BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

HPU

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH NHẬT

Sinh viên: PHẠM NGỌC THƯ

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

A STUDY ON HOW TO DESIGN COMMUNICATIVE ACTIVITIES TO MOTIVATE PAIRWORK AND GROUPWORK INTERACTION FOR THE FIRST - YEAR NON ENGLISH MAJORS AT HPU

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH NHẬT

Sinh viên   : Phạm Ngọc Thư

Giảng viên hướng dẫn: Th.s Nguyễn Thị Hoa

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A Study On How To Design Communicative Activities To Motivate Pairwork And Groupwork Interaction For The First -Year Non English Majors At HPU

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

Họ và tên   : Nguyễn Thị Hoa

Học hàm, học vị   : Thạc sỹ

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

Nội dung hướng dẫn: Nghiên Cứu Cách Thiết Kế Các Hoạt Động Giao Tiếp Để Tạo Động Lực Tương Tác Làm Việc Theo Nhóm Và Làm Việc Theo Nhóm Cho Sinh Viên Năm Nhất Không Chuyên Tiếng Anh Tại HPU

Đề tài tốt nghiệp được giao ngày 07 tháng 11 năm 2022

Yêu cầu phải hoàn thành xong trước ngày 18 tháng 02 năm 2023

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

Sinh viên   *Giảng viên hướng dẫn*

Phạm Ngọc Thư   ThS. Nguyễn Thị Hoa

Hải Phòng, ngày 24 tháng 02 năm 2023

XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Nguyễn Thị Hoa

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Sinh viên: Phạm Ngọc Thư

Chuyên ngành: Ngôn ngữ Anh Nhật

Nội dung hướng dẫn: A Study On How To Design Communicative Activities To Motivate Pairwork And Groupwork Interaction For The First -Year Non English Majors At HPU

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

QC20-B18

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: Phạm Ngọc Thư

Chuyên ngành: Ngôn ngữ Anh Nhật

Đề tài tốt nghiệp: A Study On How To Design Communicative Activities To Motivate Pairwork And Groupwork Interaction For The First -Year Non English Majors At HPU

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 2023
Giảng viên chấm phản biện

QC20-B19

DECLARATION

I hereby declare that the thesis titled "A Study On How To Design Communicative Activities To Motivate Pairwork And Groupwork Interaction For The First -Year Non English - Majors At HPU" is my own work. The scientific research results that I have investigated and analyzed are completely honest. I will take full responsibility for the topic content

Pham Ngoc Thu

ABSTRACT

Communication is an integral part of human life. Students, in addition to equipping themselves with solid professional knowledge, practice to improve good communication to prepare for entering the workplace after graduation. Therefore, the author has conducted a research on the topic "A Study On How To Design Communicative Activities To Motivate Pairwork And Groupwork Interaction For The First -Year Non English Majors At HPU". Subjects of the study are 30 first-year non-specialized students studying at Hai Phong University of Management and Technology. The knowledge in the lecture is conveyed in an easily understandable way, with vivid examples and exercises for students to think on their own and work in pairs or groups. The main objective of the study is to improve the speaking and communication skills of first-year non-major students at HPU.

ACKNOWLEDGEMENT

During the time of completing my graduation thesis, I have received the help, suggestions and encouragement of friends, family and teachers.

First of all, I would like to express my sincere thanks to the teachers of Hai Phong University of Management and Technology, especially Dr. Tran Thi Ngoc Lien, Vice Rector of Hai Phong University of Management & Technology for creating Conditions for me to successfully complete my graduation thesis

Second, I would like to express my gratitude to Ms. Nguyen Thi Hoa - the teacher who guided and graded my graduation project. She spent a lot of time to guide, support and provide me with many valuable materials to help me complete this research.

Finally, I would like to express my gratitude to my friends and family, who have supported me mentally and encouraged me to complete my research in the best way.

Because of the limited research time, knowledge and practical experience, the thesis content may have many shortcomings. Therefore, I hope to receive the contribution of teachers so that I can improve.

Hai Phong, February 2023

Student

Pham Ngoc Thu

TABLE OF CONTENTS

PART I INTRODUCTION

1. Rationales.

In the current 4.0 era, in order to achieve appropriate job goals and a stable salary candidates not only need professional knowledge and good soft skills but also have the ability to communicate fluently in foreign languages, especially English.

Speaking skill is considered as the source of a language. Learning a language other than the mother tongue is a difficult thing, but it is also a weapon to help each person become perfect. Today, English is the most popular language in the world. As a means of international communication, it is used as an official language in many areas of life such as economics, politics, science and technology, sports and many others. This leads to an increasing demand for learning English. More and more people learn English and consider it an indispensable element in work and life. In Vietnam, English has been included in the general curriculum as a compulsory subject, and the teaching and learning of international languages has received a lot of attention recently. When teaching English, teachers teach students not only the English language but also how to use it. And under the right guidance, students will feel more interested in this second language. Thanks to it, new learners can master and use this foreign language well.

