

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

---



# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH : NGÔN NGỮ ANH**

**Sinh viên : Tô Cao Duy**

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

**HẢI PHÒNG – 2020**

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

-----

**STUDY ON INTEGRATING LISTENING-SPEAKING  
SKILLS TO ENHANCE THE SPEAKING SKILLS FOR  
SECOND YEAR UNDERGRADUATE STUDENTS**

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

**Sinh viên : Tô Cao Duy**

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

**HẢI PHÒNG – 2020**

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

---

## NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

**Sinh viên:** Tô Cao Duy

**Mã SV:** 1312751068

**Lớp** : NA1701

**Ngành** : Ngôn ngữ Anh

**Tên đề tài:** *Study on integrating listening-speaking skills to enhance the speaking skills for second year undergraduate students*

## NHIỆM VỤ ĐỀ TÀI

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

.....

.....

.....

.....

.....

.....

### 2. Các tài liệu, số liệu cần thiết

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

### 3. Địa điểm thực tập tốt nghiệp

.....

## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

**Họ và tên** : Nguyễn Thị Quỳnh Hoa

**Học hàm, học vị** : Thạc Sĩ

**Cơ quan công tác** : Trường Đại học Quản lý và Công nghệ Hải Phòng

**Nội dung hướng dẫn:** *on integrating listening-speaking skills to enhance the speaking skills for second year undergraduate students*

Đề tài tốt nghiệp được giao ngày 03 tháng 08 năm 2020

Yêu cầu phải hoàn thành xong trước ngày 16 tháng 10 năm 2020

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Giảng viên hướng dẫn*

*Hải Phòng, ngày tháng năm 2020*

**TRƯỞNG KHOA**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

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

Họ và tên giảng viên: .....

Đơn vị công tác: .....

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

Nội dung hướng dẫn: .....

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

.....  
.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....  
.....

**3. Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

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

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

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

Họ và tên giảng viên: .....

Đơn vị công tác: .....

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

Đề tài tốt nghiệp: .....

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

.....

.....

.....

.....

.....

.....

**2. Những mặt còn hạn chế**

.....

.....

.....

.....

.....

.....

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

Được bảo vệ  Không được bảo vệ  Điểm phản biện

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

**Giảng viên chấm phản biện**

*(Ký và ghi rõ họ tên)*

# Table of content

## **Acknowledgment**

<b>Part 1: INTRODUCTION</b> .....	1
1. Rationale.....	1
2. Aim of the study .....	1
3. Scope of the study .....	2
4. Methods of the study .....	2
5. Design of the study.....	2
<b>Part 2: DEVELOPMENT</b> .....	3
<b>CHAPTER 1: THEORETICAL BACKGROUND</b> .....	3
1. Definition of the listening skills.....	3
2. Types of listening .....	4
2.1. General Listening Types:.....	4
2.2. Specific Listening Types .....	6
3. Basic ways for students practice specific listening skills .....	8
3.1 Listen to your favorite subjects .....	8
3.2 The audio materials suitable for your skills, levels.....	9
3.3 Take not spelling, vocabulary and grammar.....	10
3.4 Use transcripts of the materials you listened after practicing.....	11
4. Definition of the speaking skills .....	11
4.1 Definition of speaking skills?.....	11
4.2. What is speaking skills? .....	12
5. Types of speaking.....	13
5.1. Form-focused speaking .....	14
5.2. Meaning-focused speaking.....	14
5.3. Opportunities to improve fluency .....	14
6. Basic ways for students practice speaking English.....	15
6.1. Improve your confidence ability before speaking .....	15
6.2. Speak everywhere and every time.....	15
6.3. Toning in speaking, stress in speaking English .....	15



6.4. Learn phrases, not word for word .....	16
7. Relationship between speaking skills and listening skills in social communication .....	16
<b>CHAPTER 2: RESEARCH METHODOLOGY .....</b>	<b>18</b>
1. The participants.....	18
2. Survey questionnaire and data analysis .....	18
<b>CHAPTER 3: FINDINGS AND DISCUSSION .....</b>	<b>32</b>
1. Conclusion .....	32
2. Solutions to improve listening skills.....	35
3. Solutions to improve speaking skills .....	36
4. Solutions to integrate listening and speaking skills at the same time.....	37
<b>Part 3: CONCLUSION.....</b>	<b>38</b>
1. Conclusion.....	38
2. Suggestions from the study .....	38
3. Limitations from the study .....	42
<b>REFERENCES .....</b>	<b>43</b>
<b>APPENDIX .....</b>	<b>44</b>

# List of charts and tables

Chart 1: Best skills the students found at.....	18
Chart 2: The students found their most important skills.....	19
Chart 3: Answering whether they have heard about teaching methods of integrating listening and speaking skills at the same time .....	20
Chart 4: Which learning methods the students applied to .....	21
Chart 5: Abilities of using speaking and listening skills - Haiphong private university (20 students) .....	22
Chart 6: Abilities of using speaking and listening skills - Vietnam maritime university (20 students) .....	23
Chart 7: Abilities of using speaking and listening skills - Haiphong university (20 students) .....	24
Chart 8: Abilities of using speaking and listening skills – Ace English center (20 students).....	25
Chart 9: Abilities of using speaking and listening skills – Aten English center (20 students) .....	26
Chart 10: What techniques your English teachers were best at .....	27
Chart 11: Levels of interaction between students and teachers .....	28
Chart 13: The best ways the students found to learn English .....	30
Chart 12: The teaching methods the students felt about .....	29
Table 1: Speaking skills of the students when they started learning English .....	31
Table 2: General look at each place teaching English .....	33
Table 3: General opinions of the students towards their learning methods.....	34

# Acknowledgment

My graduation paper could not have been completed without a huge contribution of Ms Nguyen Thi Quynh Hoa, my supervisor, who gave me valuable instructions, ideas, advice, as well as materials. Therefore, many of my gratitude for Ms Quynh Hoa, what you have believed in my ability to finish this adventure. I would like to thank Haiphong Management and Technology University for giving me a very important opportunity to have such a special journey in this environment. This school taught me a lot of things, when I was only a little boy with not much knowledge in my life. And last but not least, I also would like to thank all my family members, who always believe in me, support me to do this job, always create the best quality furniture, and atmosphere so as to keep me concentrated on this final task.

Hai Phong

To Cao Duy

## **Part 1: INTRODUCTION**

### **1. Rationale**

English has long been a common language of the world, just using English you can communicate with more than 1.5 billion people on this planet. English is used everywhere, from everyday life such as communication, movies, music ... to international business, conferences and organizations all use English for exchange. According to the trend of globalization, it is impossible not to master English.

Vietnam is aware of this and also promotes and encourages people to learn English, and the curriculum at all levels has English as the main subject. A lot of English learners probably have to talk about the young, which have a high proportion of the current population.

However, with the general level of foreign language ability of students in our country today can be said to be far behind other countries in the region. In fact, after many years of studying English in high school, most students are almost unable to communicate, even the usual social sentences.

Therefore, listening and speaking skills of Vietnamese students push me into studying on integrating these 2 skills in order to enhance especially their speaking techniques in social communication and working environment.

### **2. Aim of the study**

The study aims to:

- \* First of all, find out the learning methods of the students in universities and center on two most important skills for linguistic learners.
- \* Secondly, to point out the teaching methods were applied in the universities and English centers, whether they are suitable anymore or have to be changed anything.

### **3. Scope of the study**

The paper presentation focused on listening and speaking skills of Vietnamese students in some universities and English centers.

I would not miss out on teaching and learning methods that were applied because we have to look into two central object, they make the best evidence for this study.

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

The study on integrating listening and speaking skills to enhance students speaking skills was based on generally the survey questionnaires given to students in some universities and English centers. Since, quantity and quality of the ways they learn and teach English would be partially objective.

Also, online research was a very common way to get materials, information on theory of academic subjects such as listening skills and speaking skills.

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

My study consists of three main parts:

Part 1 : mainly focused on the aim of the study, how did i get information and the scope of this project.

Part 2 : mainly focused on Theoretical Background: what is listening and speaking skills students are learning, and methods of integrating these 2 skills at the same time.

I am going to analyze everything with tables of data, my ideas on them and solutions.

Part 3: Conclusion

Summary of the study, solutions and questions for further understanding of the study.

## **Part 2: DEVELOPMENT**

# **CHAPTER 1: THEORETICAL BACKGROUND**

## **1. Definition of the listening skills**

To begin with, listening is the selection and assignment of meaning to sound. When we listen we attempt to give importance to what we recognize and what we want to hear. In different words, we pick what information is essential to pay attention to, in order to strive to be capable to recognize the message any one is giving us in order to respond (Brewster, Ellis & Girard, 2002).

According to Rivers (1981), listening is an innovative skill. The innovative part of it happens when you recognize what action (or non-action) to take to guide what you hear, meaning that listeners must have an energetic function when listening in order to meet a specific purpose.

Lindsay and Knight (2006) claim that people have different purposes when they listen. To study a new language, for instance, it is essential to outline what listening reason you have – listening for precise details, listening for universal which means or thinking – to assist beginners prepare their thoughts and use shrewd guesswork to ensure beginners meet your listening cause. Consequently, for this examine the focus became on developing listening for gist and listening for specific records skills. Listening is the important skill that permits learners to use their other abilities. Listening is the primary ability that permits beginners to apply their other abilities.

