language. Finally, it has to be pointed out that, when working with young learners, teachers should pay a lot of attention to the

development of pronunciation skills from the beginning since "it is much easier to teach and correct pronunciation at an early stage in the learner's development than it is to correct time-compounded pronunciation errors at a later one" (Nixon and Tomlinson, 2005: 9).

a) Sing songs and chants method

Children learn better through interesting activities and for this reason songs, rhymes and chants are very useful tools for teaching them a foreign language. Actually these are the tools that help children learn in an enjoyable environment without making them feel the pressure of learning a foreign language.

Songs, chants and rhymes are full of lexicon, they use authentic language and students can take advantage of their repetition and musicality, contributing to the learning of new expressions. When students listen to them again and again they acquire and receive a great language input unconsciously. They also help to create a relaxing and pleasant atmosphere, motivating students in the learning and introducing fun and happiness in the foreign language classroom.

Songs, chants and rhymes work wonderfully as a part of an ESL program for children, for a non-native speaker at the beginning stage it is clearly easier to sing or recite a rhyme in English than it is to communicate personal information, wants or needs. The rhythm and rhymes naturally appealing to a child, the child is eager to be a part of the rhythm and to participate in reciting the rhyme. A class in which every child feels welcomed as a participating member is a vital factor in effective teaching. Sharing the rhymes and songs as a group relaxes the tensions of competition and of inhibition. Songs, chants and rhyme are easy to memorize, the children derive visible satisfaction and confidence from this newly acquired fluency that comes so quickly.

Most primary school teachers generally use songs as a teaching technique and Cameron (2001) claims that the use of songs and rhymes is also important for young learners in foreign language classrooms. Likewise, Johnstone (2002) claims that teachers of young learners may make an important contribution to children's early language education by introducing their classes to recorded songs, and Demirel (2004) claims that the most effective way to teach listening comprehension, pronunciation, and dictation to young learners is through teaching songs.

Songs, chants and rhymes can be used at the beginning, during or at the end of any lesson. We may use them in many different ways in the language classroom: as short warm-ups to start our lessons, to introduce new language, to revise and practice language, to change the mood or to get everyone's attention. When using music within our English classroom, we must select songs that are suitable for the age group we are teaching and make clear which language aspect we are going to practice or reinforce (pronunciation, grammar, vocabulary, spelling, etc.). We can build up the following record chart which will help us to analyze the full potential of each song and rhyme. In order to work with songs, chants and rhymes, it is recommendable to follow some steps:

- Playing the song or rhyme for pupils to listen to.

- Singing the song or rhyme by ourselves, using mime, gestures or visual aids to represent high frequency words or expressions (flashcards, pictures, mime, puppets….

- Reading and singing the song with the whole class.

Chants and rhymes and can be recited by ourselves, while showing the accompanying pictures and then children could recite them along with us.

b) Communicative Games

Communicative game is a set of well fun-design activities can stimulate students' interaction in the classroom. These games require them to take part actively in classroom by speaking and writing in order to express their own point of view or give information. More than that, students' confidence will be automatically formed due to its concept in building habits of interaction. Game means "an activity with rules, a goal and an element of fun" (Hadfield, 1996). In addition, game is "an activity in which the learners play and usually interact with others" (Wright et al., 2006). They added that in order to express their own point of view or give information, the learners must speak or write as in getting the meaning from others, they have to understand what people are saying or have written (Gate, 2003). Communicative Games can be an alternative way to overcome students' difficulties in learning how to speak English. In fact, they can improve their speaking skills. However, talking about communicative games cannot be separated from those two terms;" communicative" and "game". The word communicative refers to the communicative approach in which teaching-learning activity avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function (Harmer, 200). In

other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they use. Therefore, it can give positive impact towards students' motivation and classroom atmosphere which in line with Michael J Wallace (1987), language games are used for increasing emphasis on the importance of motivation and the appropriate kind of positive effective atmosphere in the classroom. Briefly, it can be concluded that communicative gam is a set of well-design activities which stimulates students' interaction in the classroom. These games require students to take part actively in classroom by speaking and writing in order to express their own point of view or give information. Then, their confidence will be automatically formed due to its concept in building habits of interaction.

c) Story telling

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected or flowery– the full range of language is present in stories. develop in a unique way. The listeners benefit from observing non–polished speech created on–the–spot. While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. In fact, stories are the oldest form of literature.

Through traditional tales, people express their values, fears, hopes, and dreams. Oral stories are a direct expression of a literary and cultural heritage; and through them that heritage is appreciated, understood, and kept alive. Through a story, listeners experience a vicarious feeling for the past and a oneness with various cultures of the present as they gain insight into the motives and patterns of human behavior. "People have always told stories; it is the oldest form of remembering. In ancient times, long before written language was developed, people told stories to preserve the history, traditions, desires, and taboos of their social groups. Each generation told their stories to the next, which in turn told the stories to the youth of the generation that followed them.

Since prehistory, all cultures have passed along such tales through the oral tradition, and they have always been an essential part of our humanness. Some

stories were told just for entertainment. Others were used to share the history of a group of people and also to teach lessons and transmit values and beliefs. Still others were intended to explain natural phenomena–such as the changing of the seasons and the cycle of night and day–and usually involved the people's gods and other religious beliefs. Certain stories were accompanied by music and were sung instead of recited. These stories remained in a constant process of variation, depending on the memory, talent, or purpose of the storytellers" (Anderson, 2005, 81).

However, many storytellers feel that cognitive enrichment is not the primary aim of their art. Stories have numerous affective benefits for social and emotional development. A story session is a time to share feelings. A relaxed, happy relationship between storyteller and listener is established, drawing them together and building mutual confidence. Stories help children to know themselves and to know others so they can cope with the psychological problems of growing up.

The most important advantages of storytelling may be summarized as follows:

– Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning.

– Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.

– Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up child' s confidence and encourage social and emotional development.

– Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition

also encourages participation in the narrative. Following meaning and predicting language are important skills in language learning.

– Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

Listening to stories develops the child' s listening and concentrating skills via:

1. visual clues (for example, pictures and illustrations),

2. their prior knowledge of how language works,

3. their general knowledge. This allows them to understand the overall meaning of a story and to relate it to their personal experience.

d) Presentation

Presentations are a great way to have students practice all language systems areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing and listening). They also build confidence, and presenting is a skill that most people will need in the world of work. I find that students who are good presenters are better communicators all round, since they are able to structure and express their ideas clearly.

 Presentation skills are extremely useful both in and outside the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions. And in the world of work, a confident presenter is able to inform and persuade colleagues effectively.

Presentations can also form a natural part of task based learning. By focusing on a particular language point or skill, the presentation is a very practical way to revise and extend book, pair and group work. The audience can also be set a task, for example, a set of questions to answer on the presentation, which is a way of getting students to listen to each other.

e) Debate

Gene (2007) defined debate as "a formal discussion of an issue at a public meeting or in a parliament, and it is an argument or discussion expressing different opinion". It means that debate is a formal discussion expressing different opinion which come from expert or research study. Gene also stated

that: "Debate provides an experience by which students can develop competencies in researching current issues, preparing logical arguments, actively listening to various perspectives, differentiating between subjective and evidence-based information, asking cogent questions, integrating relevant information, and formulating their own opinions based on evidence." It means that in debate, the students are requested to deliver and defend their ideas based on their position in debate. It is a good experience by which students can develop competencies in researching current issues.