English is a popular language today, learning English has also become a compulsory subject for students from primary school to university. During my study at Hai Phong University of Management and Technology, I realized that the English communication ability of first-year non-specialized students were still limited. Moreover, they are still hesitant to participate in speaking class activities

 That's why I researched and built the topic "A Study On How To Design Communicative Activities To Motivate Pairwork And Groupwork Interaction For The First -Year Non English Major At HPU". Hopefully, this topic can help first-year non-major students at HPU have a good awareness of the importance of English, and have reasonable methods to improve their English communication skills to help improve their English skills.

2.Aims of the study

The purpose of this study is to find ways to help first-year non-majors at HPU improve their English communication skills. More specifically, my research focuses on pair and group work methods. Hopefully, this will be a method to help students not only improve their speaking skills, but also help them become more confident.

3. Scope of the study

The study focuses on improving the English communication ability of first-year non-majors at HPU. Due to the limitation of time and knowledge, this study aims to determine the current status of teaching English speaking to first-year students non-majors, and to suggest some measures to improve English communication skills. Therefore, the research results are only based on the students participating in the study and can be a document for anyone who wants to practice English.

The current reasearch aims to improve the speaking abilities of first-year non-major English students at HPU. In reality, there are various approaches to learning English communication. It requires a significant amount of time and effort. However, due to a lack of time, resources, and knowledge on my part, as well as other factors, this study was carried out to determine the reality of teaching English speaking to first-year English non-majors, the effectiveness of HPU's teaching method, and to offer some techniques to help English non-majors at HPU improve their speaking skills and comunication. Thus, the research's findings are confined to the students who participated in the survey, and these findings may have an influence on generalization to the greater population of all students, as well as being references for anybody who wishes to practice English speaking.

4. Methods of the study

To complete my research, I used the following method

- Send to first year non-majored students at HPU a survey to collect data and information

- Resources such as teaching method reference books

- In addition, a qualitative technique was used with two instruments: an informal interview and observation, to make the data obtained more reliable and authentic.

5. Design of the study

The study consists of three main points: **Introduction, Development and Conclusion.**

Part I, Introduction, covers the rationale of the study. It also includes the objectives of the study, research topic and scope of work. Then the design of the study is presented.

Part II, Development is divided into 4 chapters:

Chapter 1, Literature review, presents an overview of related documents, provides definitions of English communication, problems in teaching and learning, methods to improve communication, the role of teachers in teaching and learning. stages of teaching speaking and the main factors affecting students' English speaking.

Chapter 2, research on teaching and learning to speak, improving English communication skills, focuses on the English teaching and learning environment at HPU, and a survey in which the survey objectives, subjects and processes are investigated. The results and data analysis, findings and discussion of the findings, as well as recommendations to enhance the improvement of students' English communication skills in class are presented in Chapter 2.

Chapter 3, Results and discussion of results

Chapter 4, some technical suggestions for teaching English communication skills to first-year English majors at HPU.

Part III, **Conclusions** in teaching speaking English through techniques are presented, along with some limitations and suggestions for future research. The last section is references, which are appendices that contain all of the study's papers.

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

I.1. Speaking Skill.

I.1.1. Definitions Speaking and Speaking Skills.

English speaking skill is considered an important measure of employers. However, this skill is also considered one of the most difficult aspects of the language learning process. In fact, Vietnamese students have not met English communication requirements after graduation. It is quite common for students not to actively participate in speaking during English speaking class. The reason may be that students do not have the habit of sharing opinions, are afraid, or lecturers have not found a suitable teaching method. To make simple transactions, students need to practice to confidently communicate in English

Here are some definitions of speaking English:

According to Hornby (1995, p.20), speaking is about something to talk, say something about something, to mention something, to have a conversation with somebody, to address somebody in words, to say something, or express oneself in a *particular language.*

According to Nunan (1999, p.25) states that speaking requires that learners not only know how to produce specific points of language, such as *grammar, pronunciation, or vocabulary*, but also that they understand *when, why, and in what ways* to produce language.

According to Chaney and Burk (1998), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts."

From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. That is make the students more fluency in their communication. Because When they speak, they know what they are thinking and how they feel about it, and as you speak other people make judgments about your character and assumptions about what you are thinking and why. (Robert Barrass, 2006)

Speaking skill is the skill of using sound to express one's thoughts, opinions and words for the purpose of expressing opinions, conversing and communicating with listeners. Through a conversation, the speaker and the listener exchange information with each other.

I.1.2. Definitions of Communication and Communication Skill

Communication is activities that take place anytime, anywhere. Communication is the connection between people to share thoughts, feelings, and promote relationships. Communication skills are the ability to use linguistic means such as speech, body, to express ideas, opinions, and feelings.

In life, communication skills take place by speakers and listeners, including conveying information, listening, observing.... The development of technology has contributed to the diversity of communication. Today, we have many different forms of communication from direct to indirect talking, communication via phone, email, social networks, messages....

I.1.3. The importance of communication and communication skills

Today, although we are more aware of the importance of communication skills in life and work, many people still do not know how to communicate effectively. They cannot communicate their thoughts and ideas clearly either verbally or in writing. This limitation has prevented them from showing their full potential

Communication is a necessary and worthwhile skill for us to practice. When you have good communication skills, you will be more active in the conversation and help the other person feel cared about and respected. This means that you will have many new relationships. Along with that, promotion opportunities are also more open to people with good communication skills.