Listening is the primary ability that permits beginners to apply their other abilities. If a learner is capable of recognizing what they hear they'll have much less trouble speaking, as Rost (1994) mentions, because listening is absolutely important since it affords input for the learner. Furthermore, if novices do no longer recognize the enter they acquire, the mastering process virtually cannot begin.

Language mastering relies upon greatly on listening because the fact that it's far the ability that provides the primary impulse that initiates first, 2nd and foreign language learning that sustains the getting to discover manner (Morris & 6 Leavey, 2006). In addition, more than three quarters of what children learn in school happens through listening in the classroom (Hunsaker, 1990).

## **2. Types of listening**

A widely wide-spread categorization of listening has been brought by Wolvin and Coakly ( 1988,1993).

### **2.1. General Listening Types:**

The two main types of listening - the foundations of all listening sub-types are:

- Discriminative Listening
- Comprehensive Listening

#### **a. Discriminative Listening**

Discriminative listening is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognize different voices, but we also develop the ability to recognize subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognizing foreign

languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to ‘listen’ to body-language enables us to begin to understand the speaker 7 more fully – for example recognizing somebody is sad despite what they are saying or how they are saying it.

“ Imagine yourself surrounded by people who are speaking a language that you cannot understand. Perhaps passing through an airport in another country. You can probably distinguish between different voices, male and female, young and old and also gain some understanding about what is going on around you based on the tone of voice, mannerisms and body language of the other people. You are not understanding what is being said but using discriminative listening to gain some level of comprehension of your surroundings.”

### **b. Comprehensive Listening**

Comprehensive listening involves understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.



Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension.

## **2.2. Specific Listening Types**

Discriminative and comprehensive listening are prerequisites for specific listening types. Listening types can be defined by the goal of the listening. The three main types of listening most common in interpersonal communication are:

- Informational Listening (Listening to Learn)
- Critical Listening (Listening to Evaluate and Analyze)
- Empathetic Listening (Listening to Understand Feeling and Emotion)

### **a. Informational Listening**

Whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer.

Although all types of listening are ‘active’ – they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When we’re listening to learn or be instructed we are taking in new information and facts, we are not criticizing or analyzing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking – a way of recording key information so that it can be reviewed later.

Developing your informational listening skills is a great way to set yourself up if you're starting a new job, beginning a new academic adventure, or fancy doing some self-development studies around things that really interest you.

**c. Critical Listening Critical**

Listening involves just that – being critical about what is being said, taking the important bits and making a judgment as needed. Essentially, this type of listening is great in the business world – it helps listeners get to the point quickly and keeps things streamlined and efficient.

By using critical listening as a skill, we can make decisions sooner as well as coming up with solutions to problems and analysis of situations much quicker. 'Critical' can often have a negative connotation, but in this context, it simply means cutting through what is being said to lift out the most important, relevant parts.

This is a great skill to learn when it comes to business meetings, anything involving finances, and any kind of high-stress situation. By taking on board the most crucial information from what someone says, we can learn to reach a conclusion much sooner and more easily. 'Critical' also means to scrutinize what is being said and take some things with a pinch of salt. It requires us to seek the truth amongst the noise of opinion and exaggeration.

Critical listening is a key part of the critical thinking process.

**d. Empathic Listening**

This is really similar to sympathetic listening, but takes things to a new level. Rather than looking on as an observer and feeling for the person (be it sadness, anger, or joy!), empathetic listeners essentially experience the feelings for themselves. This is a sign of a really close friendship or relationship – to feel someone's pain or happiness is to love them and care deeply for them. It can be quite intense at times and can really weigh deeply on the listener if they are not

careful. This style of listening is also known as Therapeutic Listening, and for obvious reasons. By putting ourselves in someone else's shoes, we're better able to help them through their situation.

Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings. We are all capable of empathic listening and may practice it with friends, family and colleagues. Showing empathy is a desirable trait in many interpersonal relationships – you may well feel more comfortable talking about your own feelings and emotions with a particular person. They are likely to be better at listening empathetically to you than others, this is often based on similar life perspectives, experiences, beliefs and values – a good friend, your spouse, a parent or sibling for example.

### **3. Basic ways for students practice specific listening skills**

#### **3.1 Listen to your favorite subjects**

It could be watching a late night football match, watching cooking shows, baking, flower arrangements, makeup, hair styling, cartoons, comedy and blog videos, TV shows, actual, etc.

However, when he said he took a little time to open the book, turn on the tape to listen to English, the inspiration dropped without braking, hearing 5 minutes started yawning, listening to 5 more, even though the ear is listening but my mind is I am traveling somewhere, it is gone. This is completely normal, it must be "holy" to have the patience and discipline to listen to the boring content in English textbooks.

### **3.2 The audio materials suitable for your skills, levels**

Listening to a lot is good, but if the content sounds too difficult, the topic is too intensive, listening a lot just stops at the level of being used to the sounds, but if you listen to the sounds forever but do not understand for a long time, it will result. Depressed, even obsessed with English, especially for those who are just starting to learn English, English proficiency is still basic, do not crawl, do not rush to practice running.

For a 4-year-old native English-speaking child, no one would let him practice listening by giving him the peak hours CNN, or read Harry Potter to him, but instead chose simple, relevant content. suitable for the level.

When listening to a content, an effective English listening practice is to understand 80% of that content.

Whether it is in the form of radio shows, podcasts, movies or TV shows, it shouldn't be too difficult. If you listen to a content that you only understand about 60%, surely you will feel discouraged and bored to study immediately. If the listening content that you understand 100%, is yawning short, distracted, also bored with learning. Try to find content that suits your level, not too easy, not too hard, aiming at 80% is ideal.

To be able to choose the right listening content, it is necessary to know where your current level is. The most common and most common English assessment standard is according to the Common European Framework of Reference (CEFR). Under this framework, English proficiency is divided into 6 levels from low to high, including: A1, A2, B1, B2, C1, C2.

In English, tests such as TOEIC, TOEFL, and IELTS are carefully researched and developed to most accurately assess a candidate's English ability and TOEIC, TOEFL, and IELTS scores are also converted. clearly through the Common European Framework of Reference. The test papers for these tests are

available online, you can try and score yourself, and compare with the following chart to find out your current listening level.

If you are lazy to find a topic about doing, then Exam English 10 ' test also provides a relatively accurate assessment of your English listening skills.

Once you know where your level is, it will be easy for you to find the listening content that suits your level. You can google the search for songs on the CEFR level with the keyword "English listening material for CEFR level" or simply "listening material".

### **3.3 Take not spelling, vocabulary and grammar**

The purpose of dictation is to test your basic English vocabulary, grammar, and listening skills in detail.

When spelling, you simply stop after each paragraph, or sentence, and try to record exactly what the speaker is referring to in the essay. Look for each "s" or "ed" tail of the word, trying to make it as perfect as possible. In many places, you may feel that you do not know which word this word is, skip it and continue until you have completely transcribed your listening.

Copy spelling will help you recognize your pronunciation errors, grammar, vocabulary .... My personal experience is that most of the learners with weak grammar will reveal many errors in this section, for example mistake "a", "the", "in", "on" or lack of "es", " ed ". The weak English pronunciation will have difficulty in grasping "keyword" - the important word in speech. Those who listen well, have good pronunciation and are sure the grammar will capture everything.

Get a piece of paper and a pen, turn on the tape and "note" what you understand. Note, like step one, you do not stop the tape and listen to each sentence, but turn on from beginning to end and "take note".

In step one, you have understood the basic content of the speech, so the "take note" is mainly aimed at systematizing the content of the speech. Because speaking speed is always faster than writing speed, you only "take note" of the most basic content, not write down everything you hear. To make it easy to understand, imagine your boss assigning tasks, you have a piece of paper and a pen, jot down the task .

### **3.4 Use transcripts of the materials you listened after practicing**

You need the "transcript" of the speech to complete this final listening step. Read the "transcript" of the speech, and compare it with your "dictation" to see why you heard it wrong or not. This is very important for you to realize your weaknesses in listening: due to lack of vocabulary, poor pronunciation, or poor grammar? Once you know your weaknesses, you have the basis of concentration to improve your English skills.

Above are effective English listening practice methods for beginners. But don't forget the most important method, which is persistence.

## **4. Definition of the speaking skills**

### **4.1 Definition of speaking skills?**

Different people use the term “ speaking” in different ways, which can cause much confusion. Speaking a foreign language usually seems much harder than learning to write and read it, especially to the first year English non- major students. Often the most important problems people have with foreign language is that they cannot speak their thinking and their ideas as well. In fact, it is like a vicious circle: they make mistakes, they become afraid of speaking and thus they never get the practice which would able to correct their mistakes. Most of the beginning learners do not understand exactly “ what is speaking?”. We only regard speaking as a simple, easy process that involves speaking the words, the ideas...by speaking out what they think without the correct. So, we had better

start by making sure that we are thinking about the same thing when we use this term. As the first step, it would be useful to understand “what is speaking”.

According to the Oxford Pocket dictionary of Current English 2009 “Speaking is the action of conveying information or expressing one’s thoughts and feelings in spoken language. And speaking used to indicate the degree of accuracy intended in a statement or the point of view from which it is made.”