Ericson (2003) stated that orderly debate, in which speakers argue for acceptance of various answers to a given question, is an obvious feature of modern parliaments and congresses. It means that in debate, speakers can develop and organizes idea to argue or accept various answer.

Barkley (2004) stated that debate is a complex technique that need some preparations, because in debate we need to enough time to choose a topic suitable to a current issue, dividing the students into some group, the students need to read the topic before doing a debate, and define a rule used in debate in other to it can be done optimally.

Dale and Wolf (2000) stated that a debate is a speaking situation in which opposite points of view are presented and argued It means that in debate the learner shared knowledge about the issue and give different opinions or interest to defend the opposite argumentation.

Moreover, Freeley and Steinberg (2009) stated that debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgement on a proposition. It means that debate is the formal way to arriving reasoned judgement to reach a decision in individuals or groups.

Based on the expert above, it can be concluded that debate is a good and an effective technique that can be used to create the atmosphere of the class which is rich in communication, and give students more chance to practice their spoken language in order that they have communicative competence.

3 .The Characteristics of Young Learners

Generally, the term young learners is used to refer to children of primary school age (approximately 5-12 years old). According to Brewster et al., young learners:

a) "have a lot of physical energy and often need to be physically active;

b) have a wide range of emotional needs;

c) are emotionally excitable;

d) are developing conceptually and are at an early stage of their schooling;

e) are still developing literacy in their first language;

f) learn more slowly and forget things quickly;

g) tend to be self-oriented and preoccupied with their own world;

h) get bored easily;

i) are excellent mimics;

j) can concentrate for a surprisingly long time if they are interested;

k) can be easily distracted but also very enthusiastic"

(Brewster et al., 2002: 27-28).

In addition to the list above, Slattery and Willis claim that children:

a) "learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things;

b) can generally imitate the sounds they hear quite accurately and copy the way adults speak;

c) are naturally curious;

d) love to play and use their imagination;

e) are comfortable with routines and enjoy repetition;

f) have quite a short attention span and so need variety"

(Slattery and Willis, 2001:4).

These characteristics suggest that the best way for young learners to learn English speaking skill (especially pronunciation) is to have constant input in the target language (provided by a variety of sources), and to do activities that involve imitating and repeating. Moreover, it is clear that they need to be always motivated since they have a short attention span.

Johnstone argues: "given appropriate teaching and conditions for learning, younger learners may possess the following advantages over older beginners in learning an additional language:

a) they are likely to find it easier to acquire a good command of the sound system of the language, not only the pronunciation of individual sounds but also patterns of intonation;

b) they are likely to be less 'language anxious' than many older learners and hence may be more able to absorb language rather than block it out;

c) they are likely to have more time available overall. If young beginners at age 5 are compared with older beginners at age 10 then after one year the

older group are likely to be ahead. However, if both groups are compared at (say) age 14, then the younger beginners stand a better chance of being ahead, in part because of the greater amount of time available overall;

d) an earlier start enables productive links to be made between first and additional languages, which can have important benefits for a child's language awareness and literacy;

e) a range of acquisitional processes cam come into play, e.g. largely intuitive processes at an early age, complemented by more analytical processes later. This potentially allows the additional language to become more deeply embedded in the person;

f) there can be a positive influence on children's general educational development (e.g. cognitive, emotional, cultural) and on the formation of a multilingual and intercultural identity"

(Johnstone, 2002: 12).

4 .Problems in Speaking

4.1. The common errors that students make when speaking in English

1) The Definition of Errors

Error is defined as: (in the speech or writing of a second or foreign language learner) the use of a linguistic item, (e.g., a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning, according to Longman Dictionary of Language Teaching & Applied Linguistics (Richards, J. Platt, &, H. Platt, 1998). An error is a systematic deviation made by learner who are lack of knowledge of the correct rule of the target language. It shows a lack of language competence and it reflects a learner's current stage of L2 development. Therefore, a learner can hardly self-correct an error.

2) Pronunciation errors

In language learning, making errors is an inevitable part that cannot be avoided. People cannot learn language without first systematically committing errors (Dulay, Burt and Krashen, 1982). In pronunciation, errors are defined as the incompetence in language and incorrect pronunciation that may affect intelligibility in communication (Nguyen, 2007).

Muriungi and Mbui (2013) conducted a study to investigate how mother tongue influenced the acquisition of English language among secondary school students in Kenya. In this particular study it was found that the environment is

key for a L2 to be acquired effectively as it helps minimize on the impediments that could hamper the successful attainment of reasonable competence in English language. From their findings, it was observed that pronunciation was the most common error instigated by lack of constant practice in speaking English. Students were found making pronunciation errors when reading a loud or when participating in class discussions. The other errors found out included:

a) Phonological errors where students pronounced words wrongly like '*acadamia*' instead of '*academia*', '*leave*' Vs '*live*'.

b) Morphological errors where students were found adding morpheme '*s*' in every word without knowing that not all words form plurals by adding '*s*'. For example, '*Advices*', '*furnitures*' instead of '*advise*' and '*furniture*'. That showed that students suffered faulty overgeneralization and incomplete application of rules as well as not knowing when to apply the rules.

c) Syntactic errors where students constructed sentences without Agreement and that was attributed to mother tongue influence. For example, one student greeted another saying: '*How is you?*' The use of '*is*' makes the sentence to sound like slang language instead the sentence was supposed to be: '*How are you?*'

This showed that students did not conform to English syntactic rules of Subject Verb Agreement. All these errors made the researchers conclude that learners from day secondary schools in Imenti South lacked communicative competence in English language.

3) Ending sounds errors

Reviewing results of some studies of errors with consonant sounds, according to Treiman (1989), they can be classified into 6 types:

1. Cluster reduction. This is the "deletion of one or more consonants from a target cluster so that only a single consonant occurs at syllable margins" (Grunwell, 1987: 217, as cited in Treiman, 1989)

2. Cluster Simplification. The error occurs when one/some elements of a cluster being is/are produced in a different manner from the target phoneme (Grunwell, 1987, as cited in Treiman, 1989).

E.g.: Green: pronounced as [gwin]

Bread: pronounced as [bwed]

3. Epenthesis. This is the insertion of some vowel (normally a schwa) between cluster elements (Dyson & Paden, 1983, as cited in Treiman, 1989).

4. Coalescence. It occurs when the yielded pronunciation contains a new consonant composed of features from the original consonants.

E.g.: Swim pronounced as [fim]

It was explained that because the [+fricative] feature of /s/ co-occurs with the [+labial] feature of /w/, resulting in a labial fricative, [f] (Dyson & Paden, 1983, as cited in Treiman, 1989).

