

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

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# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH : NGÔN NGỮ ANH**

**Sinh viên : Ngô Thị Khánh Huyền**

**HẢI PHÒNG – 2021**

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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**FACTORS AFFECTING ENGLISH SPEAKING SKILL  
OF THE FIRST YEAR ENGLISH MAJORS AND THE  
WAYS HOW TO IMPROVE AT HAI PHONG  
UNIVERSITY OF MANAGEMENT AND  
TECHNOLOGY**

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

Sinh viên : Ngô Thị Khánh Huyền  
Giảng viên hướng dẫn : Nguyễn Thị Thu Huyền

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## NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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**Tên đề tài:** Factors affecting English speaking skill of the first year English majors and the ways how to improve at Hai Phong University of Management and Technology.

# NHIỆM VỤ ĐỀ TÀI

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

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## 2. Các tài liệu, số liệu cần thiết

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## 3. Địa điểm thực tập tốt nghiệp

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## **CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP**

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

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Giảng viên hướng dẫn

Hải Phòng, ngày .... tháng .... năm 2021

**XÁC NHẬN CỦA KHOA**

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

**PHIẾU NHẬN XÉT CỦA GIÁNG 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**

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**2. 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

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

**Giảng viên hướng dẫn**

(Ký và ghi rõ họ tên)

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

**Độc lập - Tự do - Hạnh phúc**

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

Họ và tên giảng viên: .....

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 viên chấm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

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

**Giảng viên chấm phản biện**

*(Ký và ghi rõ tên)*

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# **PART I: INTRODUCTION**

## **1. Rationale of the study**

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.

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. There are many factors that affect 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.

After studying at the Faculty of Foreign Languages, Hai Phong Management and Technology University, for nearly four years, I realize that the first year students of English majors still have many difficulties in their speaking skill. In the hope of finding out the solutions learning speaking, a study: "Factors affecting English speaking skill of the first year English majors and the ways how to improve at Hai Phong University of Management and Technology" has been conducted because of all above mentioned reason.

Speaking skills are considered as the most important aspect of language learning because when talking about language learners, it is often referred to the speakers of that language (Ur, 1996). Furthermore, speaking skill play such a very important role in human's life. Through speaking, people can communicate their thought, their feelings and so on to each other. Richards (2008) explains that: "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". Speaking competence hence is extremely important for the learners of any language.

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## **2. The aim of the study**

Most students find it difficult to learn speaking skill so I would like to find out the factors affecting English speaking skill of the first year English majors at Hai Phong University of Management and Technology.

Due to such factors, many students have faced the obstacles in learning and practicing this skill in class, therefore the study would like to suggest the ways how to improve their speaking skill. These solutions also aim to help the students catch up with the speed of a normal conversation in the real life so that they can improve their communication competence.

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

This study focuses on giving a definition of speaking skills, types of speaking and factors affecting speaking skills of first year English majors and the ways how to impove at Hai Phong University of Management and Technology.

#### **4. The method of the study**

To carry out this study, I applied qualitative and quantitative method.

A survey questionnaire was conducted by the first year English majors at Hai Phong University of Management and Technology to find out the factors which are the obstacles for their speaking skill.

After getting the results, the researcher will use the comments, remarks, recommendations and conclusion provided in the study for presenting the collection data. From there, it is possible to suggest the ways to improve English speaking skills of first year students at Hai Phong University of Management and Technology.

#### **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 such as its definition, types of speaking, purpose and component of speaking and problems that the first year students usually have in speaking.

Chapter 2: Research method

Chapter 3: Suggest the ways how to improve speaking skill for the first year English majors at Hai Phong University of Management and Technology

Part III: Conclusion

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

# **PART II: DEVELOPMENT**

## **CHAPTER ONE: THEORETICAL BACKGROUND**

### **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) Talk 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 and 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 inappropriate ones. The unity of grammar also learns the correct way to gain expertise in a language 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 for 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 the first year 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.

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. 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.

### **2.3. 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.

### **3. Problems in Speaking**

#### **3.1. 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).

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. 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 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.

### **3.2. Other factors affecting the speaking skill in English**

In learning English speaking, some students will make problems or errors when they try to utter 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 students 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 METHOD

### 1. Survey Research

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.