In the book “ Developing speaking skills” of David Scheter, published on 1999, there is a definition that: “ Speaking is to utter words or articulate sounds, as human beings to express thoughts by words, as the organs may be so obstructed that a man may not be able to speak”.

Meanwhile in the book “ Collins Cobuild English for advanced learner 4th edition, published in 2007 defines that “ 14 Speaking is the activity of giving speech and talks, to indicate the opinion you are giving”.

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

## **4.2. What is speaking skills?**

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

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

- Interactive
- Partially interactive
- Non-interactive

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

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

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

## **5. Types of speaking**

In speaking class, according to Burns, A & Joyce, H. (1997), students



must be exposed to three key items:

### **5.1. Form-focused speaking**

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

### **5.2. Meaning-focused speaking**

Meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes. In addition to form-focused speaking, language learners should be exposed to and given chances to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication.

### **5.3. Opportunities to improve fluency**

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

## **6. Basic ways for students practice speaking English**

### **6.1. Improve your confidence ability before speaking**

Take a moment to stand in front of the mirror and practice speaking. Choose any topic in everyday life and spend 2-3 minutes just talking. This method helps you to adjust your mouth and tongue when practicing pronunciation many times to find the correct sound, as well as confidently look directly at the other person in communication.

Speak continuously for 2 to 3 minutes. Don't stop! If you get stuck on a word you don't know, try expressing the idea in a different way.

You should always be able to look up the word pronunciation at the end of 2-3 minutes. This will make sure you find out which words or sentences you are wondering about and it will also help you remember them for longer.

### **6.2. Speak everywhere and every time**

When you say you have no one to practice speaking with, I think you are forgetting a very important person. That person is YOU. Yes it is YOU. Anytime you feel comfortable, you can talk to yourself. Have you ever mumbled to yourself your thoughts in Vietnamese? More or less a few times, right? Then why not mutter in English?

Read aloud what is going through your mind in English. Grammar and vocabulary are fine, as long as you are allowed to speak out loud. With such practice, you will no longer be afraid to speak English. You will find speaking English as natural as Vietnamese.

### **6.3. Toning in speaking, stress in speaking English**

Did you know that every English word has an accent? For example, how would you say "Hello"? If you say "HEEllo", the listener will not understand that you

are greeting. But heLLO, they will understand because you stress the sound "LLO", which means that this sound is emphasized more than the sound "he".

And yet, the same English word, if you press the wrong place, it will mean completely different. For example the word "Present". If you say "PREsent" it means "Gift". But if you press "preSENT", the American will understand it as "Presentation". Isn't that different from Vietnamese? That is why the English dictionary always has a phonetic part so you know where to stress the sound. When you encounter new words to learn, always check the dictionary to see how to pronounce words. Seems like this is a bit of work, right? You can install the eJOY eXtension app to look up words and listen to pronunciation in seconds.

In addition, you can refer to the principles of stress in English to predict the pronunciation of words. Finally, do not forget to practice listening and watching English anytime, anywhere so that you can immerse yourself in the speaking style of native speakers. Listening a lot and parodying a lot will create a natural reflex that requires minimal effort. Below I will share how to listen and parody how.

#### **6.4. Learn phrases, not word for word**

You can use the correct grammar and vocabulary, but you still don't know how native speakers will say it. When you hear them say something weird like "What's up?", Did you know that this sentence has the same meaning as "How do you feel today?" that you learned? The sentence "How are you doing?" also.

Indigenous people often use these alternative phrases. When speaking, use slang phrases or idioms that will definitely help you speak more naturally.

### **7. Relationship between speaking skills and listening skills in social communication**

Speaking and listening skills have been regarded as being too difficult to cope with, so generally students are not willing to participate in tasks focusing on

these two skills. When they are integrated through information-gap tasks, students might see the actual outcome and become more willing to practice to achieve more success in communicating their ideas.

In real life, listening and speaking are always in integration, so teachers should teach these two skills in an interacted way. Although the students may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration.

Integration of skills exposes English language learners to authentic language and challenges them to interact naturally in the language. By this way, English becomes a real means of interaction and sharing among people. In addition to this, it allows the teacher to color his/her lesson with varieties because the range of tasks is wider.

## CHAPTER 2: RESEARCH METHODOLOGY

### 1. The participants

The research carried out based on experience through some English language centers and universities in Haiphong. There were 20 students each place, therefore, the study has been more objective, to evaluate students ability partially. Hopefully, the study can show the problems students in these places had and give you solutions to them.

On the other side, we also see teachers' attitude towards students, how they manage classrooms, and integrate these two English language skills at the same time.

### 2. Survey questionnaire and data analysis

#### 1. In 4 English language skills, what is your best skills?

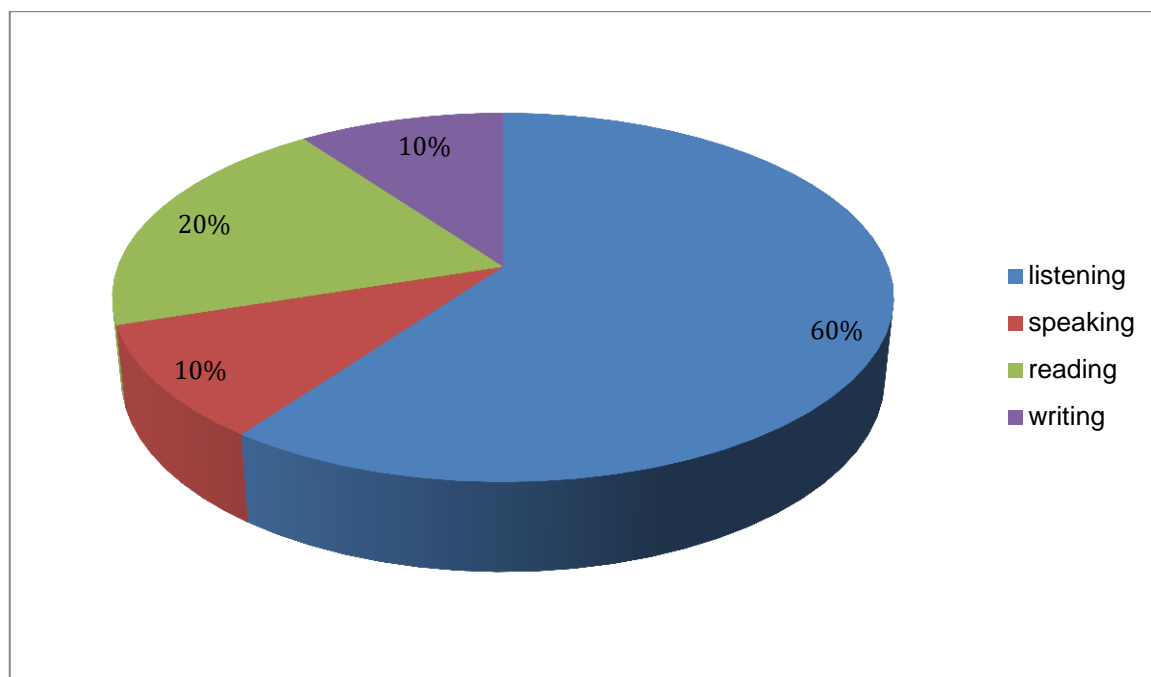


Chart 1: Best skills the students found at

The chart depicts 60% of the students found they were best at listening skills, the group of the students who were best at writing and speaking both had the same rate with 10%, and 20% of the students who were best at reading skills

2. According to you, what is the most important language skills?

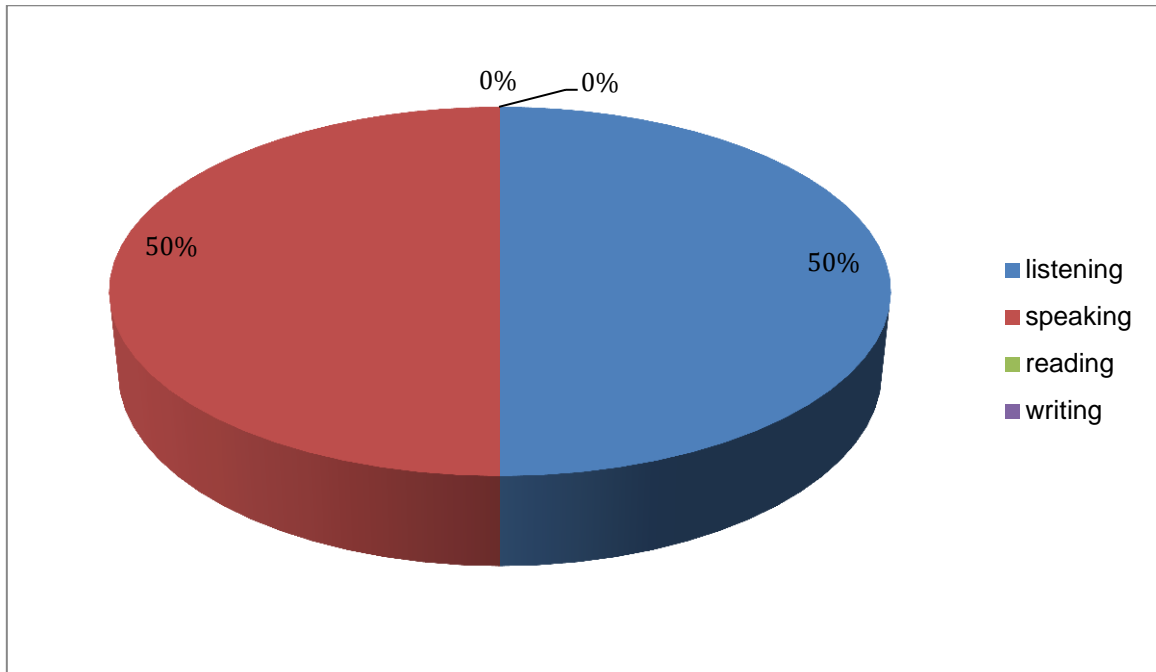


Chart 2: The students found their most important skills

The chart illustrates the importance of listening and speaking skills the students considered, with the opinions was equally 50% for both two skills