5. Omitting nasal and liquid sounds. In consonant clusters consisting of pre-final + final consonants with nasals (/n/, /m/) or liquids (/r/, /l/) as the first element, (/m, n, l, r/ + final consonant), nasals and liquids sounds are often omitted (Treiman, Zukowski, & Richmond-Welty, 1995).

E.g.: went => wet

belt => bet.

6. Phonetically possible spelling. In representing the first consonant of a cluster, spellers tend to spell words in an inaccurate but phonetically plausible ways (Treiman & Bourassa, 2000).

E.g.:   trap => chap

It was explained that because "ch" closely resembles the sound of the initial blend tr /tS/. Treiman (1985) explained that this "ch" spelling reflects the release of /t/ in the context.

Again in a research about Chinese-Speaking EFL Learners' Performances of Processing English Consonant Clusters, Fang-chi Chang (2002) used the same way classification and find out 6 types of errors above all occurred with Chinese learners. The errors he found seemed to be predictable.

4) Grammatical errors

We often hear some sentences like this "I am get up at six in the morning; I am like watching TV; She do the homework yesterday; …."   The first two sentences may be spoken by students whose teacher often reminds them that "I" should be followed by "am". The last sentence might be spoken by students who haven't understand the simple present tense thoroughly. If these errors don't get corrected in time, the students will keep them in mind and think they are right. The result will be very terrible. The three short sentences are enough to show us that it is necessary for the students to obey grammar rules when speaking English.

Non-native users of English almost always tussle with all aspects of English (listening, writing, reading and speaking). Many also commit errors in

spelling, grammar and punctuation. This is because there are aspects of English that make it very confusing and utterly difficult for non-native English learners. For example, in the study of ESL, students have the knowledge of using a number of adjectives when describing somebody or something. This therefore means that, students ought to be very keen in using these adjectives in their correct order in the sentence; Opinion, Size, Shape, Age, Color, Nationality and finally Material. These errors are particular to the English language, with no clear rules stating when to use the prefix or the suffix forms and mostly due to unfamiliarity with vocabulary.

For example: - Did you buy that shirt white pretty? (Wrong)

- Did you buy that pretty white shirt? (Right).

Wrong use of English articles also lends many speakers of English to use the language erroneously. Bautisa (2011) suggests that:

a) article *a, an* is used for a non-specific, singular, count noun.

Example: *a* cow, *an* egg.

b) *The* is used for specific, singular or plural nouns.

Example: The horse did not stir.

Inappropriate use of prepositions, tenses in English as well as repetition are the other common aspects that need to be scrutinized for fluency in speech to be realized.

4.2 . Other factors affecting the speaking skills in English

In learning English speaking, some students will make problems or errors when they try to uttered words, phrases or sentences. Problems or errors in speaking can't correct themselves, therefore it is need explanation. According to Ur (1991:121) and other researches done in a similar field that acquisition of speaking skills in English is influenced by a number of factors.

1) **Nothing to say**

The students cannot think of anything to say, because they have no motivation to express themselves in speaking. Actually, the students often lack confidence and less of vocabularies in their speaking ability. And they feel insufficient in language skills to express exactly what they want to say.

2) **Low participation**

The students have low participant when they speak, this mean that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

3) Poor listening skills

The central role of listening comprehension in the second/foreign language learning process is now largely accepted. Listening plays an extremely important role in the development of speaking abilities. Usually, one person speaks and the other responds by means of the listening process. In fact, during interaction, every speaker plays a duo role (as a listener and a speaker). If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

Research has shown that, there is reciprocity between reading and oral language. DeGelder and Morais (1995) argue that as skills in some aspect of oral language increase, they help development in reading, and as a person improves his reading skills, that improvement seems to enhance further improvement in the spoken language. Syomwene (2013) argues that the meaning of new words is affected by the characteristics associated with spoken Language like presence of hesitation, use of fillers like 'er','em', and continuous repetition of phrases. Also emotions associated with spoken language like annoyance and excitement as expressed in intonation can be difficult to represent in writing except when complemented by phrases like "said excitedly". This shows that spoken Language has a great impact on listening as well as writing because the listener will not print to describe these emotions explicitly.

In addition, the spoken Language limits the freedom of listener in terms of what to listen to and at what pace. This is so because in spoken Language, the words are spoken once and the listener may or may not hear them all.

Therefore, for effective speaking to be said to take place, the listener should be able to grasp and understand all that is said and the spoken word should translate to a written form with a lot of ease. Thus speaking and listening co-exist mutually.

4) Lack of confidence

According to a research done in India, this is the most common problem encountered by learners in the language acquisition process. Speaking activities require a learner to have all eyes on him. This exposure to an audience can often give learners stage fright due to lack of confidence and shyness. In relation to a study done in Hanoi University, Vietnam, students did not speak fluently due to lack of confidence. (Baker & Westrup, 2003) observe that shyness is very likely to occur when students speak English because most students do not prepare what

to say and also underestimate speaking as a skill. Instead, a majority of the students only picture what to say in mind but remain silent.

5) Anxiety

Anxiety can be caused by a student speaking a foreign language or second language in public. This can make many students be tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. These learners may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where they either make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

6) Lack of proper vocabulary

Students of English sometimes face the problem of having to search for an appropriate word in order to fit into a particular context (Tarone, 2005). This happens because of lack of exposure to a variety of vocabulary. Baker and Westrup (2003) argue that learners sometimes may have little idea about what to say, may not know the words to use, or may not be sure how to use the grammar. Celce-murcia, Brinton & Goodwin (1996) claim that the acquisition of good pronunciation is commonly held to be the most difficult of all tasks in second language learning. This will eventually lead to failure in communicating fluently in English language, which will again lead to losing of confidence and lack of motivation to speak.

7) Mother tongue use

The children usually use mother tongue in speaking activities, because it is easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes – particularly the less disciplined or motivated ones-to keep to the target language.

Findings in a study conducted in India by Kansakar (1998) on the effect of mother tongue (Indian) on acquisition of a foreign or a second language, indicated that articulation of words, their speech pattern, pitch, and the sound system impacted greatly on the learning of a Foreign Language or Second Language. Therefore, the mismatch between Indian mother tongue and English language in terms of these features earlier mentioned, ends up confusing students. The confusion comes as students are required to first unlearn all the linguistic features in their mother tongue then start to learn the English features

for acquisition of English to take place (Kansakar, 1998). In relation to this, students learn to communicate in English while bringing in mother tongue interference which leads to varieties of 'Englishes' and misunderstanding.

In the same context, learners tend to do literal mother tongue translations when speaking in English. According to (Baker and Westrup, 2000) making translations into mother tongue as a way of conveying the meaning of new items should be avoided at all costs. In a similar study done in a University in Vietnam, languages used by students while thinking and speaking English were examined. Findings of the study revealed that a substantial number of students thought in Vietnamese language when they were speaking in English. Wenden (2005) observed that designing the spoken word in the local (native) language and then translating it to another language is disastrous students as it affects the acquisition of the target language (English). Mother tongue influence therefore prevents students from acquiring the correct English and increases students' vulnerability to English spoken errors which could be managed through practicing to speak good English in various contexts.