I.2.Interative skill

I.2.1 Definition of interative skill

Interactive skills are tools you use to communicate and interact effectively with the people around you. People with good networking skills are able to predict behavior, empathize with others, and socialize easily. People skills are also known as soft skills, relationship skills, social skills, emotional intelligence or understanding and behavioral intelligence.

I.2.2 The importance of interactive skills

Job positions are recruited through interaction skills. Situations that need Interaction Skills that we often encounter such as meeting new friends, making friends with old colleagues, participating in seminars and meeting the same audience, etc. have a relationship or interaction with another person, it is likely that the interaction will take place. Interaction skills are not just about helping you find the job you want. You can find new friends, new partners, life partners, etc. As you expand your social networking skills, you'll have a mind that's more open to new, interesting knowledge. moreover, enhance communication skills, problem solving, creativity, etc. and that will be an important baggage to go further in life.

I.2.3 Types of interactive skills

I.2.3.1 Listening Skills

Listening skill means listening to others for the purpose of gathering information and interacting with the speaker. A good listener will always be trusted by others. This is the first skill that students should focus on developing. For learning, this skill helps to better access and process information.

I.2.3.2 Leadership

Leadership is an important skill that helps deliver effective results. To be a good leader requires a combination of different skills such as empathy, and patience to make decisions. Under any circumstances, employers will appreciate team leaders who help achieve common goals.

I.2.3.3 Teamwork

Teamwork is the most essential skill to have. Teamwork involves many skills such as communication skills, listening skills, flexibility and responsibility. People who work well in teams are often appreciated at work and will be considered as good candidates for promotion.

I.2.3.4 Creative Thinking

Creative thinking is of great importance as it helps to develop the imagination. Students need to be creative in their approach in every aspect and that helps them understand the world in a better way, giving answers from more diverse

perspectives. Therefore, creating and promoting ideas is one of the important parts of education.

I.3.Pair work and Groupwork

I.3.1. Definition of pair work and groupwork

- Pair work is understood as a learning activity done by two learners when learning a language.

- Groupwork is a way of working with many people in a group. Thereby, each person will be assigned the right work with their own strengths, combined with others to create the final result.

I.3.2 Advantages of working in pair

- Allow learners to share more responsibilities with you, rather than feeling the pressure of having to shoulder the responsibility alone to complete the task. From there, learners also have the opportunity to learn from you more, the ability to interact better.

- Allows to significantly increase the amount of speaking time of each participant, the more pairs, the more time and opportunities for members to speak

- Allows learners to work and interact independently without much constant support from the teacher, creating more confidence for learners when giving their opinions.

- Organizing pair work is not too complicated and does not take much time. Classrooms become more vibrant, creating a more comfortable teaching and learning environment

- Help members learn from each other, ready to support in time in emergencies.

I.3.3 Disadvantages of working in pair and group

- Classroom management: it is difficult to cover a large class, so the effectiveness of this activity will decrease if applied to a class with a large number of learners.

- The uneven division of work, some people do a lot of work but some people do nothing are the causes of ineffective pairwork groupwork, affecting the overall work, causing discomfort to other members.

- Teachers can't listen to everyone's opinions at the same time

I.4. The Importance of Teaching Communicative Skill

Communication skills are the bridge, helping students connect relationships in learning and life. When communicating well, students will always feel very confident when talking and sharing with others. Good communication skills can help resolve conflicts, build relationships, and increase productivity. First impressions are very important. A person's first impression can influence future interactions. Therefore, students must present positive images through voice, facial expressions, body language, eye contact...

If students do not communicate their ideas clearly, it can lead to misunderstandings or even affect their learning progress. According to numerous studies (Wingate 2010; Hubner et al., 2010; Li 2010; Wallace, et al., 2004; Worley 2008, cited in Isaias and Issa, 2014), these skills will be very helpful in future working places. Besides, it helps in developing students' personality, self-esteem, self-confidence and independence

I.5. Factors affect student's speaking skill

I.5.1 Psychological factor

I.5.1.1 Fear of Mistake

Most English learners are afraid to speak because they are afraid of making mistakes. They are not confident, embarrassed and lose their temper whenever they have to speak in English. The main reason is that they have not trained their natural speaking reflexes, so whenever they communicate with others, they will feel awkward and do not know how to respond. Others may really want to practice their English, but the fear of making a mistake holds them back. They are not confident in their own foreign language abilities and are afraid of others seeing their shortcomings.

I.5.1.2 Shyness

Shyness is a mentality that many students encounter when speaking English. This is one reason why they have difficulty in speaking English class as well as in class activities. Shy students are often afraid to speak for fear that if they make a mistake, their friends will laugh. According to Baldwin (2011), speaking in front of a group is one of the most frequent phobias among students, and the

sensation of shyness causes their minds to go blank or causes them to forget what to say. Most students do not show their best speaking ability because they are influenced by shy mentality.

I.5.1.3 Anxiety

The state of anxiety significantly affects the ability to learn foreign languages. "I can do my English homework, but I can't speak!" Such a statement is not too strange for those who teach and learn foreign languages. Many students find anxiety as an obstacle in the process of learning a language even though they absolutely have a need and desire to become proficient in that language. Speakinghesitation is one of the normal problem faced by any Foreign Language learner(Hamzah & Asokan, 2016). Teachers have an important role in teaching and creating a learning environment that provides students with more comfortable conditions in their learning activities.