3. Have you ever heard about learning or teaching methods of integrating listening and speaking skills at the same time?

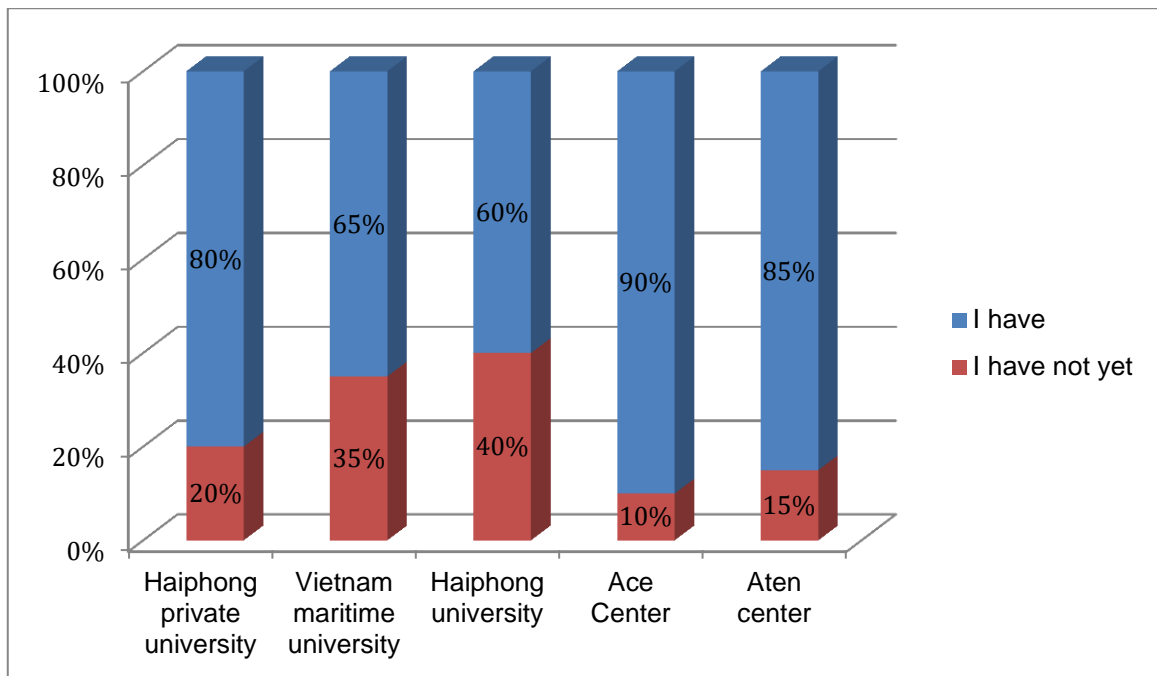


Chart 3: Answering whether they have heard about teaching methods of integrating listening and speaking skills at the same time

The chart shows that over a half of the students have heard about integrating listening and speaking skills at the same time, about 40% have not heard about this before

4. What are your learning methods you have ever applied in schools or English centers?

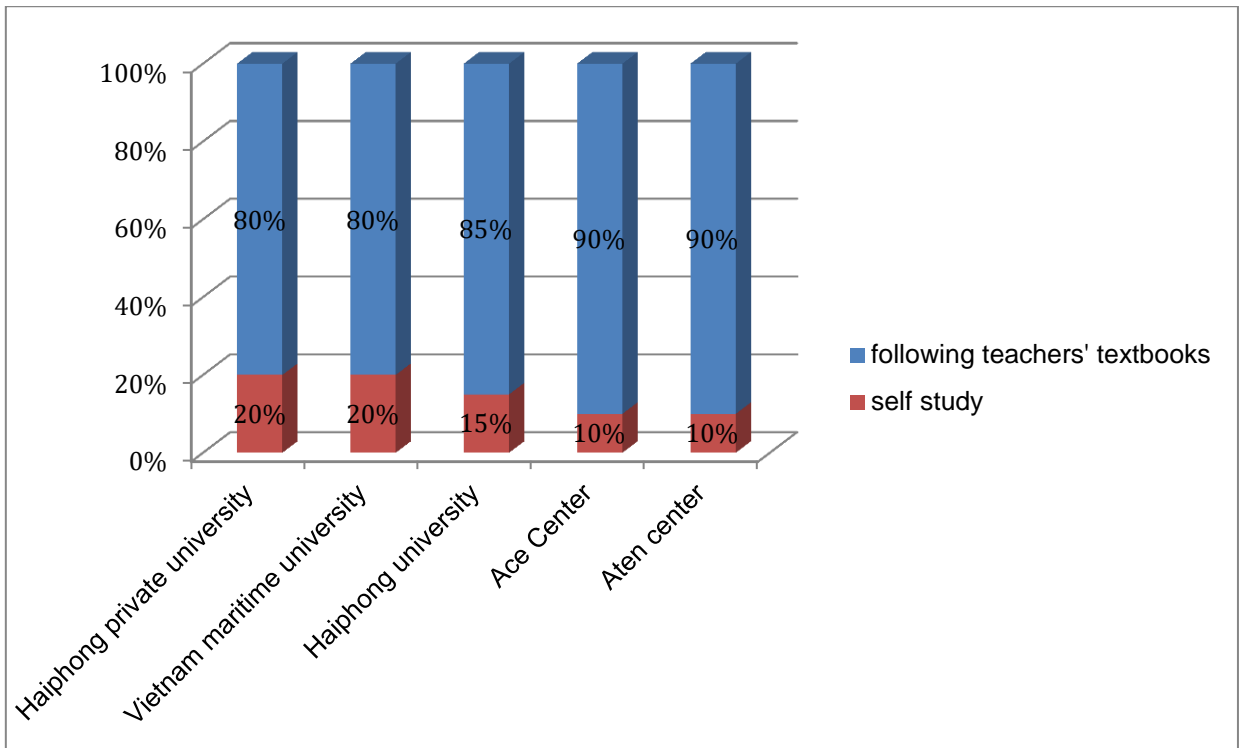


Chart 4: Which learning methods the students applied to

The chart shows the fact that that almost every student in the universities and English centers follows textbooks, which is their learning methods, the group of these students contained 70%; the group of the students had the abilities to self - study was made up of 30%.



5. At which levels you have achieved in listening and speaking skills?

To analyze this question, every chart of each university and English center will be shown to have the most comprehensive look at

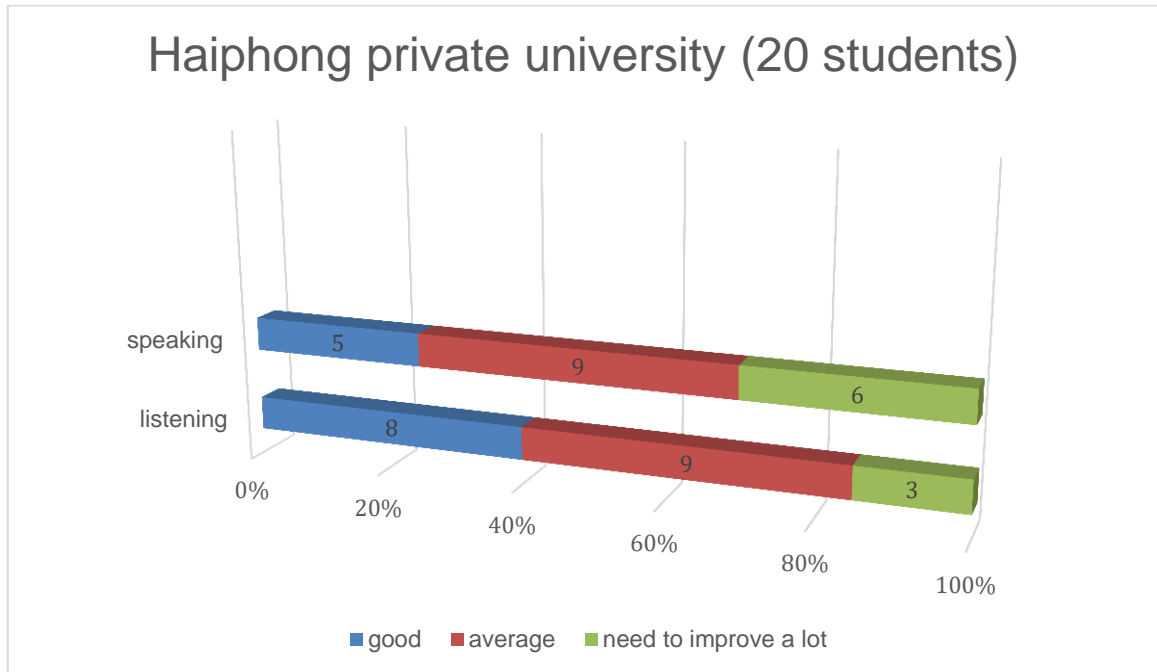


Chart 5: Abilities of using speaking and listening skills - Haiphong private university (20 students)

Almost a half of the students in Haiphong private university was at the averaged level in speaking skills. The group of the Good students was the minority with 25%, while students need to improve a lot comprised over 25%.