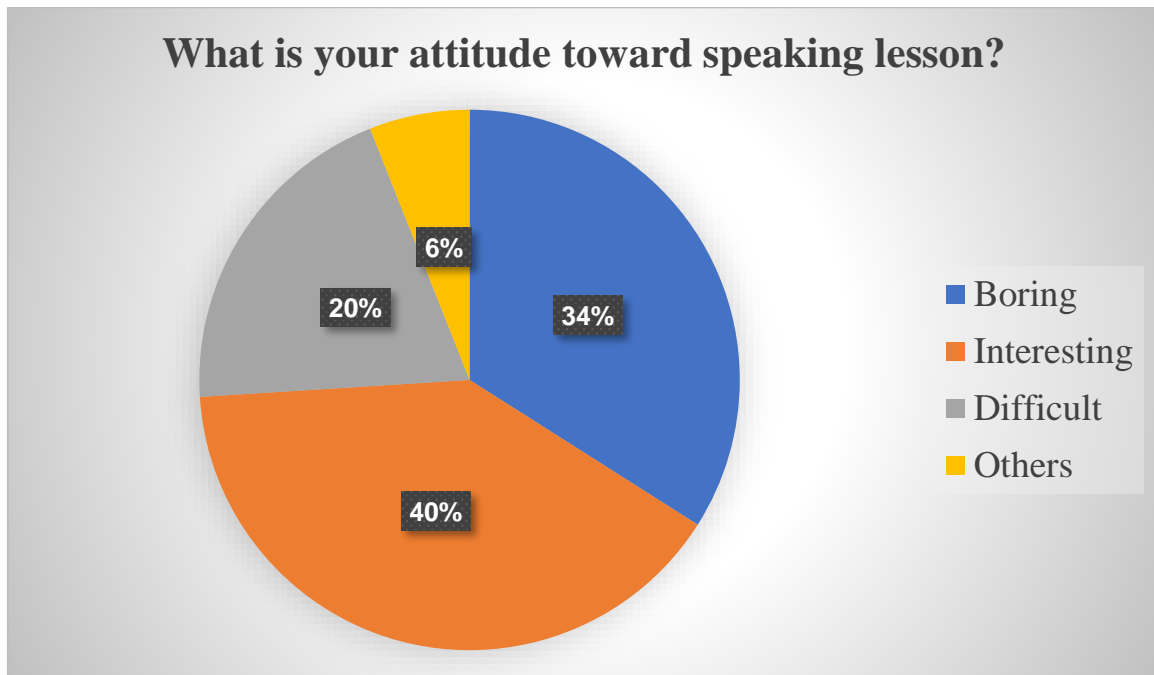
### 2. The participants

The research was done with 50 first-years English majors at Hai Phong University of Management and Technology. Their age is about 19. They have learnt English at least for 7 years. However, their English is not good because of many reasons. In which, two main reasons are local voice and curriculum influence from high school in the past, so they did not have chances to practise English speaking skill. Therefore, when entering the university, their English

levels were limited and they have to deal with many difficulties in studying process.

### 3. Data collection and analysis

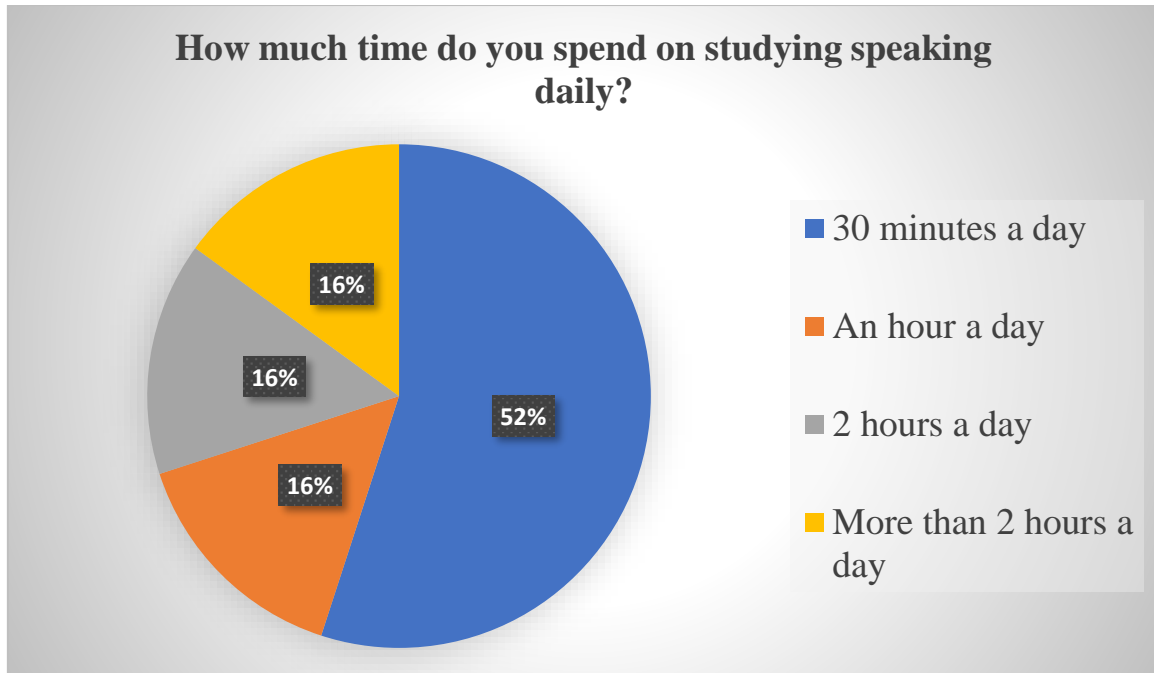
#### Question 1



The pie chart above shows students' thoughts on the English speaking lessons. 34% of students found the speaking lesson boring, about 40% of the students thought the speaking lesson was interesting, 20% thought it was difficult, 6% of the students had a different opinion.