I.5.1.4 Lack of Confidence

The problem that many students often face is fear, loss of confidence, loss of composure when speaking in English. They often feel anxious and insecure when they have to speak a language other than their mother tongue to communicate with others. Feelings of lack of confidence when speaking English will negatively affect learning and results. Nunan (1999) responds by situations that students who lack confidence in themselves and their English inevitably suffer from communication. This proves that it is important to improve student confidence. Teachers should find ways to increase students' confidence in both theory and practical experience.

I.5.1.5 Lack of Motivation

In learning, maintaining motivation is not easy, especially in English. It is entirely possible that you may be afraid to interact in a foreign language, or you may be bored with a lot of English materials. Dornyei (1998) put stress on the influence of motivation, which is considered as a key to learning a second language and one of the biggest factors affecting language learners' success. The more motivated people are, the more successful they are in learning foreign languages.

I.5.2 Vocabulary

Poor vocabulary is the first reason why people cannot hear and speak English. If your vocabulary is too weak, you will not be able to develop any more skills, on the contrary, if you master the vocabulary, you will have a foundation to develop more Listening - Speaking - Reading - Writing skills. When communicating, a rich vocabulary will help students speak more confidently.

I.5.3 Pronunciation

Another mistake that many students make when practicing English communication is pronouncing English incorrectly. In English, there are many words that are pronounced close to each other, if you do not pay attention to the correct pronunciation, one word may sound like the other. This will affect the meaning of the word and the sentence you want to convey. There have been many cases where because of the wrong pronunciation, the speaker has encountered situations of understanding

I.5.4 Accent

Everyone speaks English in a different accent. The voice origin is often reflected in the person's voice. The stress, intonation, and rhythm used to convey speech can all be affected by the type of English accent you use. Speaking with a standard accent has many benefits. Speaking with a standard accent means more people can hear and understand you. Speaking with a standard accent also gives you confidence to express and express yourself, which leads to easier making friends, which leads to better socialization. People tend to connect with people like themselves. When you have a native accent, natives will accept you more easily.

I.5.5 Listening Comprehension

Among English skills, listening comprehension is considered an important skill in communication because it helps learners to receive information about the world around them. English learners often have problems with listening comprehension because they often pay more attention to learning grammar, reading skills and vocabulary. Listening to understand what others say is a difficult activity for learners.

I.5.6 Organization of Ideas

All the organizing ideas in our heads play a role in shaping our perceptions, thoughts, and guiding actions. No one wants to talk to someone who can't understand what they're saying.

I.5.7 The Cultural factor

Cultural factor is a small aspect but plays an important role in communication, because it happens every day, around in our lives. Cultural factors include word of mouth, privacy, and festivals. Cultural factor is something that cannot be erased. What people need to do is change to adapt to the new culture and environment. By paying attention to cultural factors, students can avoid unnecessary incidents in life.

I.5.8 The Lack of Target Language Learning Environment

Lack of environment to communicate and practice is also the reason why many Vietnamese students have difficulty learning English. In particular, with learning a language, the ability to communicate must be cultivated regularly and continuously to help form a natural reflex. If a person can be abroad for a short time, their English can be improved very quickly. Meanwhile, students living in the country are not exposed to this ideal environment which also affects their speaking skills.

CHAPTER II: RESEARCH METHODOLOGY

A STUDY ON HOW TO DESIGN COMMUNICATIVE ACTIVITIES TO MOTIVATE PAIRWORK AND GROUPWORK INTERACTION FOR THE FIRST -YEAR NON ENGHLISH MAJORS AT HPU

II.1. Reality.

II.1.1. Teaching Staff.

Teachers play an important role in helping students succeed academically. The teachers at HPU are experienced people, the teachers are very psychological and have a suitable approach, exchange and communication with students. In addition, the teacher also understands the psychology of the students, being gentle and close to help you conquer this language more easily. In addition to lessons with foreign teachers, students can improve their speaking skills better because they have the opportunity to practice with native speakers.

II.1.2. The Students.

Currently, HPU has about 2000 students studying in 14 faculties in the university. Most students have studied English for more than 8 years and they all understand the importance of English in their lives. However, most students place more importance on reading and writing skills than speaking skills. This is partly because students are too focused on learning grammar but do not focus on practicing communication reflexes. During my time at HPU, I researched teaching methods to help students feel more interested and excited when learning to speak.

II.1.3. English Teaching and learning Condition at Hai Phong University of Management & Technology

Each classroom at HPU has enough space for about 50 students. Comfortable space in conditions for teachers and students can easily interact directly with each other. Teaching and learning equipment is carefully invested by the school. Good sound system for learning and teaching English. In addition, projection screens are also used frequently by teachers to make lessons more interesting

and engaging. Besides, students can connect to free wifi to help students easily find and refer to the necessary information. Facilities at HPU are moderate and sufficient to serve the learning needs of students at the university. These conditions help significantly affect the student's score.