In terms of listening skills, it is clear that the students were more confident in. Most of them were at good and averaged level, only 18% of the rest needed to improve a lot.

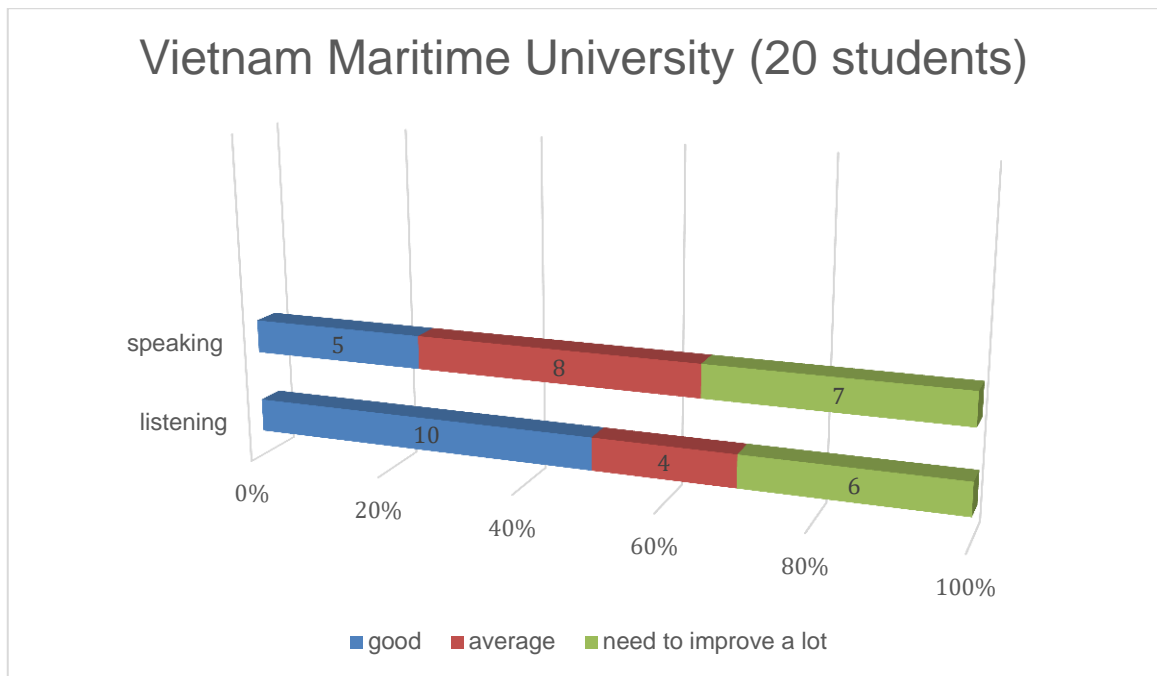


Chart 6: Abilities of using speaking and listening skills - Vietnam maritime university (20 students)

As can be seen, speaking skills is not the forte of VIMARU students. The proportion of the students who were good at speaking skills was the lowest (20%), the group of the averaged students was a little bit higher than the ones needed to improve a lot with almost 45%.

Good students at listening skills reached the highest rate with 50%, the students at the average comprised the lowest level of almost 20%, and the students who needed to improve a lot comprised 30%.

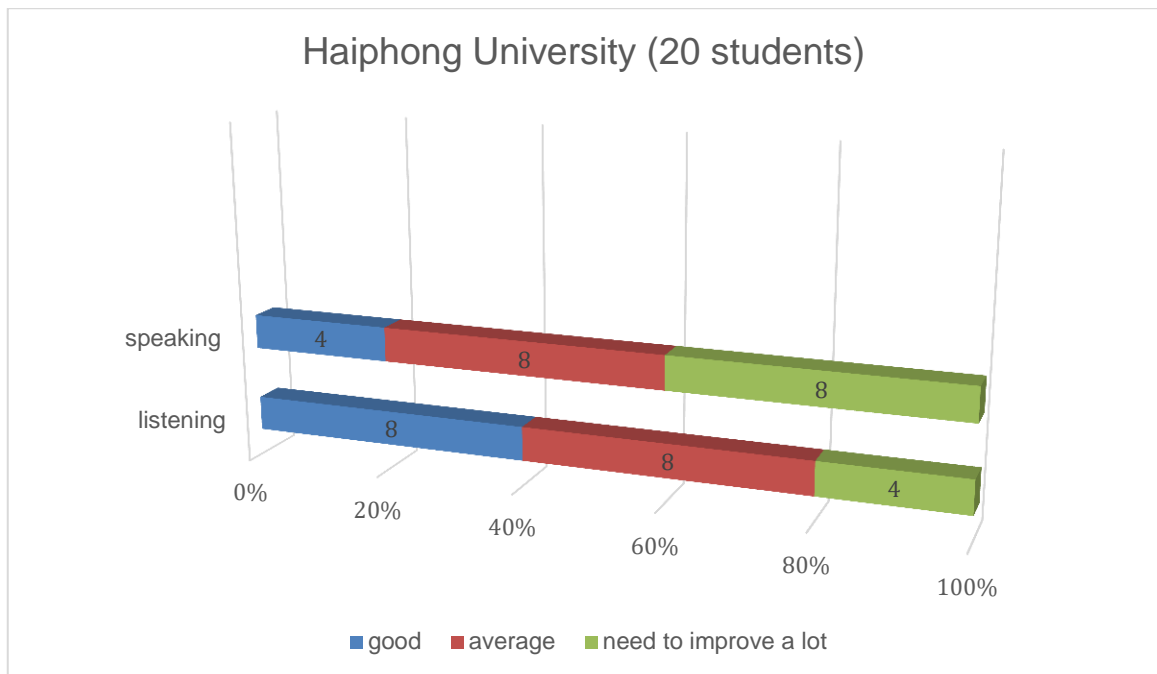


Chart 7: Abilities of using speaking and listening skills - Haiphong university (20 students)

The abilities of listening and speaking skills from Haiphong university are generally even. As can be seen, the group of the students who were averaged and needed to improve a lot contained equally 45%, good students were only at the rate of 10%.

For the listening skills, which was totally not the case of speaking. Good and averaged students contained equally 45% and the students who needed to improve a lot were only made up of 10%.

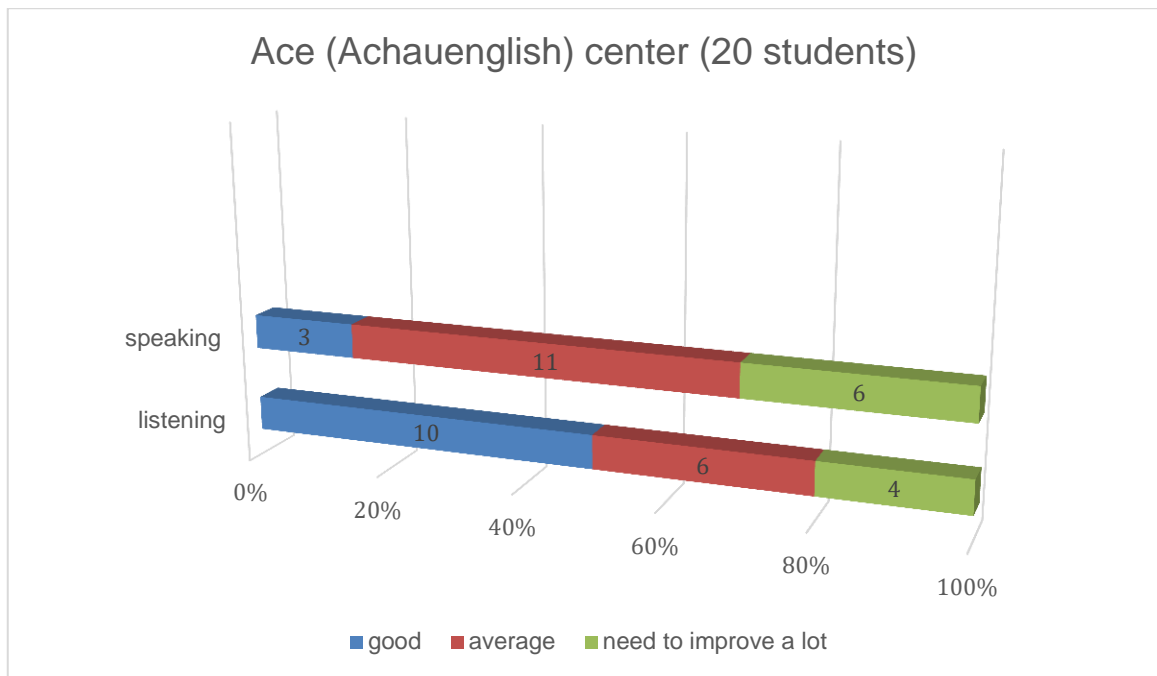


Chart 8: Abilities of using speaking and listening skills – Ace English center (20 students)

As can be seen, averaged students at speaking skills reached the highest rate of over 50%, but the Good ones only consisted the minority rate of almost 20%, the students who needed to improve a lot were made up of over 30%.