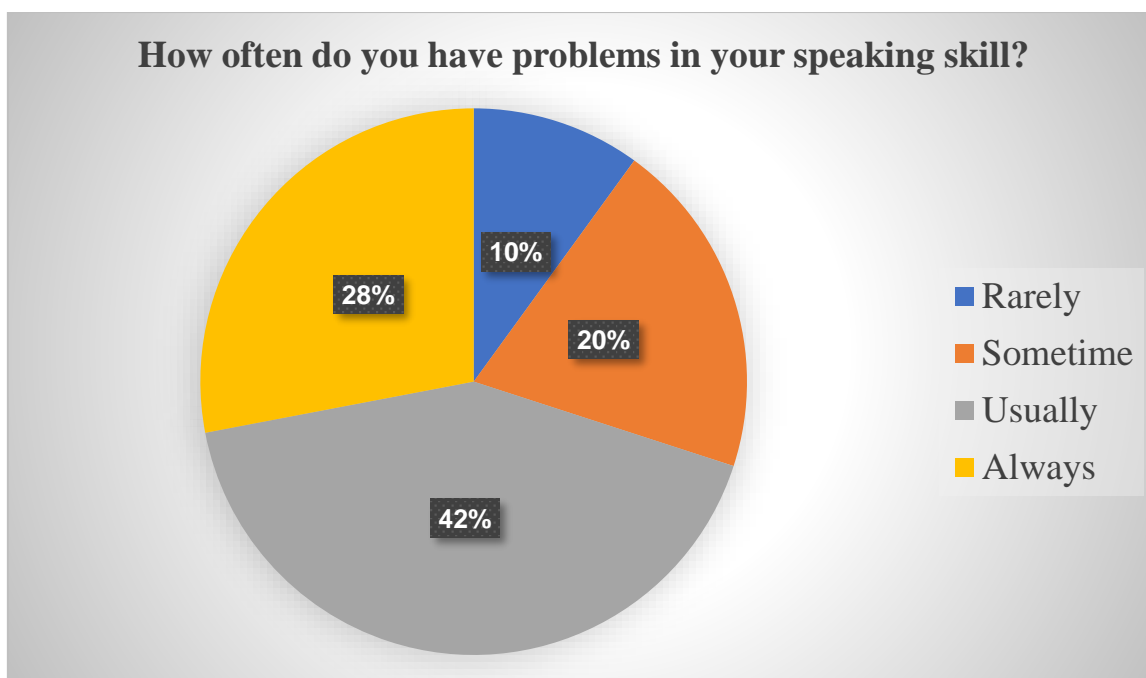


## Question 2



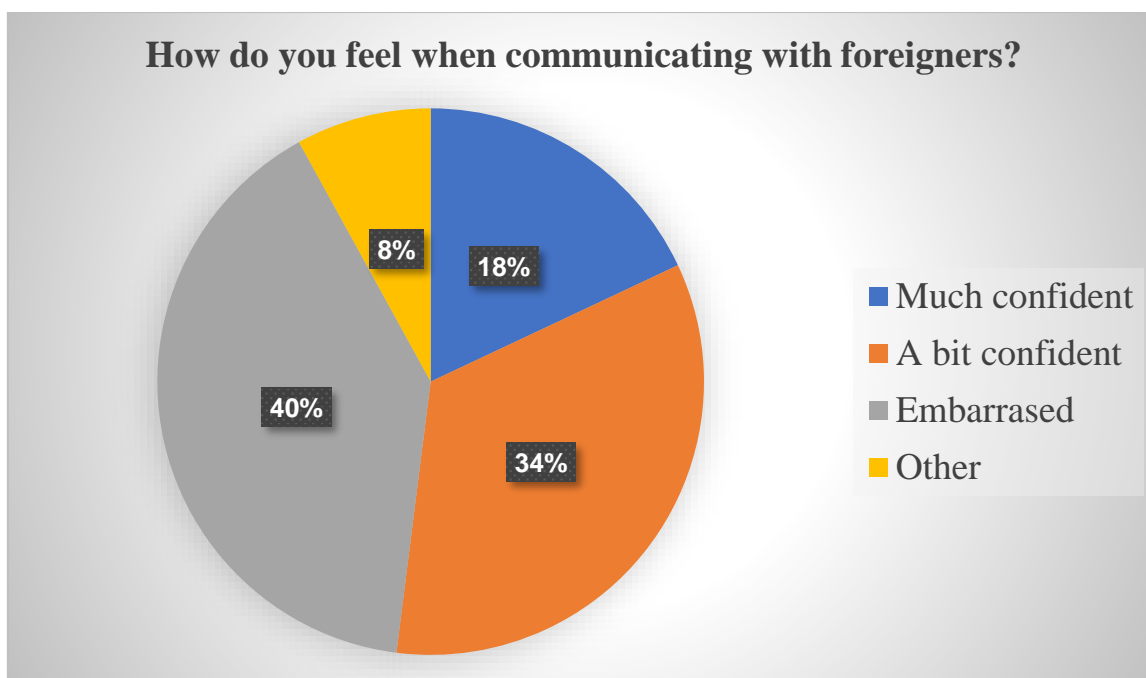
It can be clearly seen from the pie chart that students pay very little attention to their daily speaking learning. Half of them only spend 30 minutes on learning to speak every day. The number of students studying from one hour a day to more than one hour is very limited with the same figure at 16%. Spending too little time on learning to speak is the biggest reason that profoundly affects the effectiveness of students' speaking skills.

### Question 3



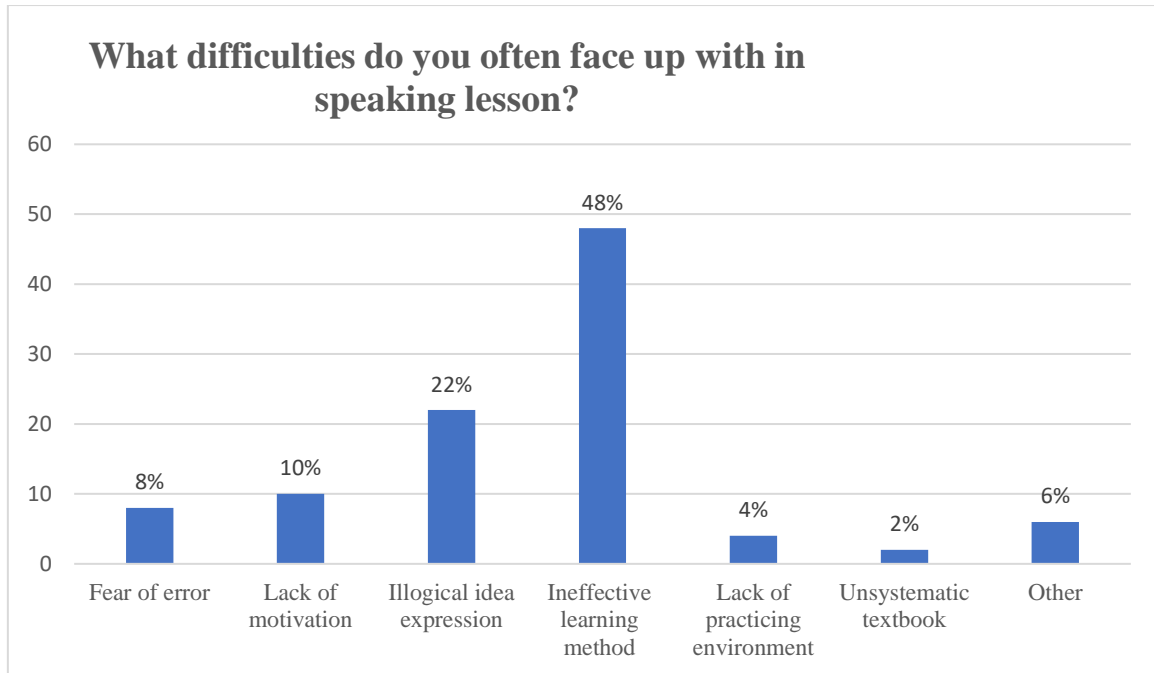
The information in the pie chart shows how often students have difficulty learning speaking skills. According to the collected data, 42% of students often have difficulty and 28% of students always have difficulty speaking, while only 20% sometimes and 10% rarely. In short, students all have problems in speaking English and they need a lot of suggestions to improve their speaking skills. Extra activities are an important factor in improving students' English speaking skills.