II.1.4. The design and focus of the book "Solution Elementary"

Summary

- *Structure***:** The curriculum includes 10 topics equivalent to 10 lessons to help students perfect 4 skills of listening, speaking, reading and writing.
- *Discussion groups***:** These exercises are best practiced in pairs or groups.
- *Speaking*: Almost every exercise has questions for discussion. The purpose is to present issues for learners to debate, discuss in groups, give presentations, and give personal opinions.
- *Reading*: Includes reading that help students learn knowledge. Accompanied by a system of related vocabulary.
- *Listening***:** learn vocabulary and practice listening through understanding topics. Thereby, students can expand their vocabulary and practice their listening skills. Because listening skills will open the way for better developed speaking - reading - writing skills along with a vocabulary system to learn.

II.2. The survey questionnaires

II.2.1. Introduction.

Questionnaires are two methods of collecting data, from respondents. A questionnaire is a data collection tool on a particular topic, consisting of questions related to the topic under study. This is a set of questions arranged in order based on logical, psychological, and content principles. With the help of questionnaires, we can collect information to meet the research objectives of the topic.

II.2.1.1. The University.

Hai Phong University of Management and Technology was established on September 24, 1997. Hai Phong University of Management and Technology is a private school that develops and trains for the common good of society, for the benefit of society. students and serve the country. Not only are students trained

in specialized knowledge, students are also equipped with computer skills and foreign languages. Not only fostering students who are good in their profession, the school also strives to train students with the ability to be sensitive, logical and creative.

II.2.1.2. Class size, time available.

Each class has about 20-25 students. There are about 4 English lessons per week, each class is 50 minutes

II.2.2. Participants

The study was conducted by first-year non-English major students at Hai Phong University of Management and Technology. Most of the children have been learning English for more than 7 years at secondary school and high school. However, their English speaking skills are still limited and face many difficulties. The reason is that most of the children are influenced by the curriculum at the previous high school and do not have the opportunity to practice speaking skills.

II.2.3.Instruments

The 8-question questionnaire was distributed to 50 first-year non-English majors at Hai Phong University of Management and Technology.

Question 1, the researcher wants to find out about the time that students stick with English

Question 2 is the students' perception of the importance of speaking English.

Questions 3 and 4 are how often students speak English every day and whether English is really difficult for them.

Questions 5 and 6 help students voice their thoughts, the reasons that make them nervous when communicating in English.

Questions 7 and 8 help researchers find teaching methods that make them more interested in speaking English and improve their communication skills.

II.3.The data analysis

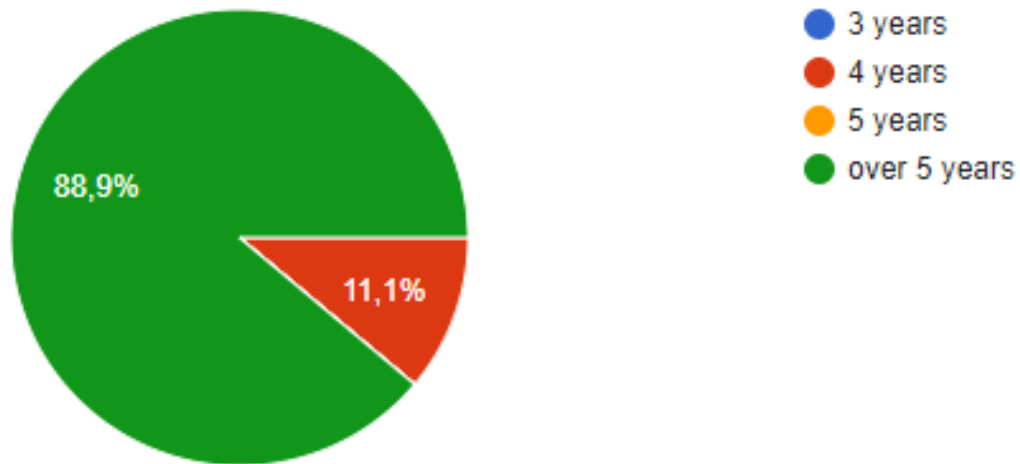**II.3.1. The result from the students' English learning time**

Chart 1: How long have you been studying English?

According to Chart 1, it can be seen that the majority of students have studied English for more than 5 years (88.9%), and (11.1%) students have studied English for more than 4 years. It can be seen that they have spent a long time learning English because it is also a compulsory subject in secondary shool and high schools.

II.3.2. The result from students' perceived importance of learning English
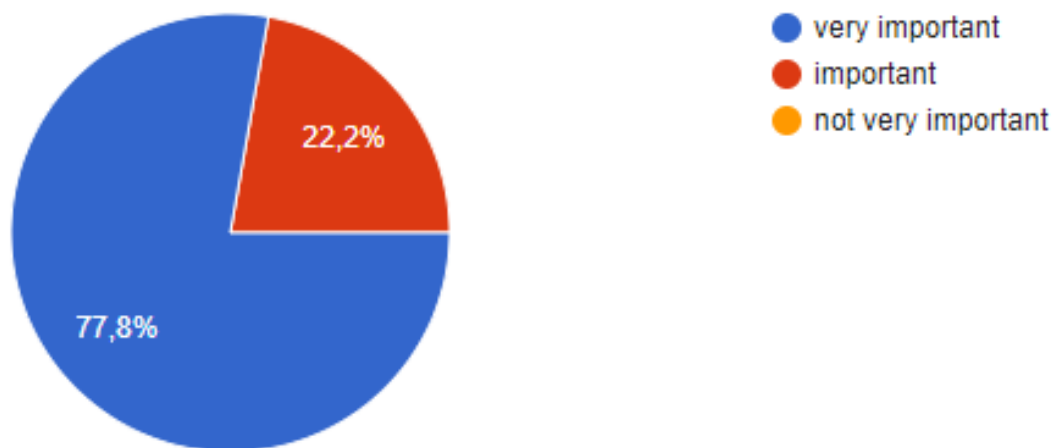

Chart 2: Is it important to learn english today?