Listening skills is also the forte of the Ace students. The good students consisted of the highest rate with 50%, the students who needed to improve a lot comprised the lowest rate with only 24%, the rest of averaged was almost 25%.

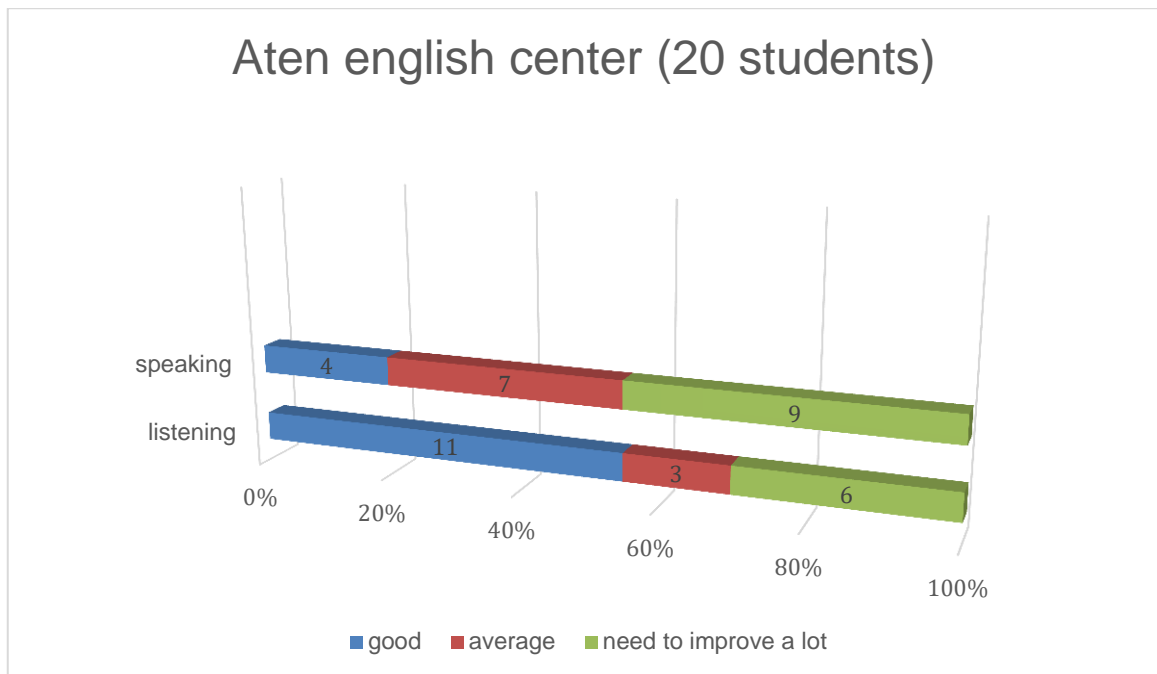


Chart 9: Abilities of using speaking and listening skills – Aten English center (20 students)

It is clear that the speaking skills of the Aten students was not good at all. The students who needed to improve a lot consisted the majority with almost 50%, good ones were only made up of 20% and the averaged students was almost 30%.

Listening skills was considered as their forte. The group of the Good students reached over 50%, averaged students were at the lowest rate with 20%, and the students who needed to improve a lot consisted of almost 30%.

6. What are the skills you think your English teachers are best at?

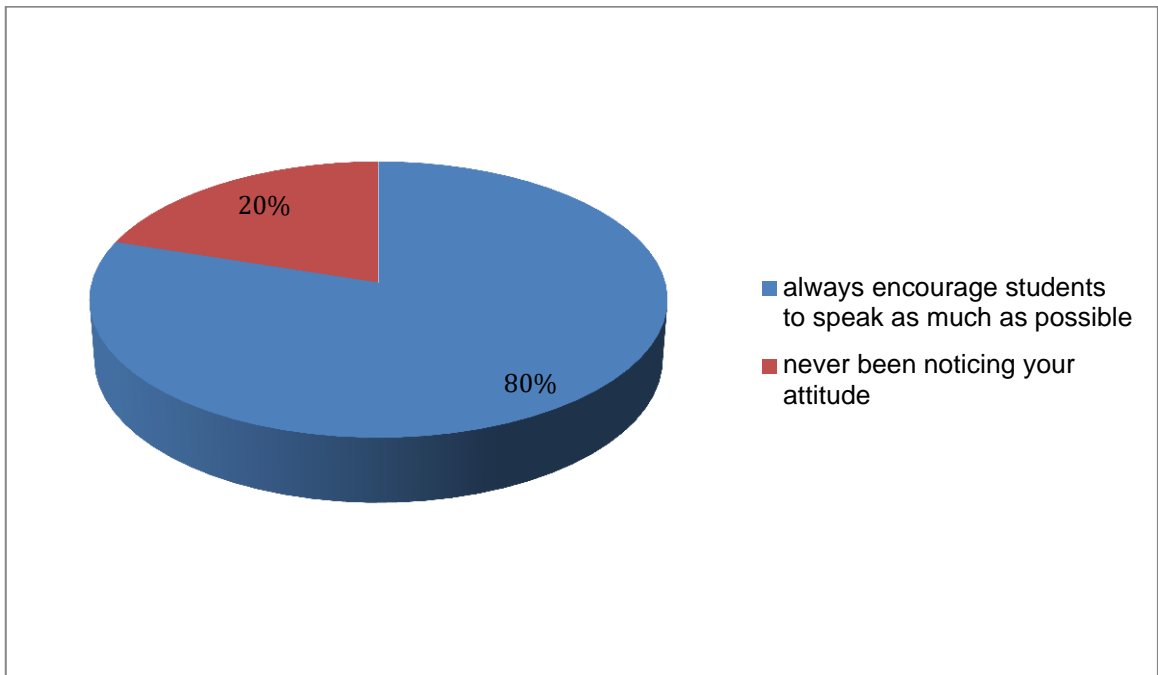


Chart 10: What techniques your English teachers were best at

The chart depicts how passionate the teachers in the English centers and universities are, most of them always encourage students to speak as much as possible (80%); however, the smallest group of the teachers has never been noticing their students attitude.

## 7. Do you really interact with teachers in your lessons?

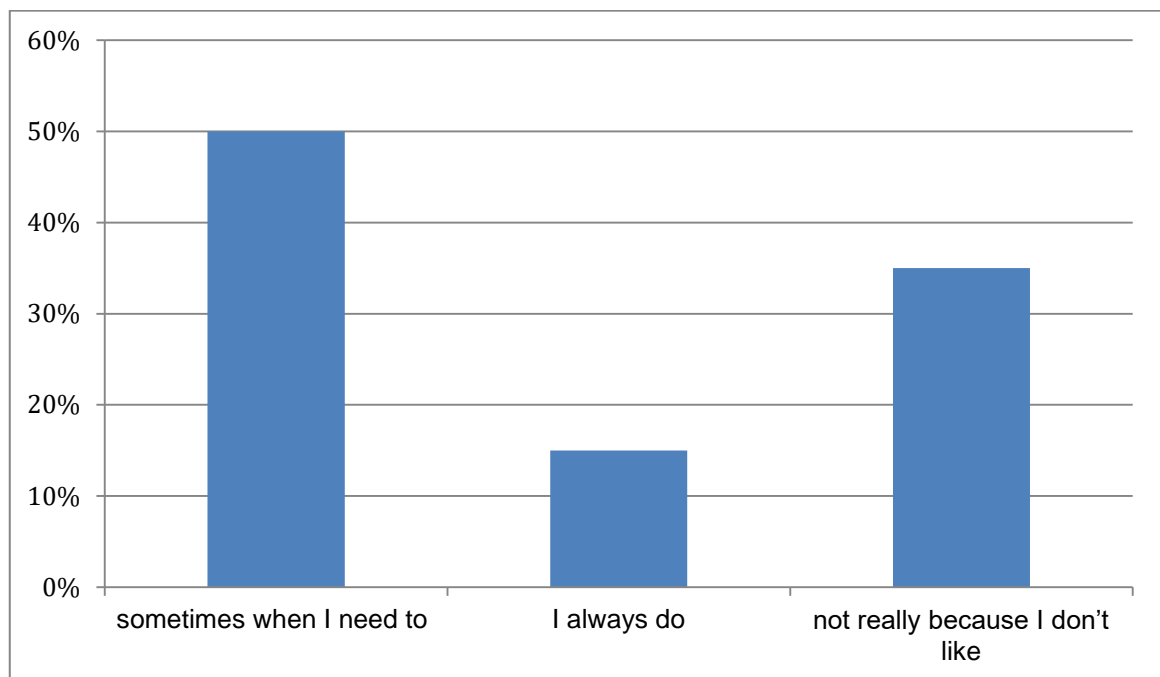


Chart 11: Levels of interaction between students and teachers

The chart illustrates 50% of the students wanted to interact with their teachers only when they needed, the students who always interacted with their teachers comprised the smallest group with 15%, and the group of the students did not care about interacting while learning English even consisted 35%.