#### Question 4



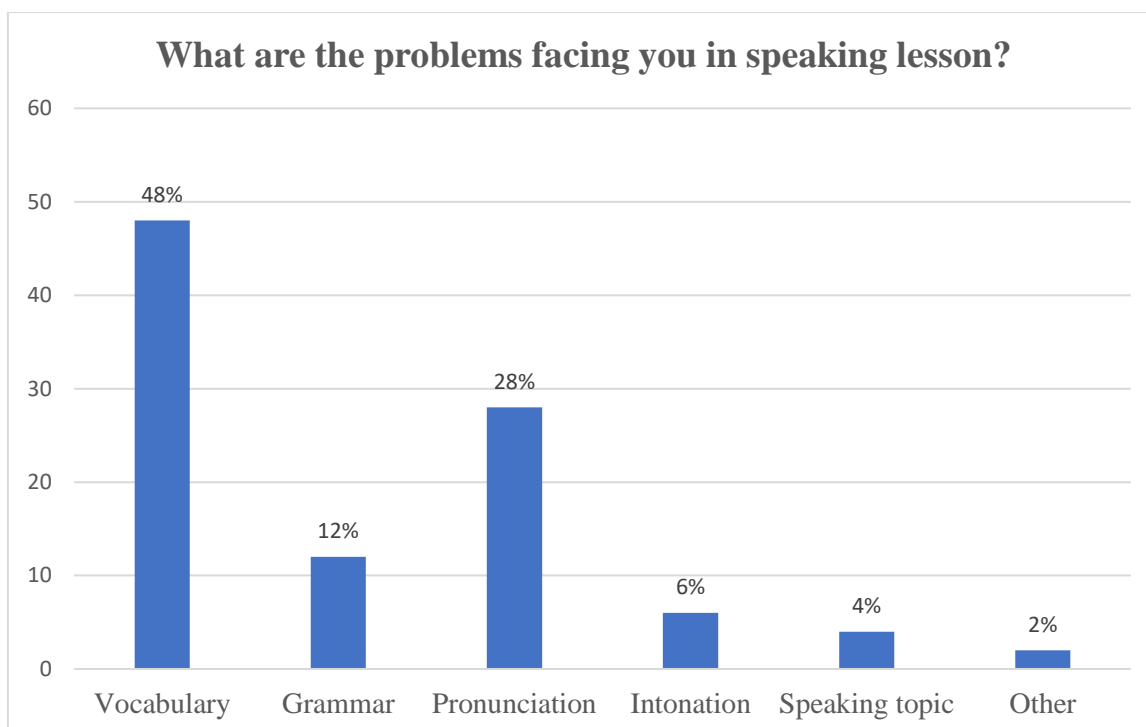
From the pie chart, we know that only 18% of students feel much confident when communicating with foreigners. 34% of students said they felt a bit confident. Almost half of them are often embarrassed to communicate with native speakers because they feel that their English vocabulary is not enough to express their ideas, and their pronunciation is not correct, causing misunderstandings for listeners. Obviously, the lack of confidence is a big obstacle that makes it difficult for them to integrate into English conversations.

## Question 5



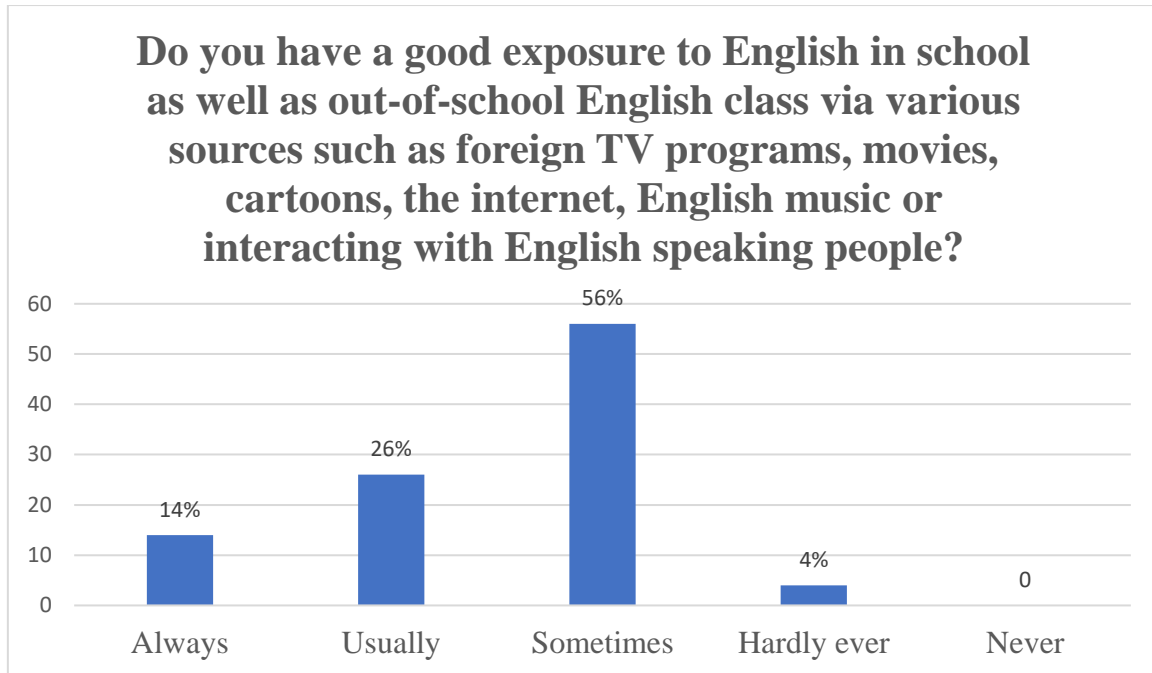
Through the chart above, we can see that most students feel that the problem they face in speaking lesson is that they have not found an effective learning method. 22% of students find it difficult to express their ideas through each topic logically and clearly. There are also other reasons why some it is difficult for them to absorb the speaking class, which is fear of error, lack of motivation, lack of practicing environment, unsystematic textbook.