According to chart number 2, the majority of students responded that English is very important to them (77.8%), 22.2% answered that English is important. This is a compulsory subject in secondary school and high school, so almost all students who participated in the answer understood the importance of English.

II.3.3. The result from students' attitude toward learning speaking
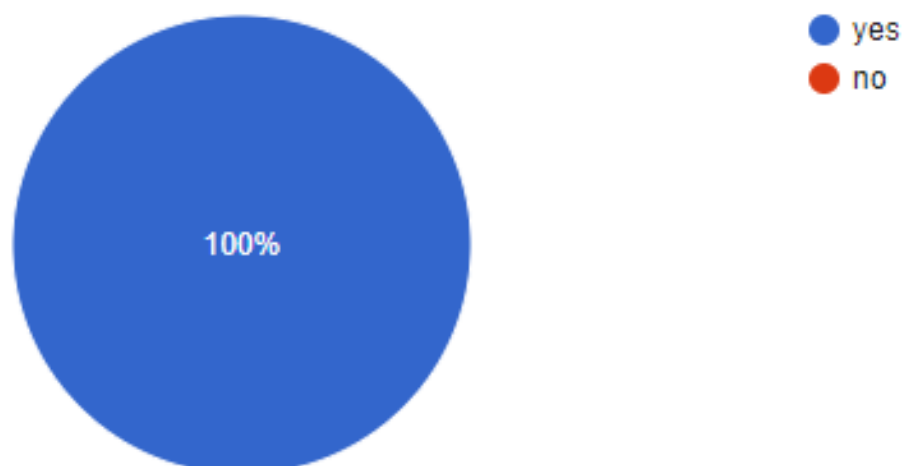
Chart 3: Do you have any difficulties communicating in English?
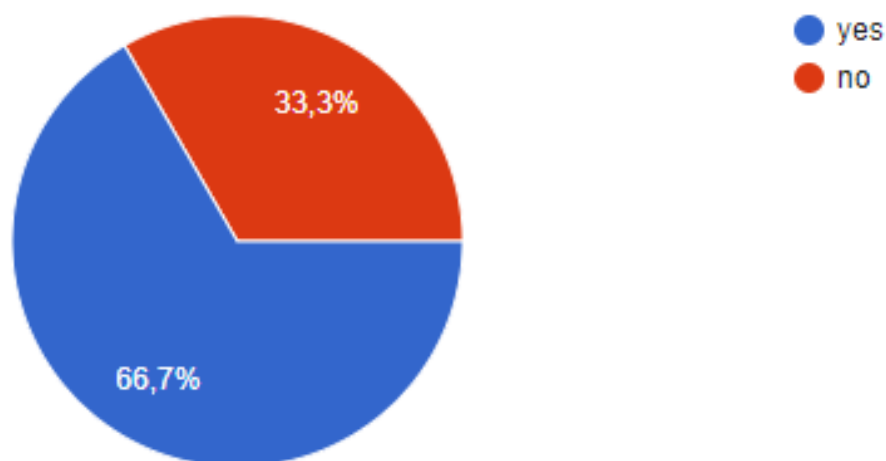
Chart 4: Are you afraid to speak English?

As shown in Chart 2, 100% of the participants said that they have difficulty learning to speak English. From Chart 3, the majority of respondents said that they felt scared when learning to speak English (66.7%) and the rest (33.3%) said that they were not afraid. It shows that learning to speak English is not easy and students have many difficulties in communicating in English. So the question is how to build interesting lessons, create a comfortable psychology for students when practicing speaking English.

II.3.4. Results from students self-assessing their speaking ability
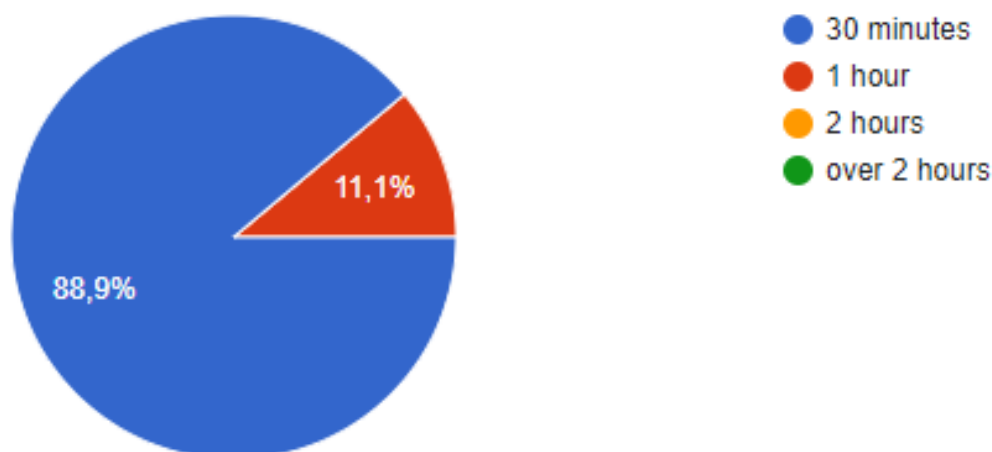
Chart 5: How long do you speak English every day?