CHAPTER TWO: RESEARCH METHODOLOGY

The purpose of this segment is to explain the methodology used in this research and to present techniques used in this analysis, namely the questionnaire

1. Survey Research

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009).

Survey research provides ideal conditions for the exploration of Process x Individual Difference interactions because carefully selected samples reflect the full heterogeneity of the general population. (Penny S.Visser, Jon A. Krosnick, And Paul J. Lavrakas)

Moreover, using interview questions and follow-up questions, or probes, based on what the participant has already described, the goal is to construct as complete a picture as possible from the words and experiences of the participant. This can only be accomplished when the qualitative interview is open ended enough for the participant to provide a depth of knowledge on the research topic. The intent is to discover that person's view of an experience or phenomenon of study.

1.1. Steps in conducting a survey research

When performing a survey analysis, the investigator must determine carefully how the experiment is to be conducted. These include a great deal of steps such as:

1. Defining the purpose and objective of the study.

2. Selecting and defining the target population.

3. Choosing and selecting techniques for data gathering.

4. A major and good representative (sample) of the population is to be taken.

5. The process of data gathering (or simply the step of executing the research), where the interviews, questionnaires or any other instrument is used for which the questions are pre designed.

6. The questionnaire (if used) is then followed up. The questions asked from the interviewee are answered, evaluated and hence the process of data gathering is completed.

7. The data gathered is processed, analyzed, and interpreted, from which the results are concluded and the findings are then generalized.

Following these steps will help researchers understand and build answers from themselves based on the survey data sheet they read.

1.2. Methods of Collecting Survey Data

Based on Surveys and Questionnaires made by Mathers N, Fox N. and Hunn A.(2007), there is a wide range of methods available for collecting data covering human participants, but the three main methods of collecting survey data are:

- face-to-face interviews
- telephone interviews
- questionnaires

1. Face-to-face interviewees

Face-to-face or personal interviews are very labour intensive, but can be the best way of achieving high quality data.

➢ **Advantages of F2F Interviews :**

- Allow for more in-depth data collection and comprehensive understanding
- Body language and facial expressions are more clearly identified and understood
- The interviewer can probe for explanations of responses
- Stimulus material and visual aids can be used to support the interview
- Interview length can be considerably longer since the participant has a greater commitment to participate.

➢ **Disadvantages of F2F interviews:**

- Interviews are more time consuming to recruit and conduct
- As a result of timing and travel, F2F interviews can be expensive
- Interviews can deliver biased responses

- Most carefully vet the respondent's ability before investing time in the recruitment process and interview process.

2. Telephone interviews

Telephone interviews are particularly useful when the respondents to be interviewed are widely geographically distributed, but the complexity of the interview is limited without the use of visual aids and prompts

➢ **Advantages of Telephone interviews**

- Are more cost effective and easier to conduct than F2F interviews
- Can deliver similar quality data
- Multiple points of view can be gathered through multiple interviews
- Interviews can be conducted over a wider geographic scope, even globally
- Answers to questions are equally as valid as F2F interviews.

➢ **Disadvantages of Telephone interviews**

- Respondents have to actually answer the call and can hang up at any time
- Behaviour and body language cannot be observed
- Interviews tend to be shorter than F2F interviews
- Cannot use any visual aids to assist in the interviewing.

Questionnaires

These questionnaires come in many different forms from: factual to opinion based, from tick boxes to free text responses. Whatever their form, questionnaires are often viewed as quick and easy to do. It can be either devised by the researcher or they can be based upon some readymade index.

➢ **Advantages of Questionnaires**

- The responses are gathered in a standardised way, so questionnaires are more objective, certainly more so than interviews.
- Generally it is relatively quick to collect information using a questionnaire.
- Potentially information can be collected from a large portion of a group.

➢ **Disadvantages of Questionnaires**

- Open-ended questions can generate large amounts of data that can take a long time to process and analyse

- Respondents may answer superficially especially if the questionnaire takes a long time to complete

- Subjects may not be willing to answer the questions. They might not wish to reveal the information or they might think that they will not benefit from responding perhaps even be penalised by giving their real opinion.

3. Techniques employed in this study

Both quantitative and qualitative techniques were used in collecting and analyzing data because the methods supplement each other. The qualitative methods provided in-depth explanations while quantitative methods provided hard data needed to meet the objectives of the study. Quantitative technique enabled the researcher collect data using questionnaires whereas qualitative technique involved use of observation to collect respondents' views and information intended. Using the qualitative technique, the researcher gathered information, interpreted, summarized and presented the analyzed data, whereas the quantitative technique was useful in calculating and presenting the analyzed data by use of tables, charts and graphs for summary.

a) Questionnaires

The questionnaires for teachers and students were preferred in the study because they were the best instruments to gather information about peoples'opinions and attitudes and also efficient in collecting facts and easy to administer (Baker and Westrup, 2003). Questionnaires for students were used to gather important information on the errors students made when speaking in English as well as factors which affected acquisition of speaking skills in English. On the other hand, questionnaires for teachers were used to gather information on instructional resources used in teaching speaking skills, factors affecting the teaching, methods used in teaching speaking skills and the errors students made when speaking in English.

b) A Lesson observation schedule for teachers and students

The researcher observed actual teaching in the classrooms once in each of each teacher. The purpose for observing teachers teach was to enable the researcher draw conclusions on the instructional resources used in teaching of speaking skills in English. Moreover, the researcher investigated the teaching

methods used and how these methods motivated students to spoken English in the right context. In addition, errors students made while speaking English were another issue to be looked into. Besides, teachers' language of instruction was also noted for further analysis.

2.1. Selection of participations

This research project took place in Popodoo Haiphong English Center where I was fortunate to work with a team of enthusiasm teachers who help maintain a happy learning environment for children who study there, which is noticeable for those who visit the facilities. The participants involved in this research project were 90 learners from 6 difference classes, 6 native teachers and 4 foreigner teachers. The students in these classes were mostly 5 - 10 years old and they have been learning English for at least 1 year. All teachers have at least 2 years of teaching experience.

The participate learners are from 6 difference classes that divide into 3 levels. For each level students have difference course books (include student books and workbooks):

- Playtime class (3-5 years old): Oxford Phonic World 1 (by Oxford University Publisher), Welcome to Our World 1 (by CENGAGE Learning Custom Publishing).