## Question 6



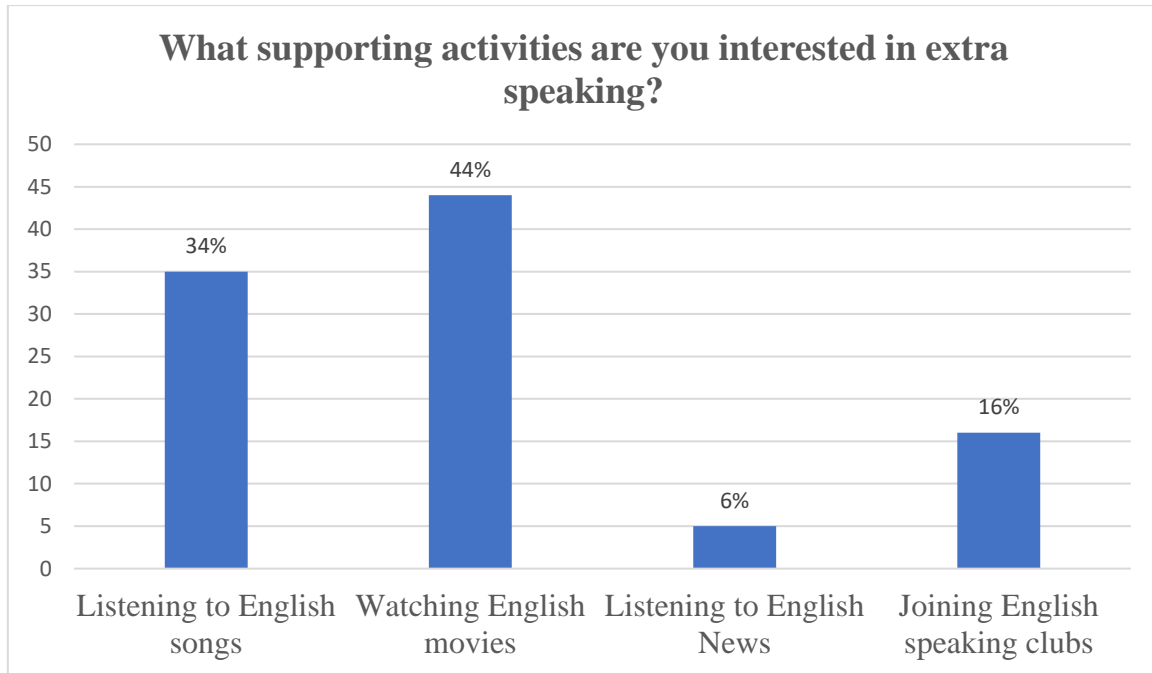
The chart has shown that 48% of students have problems with vocabulary, which makes them difficult in speaking. When students' vocabulary is not enough to express what they want to convey, they cannot complete the speech fluently and give up easily. 28% of students have major problems with their pronunciation, 12% have problems with grammar, and some other students have intonation, speaking topics and other problems.

## Question 7



According to the survey results, 56% of students sometimes practice English in different ways, 26% of students usually practice it, 14% of students always and 4% of students hardly never. There is no student who never practices English through sources like foreign TV programs, movies, cartoons, the internet, English music or interacting with English-speaking people. The above resources are all excellent means of entertainment for students to relax after school, and they can use them to have fun and learn together, that's better than ever. That will greatly support students in learning in general and skills in particular.