How often students learn to speak English reflects how serious they are about mastering English. When students were asked how much time they usually spend studying in a day, most of them only spend 30 minutes (88.9%), the rest spend 1 hour studying English (11.1%).
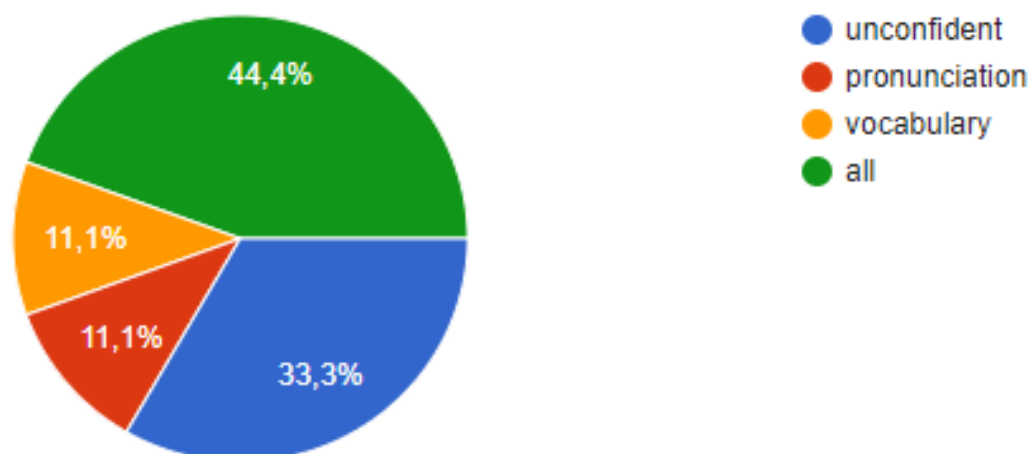
Chart 6: What makes you nervous while comunnicating in English?

Through the chart below, it can be seen that students face many difficulties in learning to speak English. The number of students having difficulty in pronunciation and vocabulary is equal (11.1%), many students feel self-deprecating when speaking English (33.3%). Most students (44.4%) have difficulties for all sorts of reasons: pronunciation, vocabulary and lack of confidence. In short, all students encounter at least 1 difficulty in the process of conquering this subject. It is a very difficult subject and requires a lot of effort to learn and self-improvement.
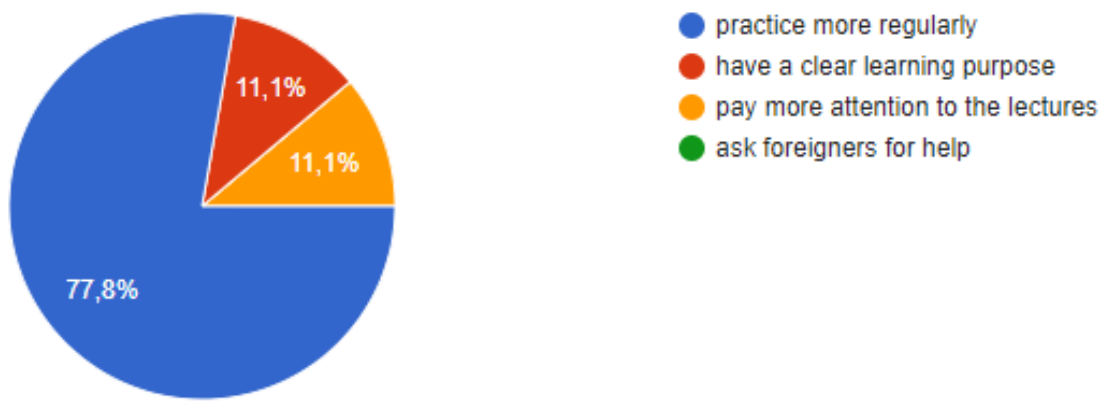
Chart 7: How can you improve your English communication skills?

According to this chart, you can see what they usually do to improve their English communication. Up to 77.8% practice more regularly, only (11.1%) students have a clear learning purpose and (11.1%) students pay more attention to the lectures. In the end, none of the students wanted to ask foreigners for help

II.3.5 The result from students 'attitude to the new teaching methods

Techniques	The techniques applied by the teachers (responded by the students)			
	Yes		No	
	Number	Percentage	Number	Percentage
1. Apply games and fun	40	100%	0	0%
2. Using videos and audios	35	87.5%	5	12.5%
3. Using pictures and flashcards	30	75%	10	25%
4. Pairwork, groupwork	38	95%	2	5%
5. Make students physically and mentally active	28	70%	12	30%
6. Other...	20	50%	20	50%

Table 8: How should teachers change their teaching methods to suit their students?