- Smartkid class (5 – 8 years old): Oxford Phonic World 2, Welcome to Our World 2 &3, Cambridge English Starters (by Cambridge University Press).
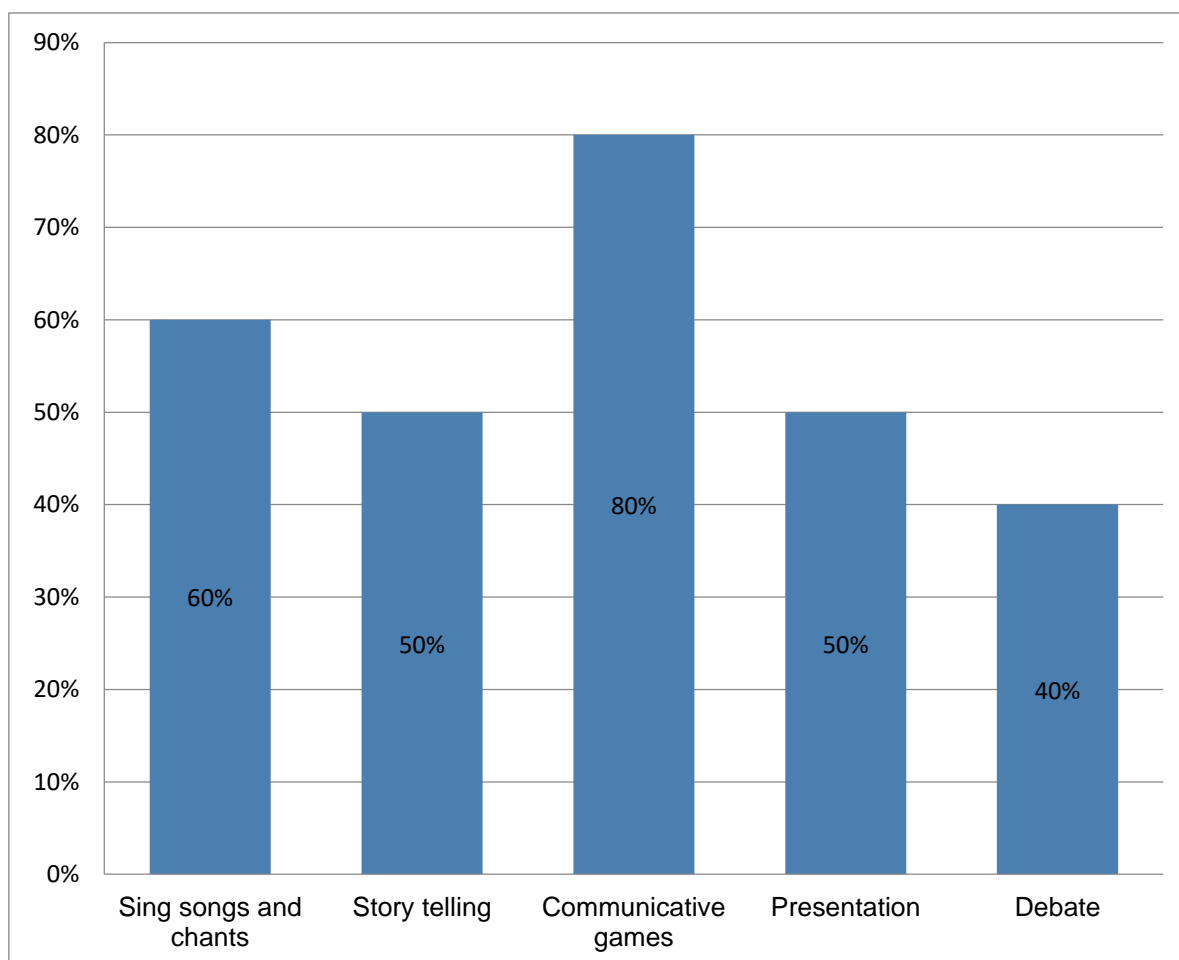
- Windodoo class (8 – 12 years old): Cambridge English Movers & Flyers (by Cambridge University Press).

CHAPTER THREE: FINDING AND DISCUSSION

1. Findings from the questionnaire

1.1. Teachers' responses on the methods used to teach English speaking skills

Figure 1: Teachers' responses on the methods used to teach English speaking skills

n = number of teachers (10), Multiple responses

Findings in figure indicated that, 60% of the teachers used sing song and chants method, 50% of them used story telling, 80% used communicative games, 60% employed presentation and 40% used debate while teaching speaking skills.

When the researcher asked teachers why they preferred: Sing songs and chants, Story telling, Commutative games, Presentation, Debate, the response was that sing songs and chants makes students remember new words faster and longer. Teachers said that students can not only learn and practice different segments of English through songs, but also satisfy the specific characteristics of

their age. Children, in general, like songs, and if songs are used for learning a language, then children enthusiastically accept them. 50% of the teachers said they like to use story telling method, especially in smartkid class (5-8 years old) to encourage students' use of imagination and creativity. The presentation method usually used teachers let students do a project. For example, when it came to lesson about rooms in the house, teacher made student built a toy house from old box and paper, then let them present about their house and their family members and arrange students into group – discussion and debate. This method enabled learners to use English language in context and to share information through conversation amongst themselves.

1.1.1. Observation during actual teaching

From the teachers' responses on the methods used to teach speaking skills in English, there was need to verify that. Before the observation began, teachers" preparedness to teach was assessed through checking if they had the schemes of work and lesson plans for the lesson at hand. All teachers were found ready to teach because they had these professional records. Teachers were observed while they taught to assess the methods used and how they helped to develop fluency in English. Instructional resources used to teach speaking skills was another aspect of investigation in addition to the errors students made when they interacted in English. Finally, the language used by students and teachers in the classroom during teaching and learning was of importance. This information was summarized as follows.

Table 1: Teaching methods teachers use when teaching speaking skill

No. of teachers	Teaching method	Frequency (%)
2	Sing songs and chants	20%
3	Story telling	30%
10	Communicative games	100%
2	Presentation	20%
2	Debate	20%

n= Number of teachers (10); Multiple responses

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Teachers can use more than 1 method in one 90-minutes-length class to keep the students from getting bored. Findings from table 1.1.2 indicate that in 10 sessions observed, 100% of teachers used Communicative games while teaching. All of teachers said students love to play games and this method helps students to boost their confident and make them learn vocabulary faster. For example, in one class, teacher shown to student 1 a flashcard / picture of the word they have learnt. Student 1 had to describe the flashcard in order to make student 2 can picture and remember the word then shout out the word for the teacher. Through this game, shy learners are encouraged to participate more and become free with the teacher. In another observation made, the teacher started the class by ask students to role-plays a formal or business social occasion where they meet a number of people and introduce themselves. The students try to use meeting and greeting expression in front of the class with two or more students. This helps students to become more confident when using L2 language to speak.

In three other sessions observed, 3 teachers arrange students for story - telling. First, the teacher chose 1 story from a story book and read the story to the class. Then each student tried to read the story by themselves with the help of teacher. This method helps the teachers to assess their students' pronunciation and ability to speak English. But the result shown that students passively participated in the learning process and said that is too boring. Teachers claim that for small learners that are new to English learning, they have to choose simple story to tell in order to help students to understand clearly. The stories are too short and lack of creativity that children's' stories should have.

Findings from table 1.1.2 shown that 2 out of 10 teachers chose to sing songs and chants as an activity in class. This method is mainly used in young learner classes (under 6 years old). This method is mainly used in Phonic lessons by the teachers in Popodoo. Each phonic lesson has a song that contains all the word and sentences in the lesson with rhymes that easy to remember. Songs, chants and rhymes can be used at the beginning, during or at the end of any lesson. In other session, the teacher changed the students' mood and get everyone attention by sing along and play games with students at the same time. According to Cakir (http://iteslj.org, 1999), Children have a natural taste for music and because of that English language teachers around the world use such

enjoyable and supportive means for children to improve language learning and acquisition.