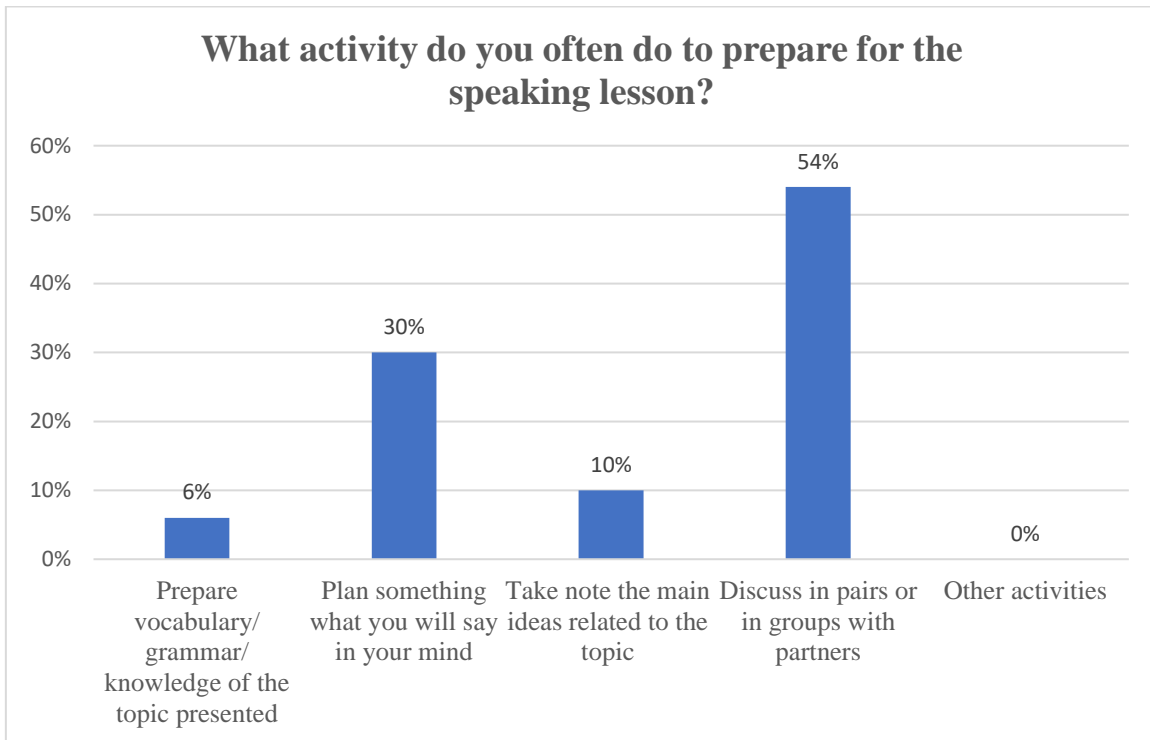
## Question 8



As the chart above can see, 44% of students like to watch English movies. In contrast to movies, only 6% of students are interested in English news. In addition, 34% of students regularly listen to English music, the remaining 16% want to join an English speaking club.

The results show that entertainment programs such as movies or music make students feel interested and come to every free time, which makes them relax but still be able to practice. In addition, listening to English news is still very few students approach because they find it difficult to understand and boring. Perhaps English speaking clubs have not yet attracted many students because they have not learned about the great benefits that clubs bring to them.

## Question 9



According to the chart, 54% of students will discuss in pairs or groups to support each other during speaking class. In addition, 30% of students will focus on planning something they will say in their heads, 10% take note the main ideas related to the topic and 6% prepare vocabulary/ grammar/ knowledge of the topic presented. One thing is for sure, students who choose for themselves the best way to prepare for a speaking lesson will be able to absorb the knowledge and complete the lesson much better than students who don't. So, if students want to gain confidence and fluency every time they take part in an English class, they can't forget to prepare carefully.



## **CHAPTER THREE: SUGGEST THE WAYS HOW TO IMPROVE SPEAKING SKILL FOR THE FIRST YEAR ENGLISH MAJORS AT HAI PHONG UNIVERSITY OF MANAGEMENT AND TECHNOLOGY**

### **1. Goal, target and attitude**

#### **a, Goal**

First-year English major need to find out for themselves about the purpose and importance of learning to speak, from which they will find appropriate learning methods to improve their ability. If they know why they want to study, setting goals is easy. For example, maybe they want to travel to an English-speaking country, their goal might be to learn "Survival English". Perhaps they already know many useful phrases, but they want to improve their speaking and listening skills. Whatever their goals are, write them down and do that.

#### **b, Target**

How long do you need to study to reach your goal? Do you study best at day or night? Do you like to study alone in a quiet place, or with friends and background music? These answers are different for each student. The important thing is to be realistic. Students need to adjust their schedule accordingly. Instead of spending too little time on learning to speak, students should spend at least 3 to 4 hours a day learning to speak using various methods. If students can persist in learning to speak everyday, old knowledge will not be forgotten, moreover, they will absorb a lot of new knowledge to improve their level.

#### **c, Make a commitment**

Students need to understand that learning English requires a lot of motivation. No one can take attendance and track them every hour. The most important thing is the self-discipline of the students. If students are sure they are ready to start learning, they should commit to themselves and do their best.

#### **d, Attitude**

The things we do best in life are the things we enjoy doing. If students aren't having fun learning English, they are not studying the right way. They can be a serious student who has fun at the same time. Students should make up their own rewards program to give themselves incentives to stay on task.

## **2. Improve learning methods**

a, Practicing speaking with others as much as possible, try to practice in standard talk situations. Students should join an English club or an organization that will help them practice speaking English more.

b, Practice talking alone. Students can come up with a specific topic and practice on their own, then ask more questions and answers.

c, Students should increase their vocabulary to be able to talk about a variety of topics. Spend more time and patience to improve vocabulary, a good vocabulary background will be very useful in many contexts.

d, Change intonation of voice. Listening to native speakers speak English, students should keep in mind the way they speak and the intonation of the conversation. Listen to understand what is friendly or unfriendly, bored or interested, kind or cruel. Listen to how their intonation affects the message they are conveying, then try to change intonation when speaking.

e, Students should put extra emphasis on the important parts being talked about. English is a rhythmic language, which means that in any sentence, some words are emphasized to show the importance of the message.

f, To improve English speaking skill, students should find a friend to practice learning English with, helping each other to improve. They will be more motivated and not bored.

g, Students should train grammar skills, record it when speaking and try to find grammatical errors. Learn from mistakes and try again.

h, Record while speaking, check volume and speed. When students speak too fast, it will be difficult for others to understand. One difficult thing students should keep in mind in conversations is to stop when asked.

### **3. Work in pairs or groups**

For learning to speak English, working in pairs or groups is also considered an effective way of learning. The practice of group discussion in parallel with skill development will be really helpful and improve students' English communication ability. If each student participating in the group follows the rules set by the group with the common goal of growing together, they will all achieve their learning goals.