## 8. How do you feel about teaching methods?

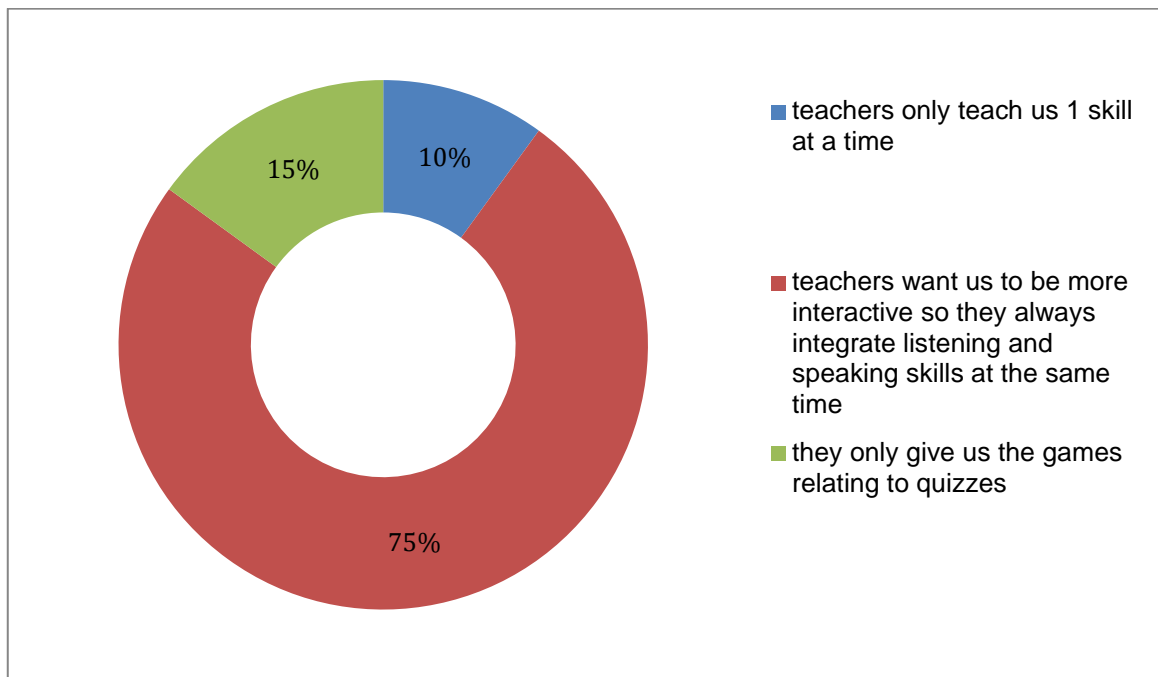


Chart 12: The teaching methods the students felt about

The chart shows most of the students feel good about teaching methods with 75% responding that they always talk to teachers by integrating listening and speaking at the same time, however, the group of the teachers who only taught one skills at a time comprised 10%, and 15% of the teachers who only gave the games relating to quizzes.



9. According to you, the best way to learn English is .....

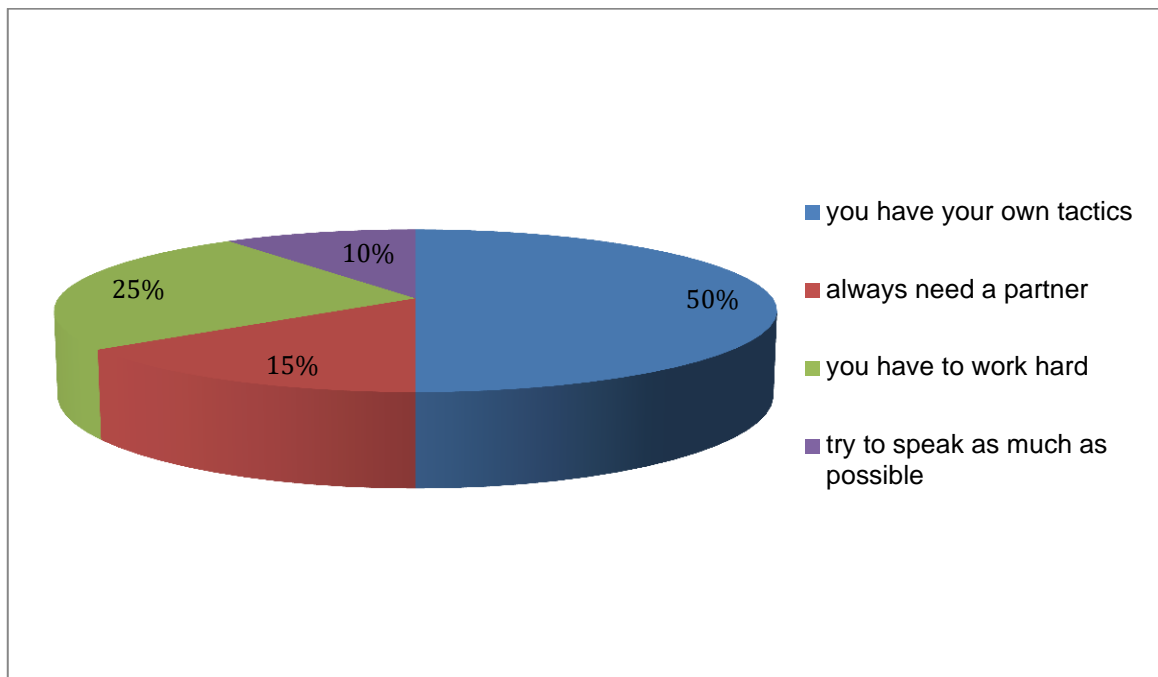


Chart 13: The best ways the students found to learn English

As can be seen, the group of the students had their own tactics comprised a very high rate with 50%, the smallest group belonged to the students who tried to speak as much as possible, 15% of the students responding that they needed partners while learning English, and the rest is the students who thought they had to work hard.

10. Your ability to speak English with only learning vocabulary and grammar or only one English – language skills at a time or integrating both listening and speaking skills at the same time?

	Cannot speak	Very bad	Normal	Good communication
Vocabulary and grammar	47%	44%	8%	1%
Writing	45%	50%	4%	1%
Reading	35%	45%	15%	5%
Speaking	0%	1%	60%	39%
Listening	0%	0%	57%	43%
Listening and speaking	0%	0%	52%	48%

Table 1: Speaking skills of the students when they started learning English

It is clear that listening and speaking English at the same time has made their speaking skills become very easy. Vice versa, only learned one English language skills at a time would make them spend more time to and especially capable of speaking English at all.

# CHAPTER 3: FINDINGS AND DISCUSSION

## 1. Conclusion

The research was converted into following tables, we can see the abilities of the students from each place are not at the same level.

We have got 2 converted tables, in general, listening skills of the students from two English centers are slightly better than that from 3 universities. Yet, ability to self-study of these students is not good as the students in universities, as a result, their speaking skills are quite bad.

Here are teaching methods that has been carried out over these places:

Haiphong private university	many veterans, experienced teachers, good at every language skill, managing classrooms; their jobs are provided into specific skills, students can only learn one skill at a time
Vietnam Maritime University	a little bit different, punctual classrooms, lessons are focused on grammar more than speaking skills, vocabulary also focused.
Haiphong University	comments the same as the Haiphong private university's
Ace (AchauEnglish) center	most of teachers in the center are

	<p>Australian, they have certifications of teaching, and classroom management; they always integrate 4 English language skills at the same time, forces student to think and speak a lot in classes</p>
<p>Aten english center</p>	<p>most teachers from The Philippines, their way is slower to teach students; they have very friendly teachers, but always have a tutor while teaching; listening and speaking skills are not integrated at the same time</p>

Table 2: General look at each place teaching English

Teaching materials of each place are paramount different. But if listening and speaking skills are not integrated at the same time, whether the efficiency of learning English is worth it or students feel good enough to communicate with foreigners.

To answer those questions, we have to survey their attitude towards English language classes

	Confident with listening	Confident with speaking	Their comments on teaching methods
Haiphong private	12	8	they do not have a lot of time to speak,

university			although they learn listening skills pretty much
Vietnam Maritime University	14	6	way too much focusing on vocabulary and grammar, they don't feel comfortable to speak at all
Haiphong University	13	7	they never learn 4 English language skills in a serious way
Ace (AchauEnglish) center	15	5	very excited to learn English with foreigners, they have more chances to listen and talk to them
Aten English center	14	6	classroom is always very fun, because teachers always make them feel comfortable with lessons

Table 3: General opinions of the students towards their learning methods

They need to find an English center, which is the fastest way to learn English and upgrade their level, and that is the way how speaking and listening are integrated at the same time.

They supposed English is very important, they pursuit a Bachelor degree on this subject in universities.

Every student has their own ambition, purpose in learning English, However, if they don't know how to learn English their own way, it is very hard to improve any side of language skills.

In conclusion, teachers in universities and centers are always very eager, for some reasons, the projects they have to follow and the ways teach English are not practical enough. If they focus too much on grammar and also vocabulary, they make students confused about speaking skills, although their listening skills are good enough to receive information. That is not a good teaching method given to students.

On the contrary, a good teaching method is the way teachers integrate both listening and speaking skills together.

Students in every place who have been surveyed, have quite good listening skills, they received all information very quick and correct. In terms of their speaking skills, lots of them need to improve much more, because in normal conversation with foreigners, they barely could express their ideas exactly to their teachers, they needed many ideas to complete every sentence.