In another observation made in a smartkid class, a teacher, tried to engage students for a presentation to test their ability to present their ideas and debate in English. Students are asked to bring a family's photo. Then each student will come up and present about their family members. Other students were free to give questions and debate. Through probing, some of the students kept quiet rather than talk because they lacked enough English words and confidence to express themselves. Moreover, there were still many students who could not answer the teacher questions, they kept asking the teacher to translate the question into their mother tongue (Vietnamese). When the teacher asked them some questions in English, some of the students could understand the meaning of what the teacher said but they could not answer it by using English.

To conclude, from the 10 observation sessions have made, teachers used teaching methods that heightened the development of speaking skills among students though some of it is not well managed. Some teachers met difficulty in using English to communicate with students through the whole class. They had to constantly switching between Vietnamese and English to make students understand the tasks. Therefore, they unable to manage fully English environment in teaching. Other teaching techniques are proven effective in helping students to memorize words, creating a fun learning environment and encouraged students to talk in English as they were free to express their opinions and ideas.

1.2. Errors students make when speaking in English

Speaking is one of the main language skills. It is an interactive process of constructing meaning that involves producing verbally, receiving and processing of information. In general, it is the second skill to be acquired after listening followed by and then skills. Its form and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking thus requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also understand when, why, and in what ways to produce language (Brown, 1994; Burns & Joyce, 1997).

Speaking skills involve a number of micro skills which range from accuracy in pronunciation and in the use of words, appropriate use of vocabulary that is comprehensible and suitable for the audience. Other sub-skills of speaking are repair and repetition which can apply to parts of a conversation. In addition, appropriate use of English language in context and the correct use of sentence constituents like the subject, verb and object when involved in a speech activity (Lackman, 2010). Repair in speech entails stating and re-stating what has been said for clarification or summary.

Professional experience as a teacher indicates that non-native users of English almost always struggle with all aspects of English (listening, writing, reading and speaking). Many also make errors in spelling, grammar and punctuation. This is because there are aspects of English that make it very confusing and difficult for non-native learners.

1.2.1. Spoken errors students made in the classroom

When teachers were asked to rate the errors that commonly affected students' use of spoken English language, their responses are as shown in figure 1.2.1

Figure 2: Teachers' responses regarding common errors made by students
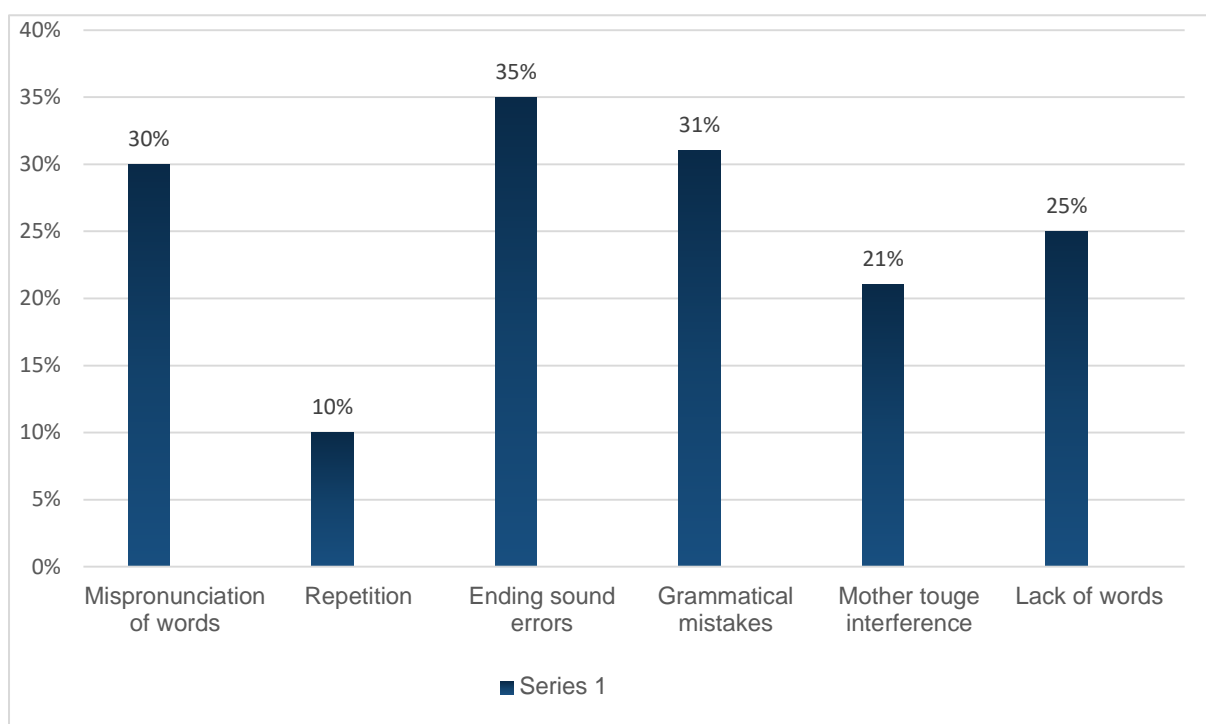
Figure 1.2.1 indicates that most students (35%) had ending sound errors. The high rated of this problem can be caused by the influence of Vietnamese mother tongue. Based on an earlier research by the Australian Government Publication Asian Language Motes (1978), this can be regarded as the most common errors of Vietnamese learners.

On the other hand, 31% of the students had grammatical mistakes. Small students (mostly under 6 years old) have trouble with relative pronoun. They easily get confuse when it comes to using relative pronoun like: you, they, he, she, it. On the other hand, older learners (6-10 years old) had a problem in using the appropriate tense when speaking in English. Students mixed present, past and future tenses unknowingly because they did not know when it was appropriate to use which tense. Teachers claimed that, that was the case because students lacked exposure to natural speech (English). Though rated the highest, tense was more of a grammatical than spoken error. Another most common error students made was wrong pronunciation of words (30%) due to mother tongue interference (21%). The problem of poor pronunciation was attributed to the environment surrounding the learner, mother tongue influence and most important: ages. Lastly, repetition (10%) was the least rated error as indicated by teachers.

Gass & Selinker (2001) argue that second language acquisition occurs in an environment in which the nonnative speaker has easy access to speakers of the language being learnt. This means that for students to be good speakers of English, there should be enough supply of English input from fluent English speaking models, in this case, teachers. Students are also required to learn English under conditions of high language support (Gersten & Baker, 2000).\

1.2.2. Observation during actual teaching

From observation during actual teaching, most of the students lacked good communication skills especially during class discussions. The following were the errors that students made when they spoke in English.