The benefits of learning to speak English in pairs or in groups:

a, Raising awareness and self-discipline for students

Working in pairs or groups allows each member to participate actively and responsibly. Reading comprehension and preparing materials before each lesson according to a certain time limit will create great effects for reviewing old knowledge and absorbing new knowledge, which is very important for learning to speak English. When they are in a group and are responsible for completing assignments with other members, students will be really serious about learning about the topic, brainstorming ideas and discussing to find the best arrangement for each assigned topic.

b, Create opportunities for members to share ideas, solve problems and help each other

Once paired as a pair or a group, members can freely share ideas and advice to each other. They can also solve any problem that is difficult to do alone. Moreover, when explaining a concept to another member, it is also deepening that knowledge into one's own memory. Explaining clearly and fluently in front of a group of people also trains each student to speak in front of a crowd and increases their confidence.

### **4. Learn to speak through the internet**

a, Learn to speak through online websites

Nowadays, the internet has a huge influence on our lives. For the first year English major, the Internet can help them learn to speak English

effectively. At any time, students can learn directly through online websites that teach English, especially speaking skills. It is very convenient for them to learn new words, pronunciation, presentation skills through interesting topics... Through the internet, students can download many materials related to English speaking practice to improve their skills.

b, Learn to speak through English songs

The Internet includes a huge of English resources. Students can learn from English songs, English music, even English poems. Students can learn from English lyrics by downloading the lyrics to their phones or computers and listening to the song several times, then reading the lyrics carefully and trying to repeat them on their own. They can find in the lyrics some simple sentence structure, even more special structure. That will help students improve both their speaking and grammar skills.

c, Learn to speak through English movies

Sometimes, students can find some English movies to watch and learn from these movies. They will be relaxed but still be able to learn. These movies have interesting sounds, pictures and information so students won't get bored. On the contrary, they really pay attention to the details and lines in the movie, thereby learning to speak English naturally. It is clear that when students learn according to their interests, their speaking will improve faster and their vocabulary will also increase very quickly. One advice is that students should follow the character's lines, study their intonation, it will help students to improve their speaking skills a lot.

d, Learn to speak through English video

TV show and video allow students to tap into the visual essentials of face-to-face communication. A good way to learn to speak is to watch TV shows that involve a group of people having a discussion. Notice things, such as how speakers indicate that they want to say next or are about to end what they are

saying. Recognizing these 'turnaround' signals will make it easier to engage in English conversations.

### **5. Self-Talking English**

Self-talk English is considered to be one of the most effective ways that a lot of students have been doing during their university studies to practice English. It is a common problem that the number of students in each class is quite large, so there may not be enough time for each student to have a chance to practice their speaking skills. Therefore, students can only practice at home but finding a partner to practice with is another problem. In this case, self-talk seems effective and easy to do. Besides, for some students who are shy or lack confidence, this strategy is totally recommended as they can then push themselves to speak without fear of making mistakes or being embarrassed. Talk about anything and everything. Do it in the privacy of their own home. If students can't do this at first, they should try reading out loud until they feel comfortable hearing their own voice in English. Interestingly, a statistic has shown that 93% of professors use self-talk when learning a second language and this strategy has received many positive feedbacks from professors. The practice step of this method is very simple as you are free to say whatever you like to yourself. When learners practice speaking on their own, it can help them achieve great fluency and memorization.

### **6. Join the English club**

#### **a, Definition**

English Club is a gathering of people with the same passion and interest in English. Each English club has its own goals and directions. Here, members can organize appropriate programs of activities, towards the common purpose of the club. The time will be agreed by the members themselves to ensure reasonable for each participating member.

#### **b, Benefits of joining an English club**

The English club was created as one of the very effective English learning solutions.

1. Help members have the opportunity to practice English communication in order to improve each person's listening and speaking ability.

2. Members will become more confident when they practice at English clubs, which leads to positive friends and relationships. Since then, members not only improve their speaking ability but also give them confidence when communicating in English.

3. Feel free to come up with creative ideas to help improve everyone's English ability. Here, members will experience using English together to play games, play plays, debates, presentations, and interviews, helping them to make the most of your knowledge but not under great pressure.

4. Some clubs have foreign lecturers participating to guide them on pronunciation and grammar in detail, directly correcting mistakes for each person.

### **7. Join the online forum on practicing speaking English**

Students often learn English speaking by listening to music, watching movies or available English-taught programs. But sometimes they feel that this learning is too passive and have many difficulties if they want to find study materials. So students should try to participate in English speaking forums, the interaction between members, a rich repository of documents and many useful tips will definitely help them conquer this global language.

Benefits of joining an English speaking forum:

a, Free for all users

This is the best advantage of English forums. Your participation here is completely free and free, does not require any fees. Here, learners can download loads of useful materials, participate in free discussions and ask questions to anyone.

b, Easy and convenient

All users just need a computer or phone connected to the internet can participate. Just a few simple steps to register and you can become a member of the English forum with many benefits in learning English.

c, Plentiful material

If students need to find useful material, the archives shared by members on English speaking forums are a treasure for them. These are all documents shared by predecessors, so they are often highly appreciated for their quality and effectiveness for users. Especially, the structure of the forums is often very reasonable and diverse, making it easy for users to find suitable documents for each specific topic.

d, Friendly learning environment at English speaking forums

Although just a virtual environment, English speaking forums are gathering places for people with the same goal of wanting to learn to speak English better. Therefore, the members here are usually quite friendly and enthusiastic. They exchange with each other like close friends, the interaction in the forum is no less than learning English online. This is very beneficial in practicing English communication for students.

### **8. Join English workshops**

English Workshop is a series of activities in meetings and seminars of people with similar interests in the field of English. The purpose of the English workshop is to exchange, share and learn skills, experience and knowledge about English. A workshop is conducted when there are two components that are speakers and participants. Speakers will share, provide knowledge and useful information to guests. English workshops are held for the purpose of discussing and clarifying interesting topics that everyone is interested in.

At Hai Phong University of Management and Technology, English workshops are organized by English department on interesting topics that are always of particular interest and attention from students. Not only helping students relieve stress after class, English workshops also give students a lot of

useful knowledge that they need to apply in their studies as well as in the future. With good speakers and always stirring the atmosphere of the workshop, valuable content is easily conveyed to the students. Students not only acquire knowledge for themselves, but also can ask questions to clarify problems and improve the difficulties they are facing in learning English.