## **2. Solutions to improve listening skills**

- Here are some tips for students that need to improve a lot of listening skills:

- + improve as many vocabulary as possible, because when you listen to something, vocabulary is the first thing you face with if you want to understand anything, from vocabulary you can learn grammar easier;
- + when you practice listening, you listen to the whole conversation until it stops; if you don't understand, just play it one more time until you succeed;
- + reading the transcriptions of the tapes is also the way you learn listening skills effectively;
- + you have to take note when you hear, the important keys is vocabulary and grammar.
- Tips for students who are at the level of average:
  - + the most important thing is your pronunciation;
  - + catching main ideas from the materials you are learning;
  - + remember as many vocabulary as possible (still).
- Tips for good students:
  - + always practicing listening skills;
  - + you learn subjects that you are interested in.

### **3. Solutions to improve speaking skills**

- Tips for students that need to improve speaking skills massively:
  - + learn a lot of vocabulary.
- For students who are at the level of average:
  - + do researches on errors Vietnamese people often make in speaking English;

- + notice final sounds and sentence stress.
- Tips for good students:
- + maintain your own learning habit;
- + find out the effective ways to learn English;
- + you can have your own instructors.

#### **4. Solutions to integrate listening and speaking skills at the same time**

The way to learn English or any other language comes from teachers and students. Students have to find their own way of studying, because even if good English teachers aren't trying hard to study, their works will never be successful. Teachers play a very important role in this case as well. Therefore, lessons, projects will get better if they are given by integrating listening and speaking skills at the same time, students will have more chance to practicing there speaking skills.



## **Part 3: CONCLUSION**

### **1. Conclusion**

Thanks to lots of contribution of teachers and students from many places, the study on integrating listening and speaking skills to enhance especially speaking skills has been completed.

However, their learning and teaching methods have some problems I need to point out:

- Teaching methods:

They are good instructors, but clearly if we only focus our lessons on grammar instead of fluent speaking skills, teaching English will not work for any student.

- Learning methods:

The most important thing for a linguistic learner is the Speaking skills. Grammar in English has never been noticed pretty much according to international learners. Speaking skills need learners to practice as much as possible. Secondly, students should find the best ways to approach easier to English, because they need to know how to self – study.

### **2. Suggestions from the study**

Listening skills:

Every student can practice their listening skills not simply conversations, also foreign cultures, expressions as well, with many accents, people through the website [esl-lab.com](http://esl-lab.com). Here, you can find any tasks you want to learn. Especially, if you don't really understand the whole conversations, you can also read their transcripts, very convenient.

Another source, students can learn English, which is BBC Learning, designed for users of all levels, from beginner to advanced. You can also learn pronunciation, how to talk, grammar and vocabulary, and advanced English.

## **IELTS**

IELTS is an English language proficiency test organized by British Council (BC), IDP International education organization, Cambridge Assessment English.

IELTS is not an easy exam with high requirements for all 4 skills: Listening, Speaking, Reading and Writing.

Therefore, studying well with IELTS will help you a lot, it helps you communicate with foreign teachers, communicate with colleagues when going to work or school.

Moreover, listening is also considered the most difficult skill to improve among IELTS skills. You not only need to listen a lot but also need to pronounce well. To improve your English pronunciation and listening, you need to listen every day.

Speaking skills:

At the moment, the internet is a very easy way for linguistic students to learn, approaching any materials seems simple, you can find many lessons, many people all around the world, to follow.

In addition, there is a website called italki.com, this is the website applied all teachers from all around the world with full of their accents, teaching methods. It is believed that they could teach you best way with reasonable prices.

italki | Tiếng Anh ▾

Đến từ | Ngôn ngữ nói khác | Học phí | Thời gian rảnh | Kiểu giáo viên | Danh mục | Người bản ngữ | Đặt lịch bài học nhanh

Tim giáo viên Tiếng Anh tốt nhất cho bạn. 4424 Giáo viên

**Steve**  
GIÁO VIÊN CHUYÊN NGHIỆP  
5.0 (152 bài học)  
ĐĂNG KÝ BÀI HỌC  
HỌC PHÍ THEO GIỜ TỪ VND 416,668.42  
HỌC THỬ VND 173,611.84

**Susan**  
GIÁO VIÊN CHUYÊN NGHIỆP  
5.0 (991 bài học)  
ĐĂNG KÝ BÀI HỌC  
HỌC PHÍ THEO GIỜ TỪ VND 625,002.63  
HỌC THỬ VND 347,223.68

**Nick Gold**  
GIÁ SƯ CỘNG ĐỒNG  
5.0 (1 bài học)  
ĐĂNG KÝ BÀI HỌC

Feel free to choose teachers from around the world. This is one of the strong points that makes up iTalki's name. No matter who you are, where you are or from any country, you can connect with teachers from all over the world.

In general, there are 2 main types of qualifications: Professional Teachers and Community Tutors. Professional Teachers are highly qualified in transmitting knowledge and teaching foreign languages. Meanwhile, Community Tutors are native tutors or have good English communication skills. They will assist students in improving their listening and speaking skills.

## IPA

The international phonetic alphabet is used in learning a new language for pronunciation and listening. It is also used in voice training for actors to have an inspirational voice or change the tone of language. IPA can help you use mouth, lips, teeth, and tongue in the correct position and control the air flow to create sound that is right when learning a language.

	monophthongs				diphthongs		<b>Phonemic Chart</b> voiced unvoiced	
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
VOWELS	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy	əʊ show	
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my	aʊ cow	
	CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car
f fly		v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
m man		n now	ŋ sing	h hat	l love	r red	w wet	j yes

The international Phonetic Alphabet

Using this phonetic chart will help you read and pronounce English faster and more accurately. Especially when looking up the dictionary, you will know how to pronounce words thanks to the transliteration of the word.

That's all the ways if students want to learn online or not from any kind of center, but if you are always want to learn at schools, this is definitely different from teaching and learning methods.

First of all, learning attitude of students has to be positive, cooperative with teachers, always eager to speak out and never think that you cannot do anything.

Secondly, teachers in schools are the most important persons to instruct and improve the atmosphere in classrooms. Creating their new teaching methods in order to have better lessons, and students would feel more comfortable.

### **3. Limitations from the study**

I wish I would have much more time for this study, and for a comprehensive, more objective study, the study should have done with many more students and English centers, universities in Vietnam.

Most of the students in the survey were in one class, and I could not cover all students each place to have an overview look on these places.

Hopefully, all of the solutions above can help students improve their listening and speaking skills partially because studying a foreign language takes you a lot of time. You have to make an effort to find ways of studying that work for you.

## REFERENCES

- \* Ellis, G., & Brewster, J. (2014). Tell it Again! The new storytelling handbook for primary teachers.
- \* Brewster, J., Ellis, G., & Girard, D. (2002). The primary English teacher's guide. (New edition). Harlow: Longman.
- \* Rivers, Wilga M. (1981). Teaching foreign-language skills.
- \* Lindsay, C. and Knight, P. (2006) Learning and Teaching English. Oxford: Oxford University Press.
- \* Bozorgian, H. (2012). The relationship between listening and other language skills in international English language testing system. Theory and Practice in Language Studies, 2 (4), 657-663.
- \* Hedge, T. (2000). Teaching and Learning in the language classroom. Oxford University Press.
- \* Hunsaker, R. A. (1990). Understanding and developing the skills of oral communication: Speaking and listening (2nd ed.). Englewood, CO: J. Morton Press.
- \* Field, J. (2008). Listening in the language classroom. Cambridge: Cambridge University Press.
- \* the Oxford Pocket dictionary of Current English 2009.
- \* Developing speaking skills (1999) of David Scheter.
- \* Collins Cobuild English for advanced learner 4th edition, published in 2007 Lingua.
- \* Link Library, Version 3.5, published on CD ROM by SIL International (1998).
- \* A Burns, H Joyce – 1997.

## **APPENDIX**

### **1. How long have you really been learning English?**

- 6 years
- 7 years
- 9 - 10 years
- more

### **2. Between listening and speaking skills, which one do you find more confident in?**

### **3. What specific things make you good at these skills?**

#### **Listening**

- there are words, passages, texts, or prescriptions so you can follow the details on to get information
- more challenging when you have to be focused on the information that you need
- just a simple passive way to learn so you feel easier
- you can predict or you know tricks to do tests
- you do not have to speak

#### **Speaking**

- its about fast reaction
- you have to use most of English skills to speak
- you can speak your own styles
- you are extroverts, you are talkative so you have lots of ideas to speak

### **4. Do you think we should integrate listening and speaking skills at a time while we learning English?**

- yes, we have to

- no
- sometimes in classes, sometimes we need to discuss something

very important in social life and our jobs

**5. How does the teaching methods of teachers affect on your English understandings?**

- not at all
- partially
- very much
- a lot of effects on your learning methods

**6. The learning methods that you are applying to learning English**

- listen to everything, everyday
- standing in front of mirrors and speak loud
- try to meet as many as foreigners as possible
- attending classes of communication

**7. The best ways you think will probably make the project of listening and speaking skills integration at a time possible:**

- teachers or schools need to reform the projects of teaching methods
- students have to be confident to find their level and never stop to learn something new
- learn how to sound like foreigners, practice thinking about English as much as possible
- teachers and students cooperate, making a good quality lessons, more exciting environment for students to speak, listen and to be eager to learn