Pronunciation was the major problem associated with spoken English where students substituted some phonemes from Vietnamese and with those in English. Examples of the wrongly pronounced words were:
- Shair instead of chair
- S-ing instead of swing
- Snide instead of slide

- Rung instead of run
- Mens instead of men
- Shildren instead of children
- Badroom instead of bathroom
- Bwisy instead of busy

The mispronunciation of words came about as a result of mother tongue interference hence difficulties in communicating meaning. In addition to pronunciation, was direct translations made from mother tongue. Some of the direct translations made included:

- House I have 4 rooms *instead of* My house has 4 rooms.
- She wears a dress beautiful *instead of* She wears a beautiful dress.
- I great *instead of* I'm great or I feel great.

These translations made it hard for communication to take place since the meaning intended was unclear.

Turn-taking skills also posed another challenge as students during the lesson were not able to hold constructive conversations. Some of them wanted to dominate the talk most of the time and this made every student to join the discussion without order. The scenario created a chaotic situation rather than an organized classroom. This called for the teacher's intervention in order to put the situation to order. For any teaching and learning episode to be successful, order and discipline must be of priority. This will enable all students to have equal chances to participate in all the activities taking place in the classroom. That is why turn-taking should be embraced always.

Students compensated for their lack of words by repeating themselves like:

I went to my school and then I came back to my house.

instead of

I went to school and then came back to my house.

In addition, wrong use of the personal pronouns was identified where a male was referred to a "she" while a female as "he". Pronouns are one of the parts of speech learnt in English grammar. An instance occurred where the teacher asked a student what the classmate sit next to him was doing in class. The student's response was:

He is talking (wrong).

She is talking (right).

The above response was wrong as the student was a female. Thus "he" was not appropriately used. This brought confusion as to what and who a student was referring to thus lack of coherence and fluency in language use.

Moreover, tense was another issue though a grammatical error where majority of the learners did not know when to use simple present, past or future tenses. For example, a student was heard saying:

I am go to Thailand last year (wrong).

I went to Thailand last year (right).

Besides, the sentence constituents were often misused by students. For example, the subject sometimes did not agree with the verb in a verbal statement made. In one instance, a student looked at a teacher's hair and said:

"Your hairs are so long!" (wrong)

"Your hair is so long!" (right)

The plural of 'hair' from the example above is 'hair'. Therefore the subject "hair" and verb "is" ought to agree.

Research has shown that many students repeat themselves when speaking more especially when it comes to the use of nouns and pronouns in order to compensate for lack for their wordlessness. In the same vein, erroneous verb tense forms are another big hurdle in oral communication where majority of the learners mix the usages of the simple, past and future tense forms. Teachers can help students improve their spoken English and overall oral competency. This could be possible by considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report.

1.3. Factors affecting students' speaking skills in English

The researcher asked teachers to identify other factors that affected speaking skills in English of their students and the responses are as indicated in figure 1.3.

Figure 3: Factors affecting students' speaking skills in English
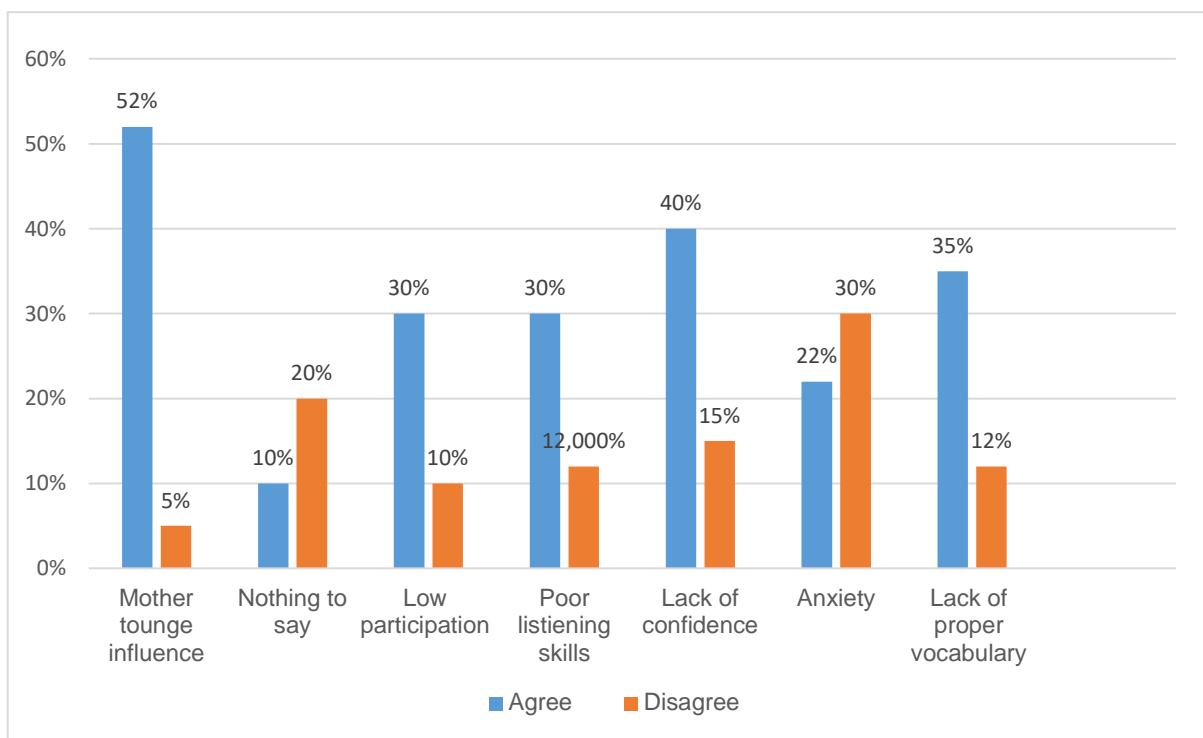
N = 10 teachers, Multiple responses

Findings from teachers' responses in figure 1.3 indicated that majority of the teachers (52%) agreed that mother tongue influenced acquisition proficiency in speaking in English of their students. Anxiety, did not influence acquisition as 30% of the teachers disagreed with the view that it could affect acquisition.

This meant that mother tongue and lack of confidence greatly affected English speaking skills. Whereas anxiety did have an effect on acquisition of English speaking skills though many of the students were not aware of this.

The current study findings concur with other studies earlier done in Australia, Malaysia and Kenya. Mother tongue as a factor affecting acquisition of speaking skills in English was also found to be a factor in Malaysian students (Cao, 2011). In a study in done in Kenya by Muriungi and Mbui (2013) found that mother tongue hindered students from acquiring English language. The authors in the study emphasized that in order to acquire a second language successfully, the environment should be enabling in order to lessen difficulties that could hinder achievement of reasonable competence in the language.

Lack of confidence as another finding in this study agrees with findings from a study done in Malaysia that students lacked self - confidence when speaking in English (Souriyavongsa, Rany, Abidin and Mei, 2013). This implied

that students were anxious when speaking in English with the fear of being corrected and embarrassed in public because of their mother tongue accent in English.

The finding shown there is a high rate of 35% teachers worry about their students' lack of proper vocabulary. This problem leads them to anxiety and finally cannot come up with anything to say in front of other people. Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome.