Therefore, first year students at Hai Phong University of Management and Technology should actively participate in the department's English workshops as well as off-campus workshops. This will give them not only knowledge about learning English but also valuable lessons that they cannot find in books, helping them to improve and enhance every aspect of themselves.

### **9. Teaching methods to improve speaking skill**

Speaking is one of the most important skills students can master both for social and studying success. Students use this skill through every English class to make requests, ask questions, receive new information and interact with friends.

However, teachers must be mindful that speaking involves more than simply using words to articulate what we are thinking, and there is more at play than simply asking students to say the words that they know. So teachers have a particularly important role in raising the level of each student.

#### **a, Select appropriate and effective textbook**

Teaching textbook is an important part that directly affects the teaching process of each teacher. Teachers should choose the right textbook and bring high performance in each lesson. A good textbook not only makes it easier for teachers to work, but also helps students easily absorb lessons and apply knowledge to the fullest.

#### **b, Encourage conversation**

Every speaking lesson gives students a new opportunity to practice language. Some of students might need a little guidance from their teacher to engage in conversations, so teachers should spark interactions whenever they



can. Ask questions, rephrase the student's answers and give prompts that encourage conversations to continue.

c, Remind students to speak loudly and articulate clearly

Ask students to feel the muscles used for speech while they are talking and monitor their volume and articulation. Remind them that clear and loud-enough speech is essential for holding the attention of the group, communicating their information and opinions effectively.

d, Explain the subtleties of tone

Remind students how tone of voice, which includes pitch, volume, speed, and rhythm can change the meaning of what they say. Often, it is not what they say, it is how they say, it that can lead to misunderstanding of motives and attitudes. Teacher should ask students to be mindful of tone when they are trying to get a message across, and adjust their volume and pitch accordingly.

e, Create a fun and exciting atmosphere for each class

No one can easily absorb knowledge in a stressful study environment, especially English speaking skills. Therefore, the role of the teacher is to create a pleasant atmosphere and encourage the students to interact naturally in the class. Teachers can also let students come up with a suitable topic, then have them practice in pairs or in groups. This process not only helps students feel more comfortable in class, but also helps each other correct mistakes and complete assignments together.

# **PART III: CONCLUSION**

## **1. Research Summary**

As a student at Hai Phong University of Technology and Management, from having many difficulties in speaking skills, along with a deep awareness of the importance of learning to speak; The researcher decided to carry out the study in the hope of finding out some factors that influence students' speaking skills during speaking as well as suggesting some ways to improve their speaking skills.

The study consists of three main parts. Part I is the introduction of the study. It introduces readers to background information on why this thesis was completed, how it was conducted, and what it was done for. Part II is the development of the thesis consisting of three chapters. The first chapter provides the reader with an overview of the theoretical underpinnings on which this study is based.

The next chapter presents the research method through survey questionnaires. The last chapter is a number of recommendations and suggestions to improve English speaking skills at Hai Phong University of Technology and Management.

## **2. Limitation of the study**

Although the study has certain strong points such as collection methods, survey questionnaires for students, due to limited time, lack of sources, the researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings.

First of all, due to the limited of time, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable.

Secondly, due to the limitation of scope of the study, the researcher only focus on the first-year students in Faculty of Foreign Language which account for a small number of students in foreign languages department Haiphong Management and Technology University. Therefore, the result of the study can't be generalized. Besides, the researcher could not cover all the aspects of difficulties.

In addition, the techniques suggested in this research are selected from different reliable but limited sources.

In spite of the mentioned limitations, I hope that this exploratory research will contribute to the better situation of teaching and learning English speaking skill in in foreign languages department at Haiphong Management and Technology University.

### **3. Suggestions for the further study**

Because of the limitation, this study could not cover all of aspects of the study. Besides, the study only focuses on difficulties and solutions for only first-year students at Haiphong Management and Technology University in order to help them improve their speaking skill. Moreover, for the further studies, to get better results, the researcher should invite more participants and the data collection method. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions.

All in all, although the study cannot avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

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# APPENDIX

Research on English speaking skills of first year English major, Hai Phong University of Technology and Management. Survey questionnaire was used in this study.

Please put a tick the box or write the required answer. You can use English or Vietnamese in your answer.

Question 1: What do you think about speaking lesson?

- Boring
- Very interesting
- Difficult
- Other: .....

Question 2: How much time do you spend on studying speaking daily?

- 30 minutes a day
- An hour a day
- 2 hours a day
- More than 2 hours a day

Question 3: How often do you have problems in your speaking skill?

- Rarely
- Sometimes
- Usually
- Always

Question 4: How do you feel when communicating with foreigners?

- Much confident
- A bit confident

- Embarrassed
- Other: .....

Question 5: What difficulties do you often face up with in speaking lesson?

- Fear of error
- Lack of motivation
- Illogical idea expression
- Ineffective learning method
- Lack of practicing environment
- Unsystematic textbook
- Other: .....

Question 6: What are the problems facing you in speaking lesson?

- Vocabulary
- Grammar
- Pronunciation (stress, ending sounds, mispronunciation...)
- Intonation
- Speaking topics
- Others: .....

Question 7: Do you have a good exposure to English in school as well as out-of-school English class via various sources such as foreign TV programs, movies, cartoons, the internet, English music or interacting with English-speaking people?

- Always
- Usually
- Sometimes
- Hardly ever
- Never

Question 8: What activities are you interested in extra speaking?

- Listening to English songs
- Watching English movies
- Listening to English News
- Joining English speaking clubs

Question 9: What activity do you often do to prepare for the speaking lesson?

- Prepare vocabulary/ grammar/ knowledge of the topic presented
- Plan something what you will say in your mind
- Take note the main ideas related to the topic
- Discuss in pairs or in groups with partners
- Other activities: .....