On the other hand, 30% of the teachers said that their students spend very little time on practicing at home. Without much self - practicing, the students cannot approach to any improvement or good result in English speaking.

2 .Recommendations

From each of the research findings, the following recommendations were made:

2.1. Teaching Methods used in the classroom

Apart from communicative games, teachers should incorporate other learner-centered strategies like storytelling, debates and presentation. These strategies help in boosting students' confidence and minimize on mother tongue use. They should also enable students to be proficient in English language by using the language in context. Teachers should also be role models to be emulated by students through speaking and teaching in English. Teachers should motivate students to struggle to be fluent as well as help improve students' attitude towards speaking skills in order to perform well in English oral skills. Teachers should take the responsibility of facilitators not providers to see that debates and discussions are conducted effectively through maximum guidance and supervision. This will also involve correcting students whenever they made errors.

2.2. Errors students make when speaking in English

Students should be encouraged and motivated by teachers in order to develop their vocabulary when speaking English through read simple stories or watch movies and cartoon. Students should practice speaking English in

school and at home. Parents should help their children to practice speaking at home instead of rely on English teachers. Teachers should also be

role models to be emulated by students through speaking and teaching in English.

2.3. Factors affecting student's acquisition of speaking skills in English

In addition, students also ought to be exposed to contexts where they can develop self confidence in themselves, for example, being encouraged to participate in debates and impromptu speeches. Also any slight improvement made by students in terms of proficiency should be appreciated by teachers and parents in order to further improve on this skill. On attitude, students should be sensitized on the importance of having good English speaking skills and be encouraged by teachers to practice speaking correct English.

3.Solution

- Students should try to communicate in English daily by speak to friends and teachers. Daily communication will help to bring down the Mother tongue influence effect. Moreover, it will help students to speak confidently in English.

- Listen and watch English songs and movies to improving English fluency and Mother tongue influence issues. Similarly watch English movies to know the accent and words. This also have a great impact on your English fluency.

- There are many ways in enhancing students' self-confidence. Such as, relax when speaking, prepare yourself to speaking, practice what you know already so it becomes even more familiar to you, get English-speaking conversation partner and regularly meet up, get an English teacher or take a course to get expert help in training your English skills, talk to everyone, believe in yourself, speak as much as possible.

- Try to read more. When you read, you see words being used in context and that's what makes it much more effective than merely memorizing word lists.

- Try to create an English environment in your daily life by listen and watch English songs and movies, listen to English podcast channel, read English newspaper or books and comics….

Part 3: Conclusion

1. Conclusion

English is a second language to all learners who have the first language (mother tongue). Any new language, when learnt as a second language has its rules and conventions to be followed. Errors made when speaking in English are as a result of learning to acquire a foreign language. For second language acquisition to occur, it has to be in an environment in which the nonnative speaker has easy access to speakers of the language being learnt.

In this study students pronounced words wrongly, directly translated information from mother tongue to English and possessed poor turn taking skills instead of paying attention to one another. Therefore students should be exposed to variety of instructional materials and appropriate contexts for practice and students to be motivated for acquisition to be achieved. Teachers and parents in this respect have an obligation to ensure this happens by providing students the support they need. Students also need to do a lot of practice in speaking English, for them to achieve fluency in speaking in English in the future.

Code-switching was another factor which encouraged students to use Vietnamese more than English. Teachers were mixing the two languages when teaching and this made it easy for students to follow suit through imitation. However, this should have not been the case as teachers were supposed to set good examples by speaking in English.

Generally, the pupils showed a high appreciation for the English language. However, concerning oral production, a significant number of the pupils claimed that they sometimes feel uncomfortable when they speak English. Feeling uncomfortable, difficulty to speak English and to pronounce English sounds might be some of the causes for these results. However, many other factors need to be taken into consideration. The results suggest that a significant number of the pupils seem to be aware of the problems and the difficulties related to the pronunciation of English sounds and the lack of proper vocabulary to express ideas. Overall, the students' answers confirmed what the teachers claimed about the techniques, the activities and the materials they use and the frequency with which they use them.

2. Recommendation

This was an exploratory study that only caught a glimpse of the factors that affecting speaking skills of Popodoo Haiphong English Center's students. A larger sample with more diverse backgrounds would be desirable in order to yield more generalizable findings. Furthermore, the data for the study were based on the self-reports of the participants. Therefore, further studies are needed using other instruments such as oral interview and so on. Such multiple sources would provide more insights into what learners actually do. To conclude:

1. A similar study should be done in other schools in Haiphong to establish if the factors that affected speaking skills in English of children in this study are similar.

2. Another study should be carried out to establish how Vietnamese culture influences acquisition of English speaking proficiency.

3. A study could also be conducted to establish the effects of having speaking skills proficiencies on each of the four basic language skills, as well as grammar and vocabulary.

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<p style="text-align:center;">**APPENDICES**</p>

QUESTIONNAIRE FOR TEACHERS

1. What is total number of students in the class (es) you teach? Tick (√) where appropriate.

☐ 8 students

☐ 16 students

2. Which of the following method(s) do you mostly use when teaching speaking skills in English (tick as many responses as they apply).

☐ Sing songs and chants

☐ Story telling

☐ Communicative games

☐ Presentation

☐ Debate

Others_____

Briefly explain why you prefer the method(s) listed in 10(a) above.

_____

3. Rate on a scale of 1-5 (1 being the highest rated error), how the following common errors affect your students' English speaking skills. Tick (√) where appropriate:

Serial No.	Common errors	1	2	3	4	5
1	Ending sound errors					
2	Grammatical mistakes					
3	Mispronunciation of words					
4	Repetition					
5	Mother tongue interference					
6	Lack of words					

Others (specify) _____

_____.

4. Rate on a scale of 1-5 (1 being the highest rated factor), how the following factors affect students' English speaking skills. Rate them appropriately by ticking (√) the correct level.

Serial No.	Factor	1	2	3	4	5
1	Mother tongue influence					
2	Anxiety					
3	Lack of confidence					
4	Lack of proper vocabulary					
5	Low participation					
6	Nothing to say					
7	Poor listening skills					

5. How do you encourage your students to use English in their communication in school?

_____

EXERCISES

Task 1:

Look at the chart. In pairs, make questions and take turn to ask and answer your friend. Look at the example.

Example:

Your classmate: Do your friends like reading?

You: Yes, they do.

	Hobby	**Like?**
Your friends	Reading	**x**
Mary	Playing the guitar	✓
You	Drawing	✓
John	Fishing	✓
Mum and Dad	Skateboarding	**x**
You and Charlie	surfing	**x**

Task 2:

Look at Charlie's busy dairy. Today is Friday. Make a sentence

Example:

- **Last Monday morning, Charlie repaired Alex's bike.**

	Monday	Tuesday	Wednesday	Thursday	Friday TODAY
Morning	Repair Alex's bike	Look after baby Sam		Help Mr Hill in the Garden	
Afternoon			Carry Mrs Smith's shopping		
Evening	Wash Mr Brown's car	Clean Mrs Clark's house	Play football	Paint Mrs Robertson's door	

(Taken from Grammar Friends 3)