The data and chart below show that teachers change teaching methods to help increase interest and students can absorb better. The method that all students (100%) think that teachers should change is to apply the Apply games and fun method. As can be seen, most students think that this subject is quite boring, so

18

they want the teacher to create more interest in the subject. Pairwork groupwork method, teamwork ranked second with the agreement of 95% of students. In third place is the Using videos and audios method (35%). The Using pictures and flashcards method is in 4th place (30%). Finally, the method makes students physically and mentally active (28%) and the other method (20%).

From this chart, it can be seen that the teacher's teaching method is very important and affects the student's interest in class. Therefore, teachers need to understand and analyze students' needs in order to guide them in an appropriate way.

II.4. Students' self-evaluation of their improvement after practice according to new teaching method

Interviewed 5 students, all of them said that they felt more interested in learning to speak English than in English since the teacher added some new teaching methods. The teacher used Apply games and fun method and pairwork, groupwork. 5 students said that their listening comprehension and speaking ability have improved a lot. The teaching method made them feel comfortable, the students became much more confident. That helps students increase their English communication ability

II.5. Some difficulties faced by first-year English non majors in practicing new teaching methods

Five students, when interviewed, all said that the new method has many improvements, but they still face some difficulties in accessing it. According to chart 6, up to 44.4% of the children feel less confident when speaking English. The fear of saying the wrong thing, being ridiculed by friends or the fear of standing in front of a crowd makes students even though they know the answer, they don't want to speak. Not only that, sometimes in group work, pairwork, students also can't agree: answers, topics, presenters... will sometimes make students uncomfortable and have quarrels. Even if the teacher alternates interesting games, this is still quite a difficult and intimidating subject for first-year students. But above all, the methods that teachers offer are new and make students experience new things. In addition, students and teachers also have more opportunities to discuss the difficulties that students face and from there, everyone will come up with solutions to improve speaking skills.

II.6.Summary

The survey answered by 40 first-year non-majority students at Hai Phong University of Management and Technology gave some suggestions for improving English teaching and learning. This will make it easier for teachers to teach English. Most students have studied English for more than 5 years and they have a basic English background. However, most of the students answered that learning to speak English in the traditional way is quite boring, difficult and not interesting. In addition, learning by traditional methods also creates pressures that make students dislike this subject. On the basis of teaching and learning English at HPU, I have done some research on students' attitudes towards speaking English.

CHAPTER III. FINDINGS AND DISCUSSIONS OF FINDINGS

III.1 Findings and discussion from the questionnaire

Because only 40 students responded to the survey, the results cannot reflect the entire teaching and learning situation at HPU. Up to 88.9% of students have studied English for more than 5 years, which means that they have a basic foundation to learn to speak English.

All students recognize the importance of English, 77.8% think English is very important, 22% think English is important. That shows that students realize the need for English.

However, students all face at least 1 difficulty when learning to speak English. 44% of students think that they cannot speak English because: unconfident, pronunciation, vocabulary. Therefore, teachers should think of appropriate teaching methods to make students more comfortable in the speaking class.

The survey shows that students like teaching methods such as: Pairwork, groupwork; games; using videos and audios. Therefore, teachers should combine these teaching methods to bring more effective.

III.2 Recommendations to improve learning to speak English

III.2.1 Understand student expectations

Teachers should also be mindful of the expectations and activities that students enjoy. For example, there are some activities teachers love and want to talk about, but students are not interested. Therefore, teachers should consider the wishes of students to provide appropriate educational methods.

Teacher support can help boost student confidence and reduce communication anxiety. Teachers should help children see that their English speaking skills can improve gradually as long as they make an effort to practice every day.

III.2.2 Speaking activities in groups and in pair

Teachers can reduce boredom in the classroom with activities such as group and pair work. Teachers should give students the opportunity to work together so that they can take advantage of the strengths of their partners. For example, students with a strong academic background can partner with students with many interesting life experiences. Each student can participate in the lesson and

members can correct errors and give suggestions to each other. Students of different levels can discuss together, better students can help poor students. Each student's duties can be timekeeper, note-taker, idea generator, and presenter. Assigning responsibilities to group members can help encourage quiet students to participate in class. Working in pairs and groups also allows all students to participate and communicate equally. Therefore, pair and group activities are extremely beneficial, teachers should encourage children to establish the habit of working in groups and in pairs.

III.2.3 Managing speaking turns in class

Of the four English skills, speaking is the most important skill in managing daily interactions. However, in speaking classes, due to class size and limited time, students may not be able to reach their full potential. Some students are shy and nervous about speaking, while others are energetic and talkative. Therefore, teachers should balance the speaking time of students and give them a fair share.

The teacher should accept the student's answer. Shy students are often demoralized and become even more self-conscious when their answers are criticized by teachers and laughed at by friends. Negative comments can demoralize students and reduce their later engagement.

Teachers should also arrange waiting times so that students who are hesitant about their answers have more time to think, carefully consider, and make sure their answers are correct.

In addition, when working in groups, teachers should also assign students responsibilities such as marking, taking notes, grading each other... Some students are reluctant to accept the task, the teacher refuses to do so. student participation and create opportunities for all students in the class to participate.

III.2.4 Create a comfortable atmosphere in class

In the classroom, the teacher is not only a guide and motivator, but also a person who creates a comfortable environment for students to learn. Because the fun and relaxed atmosphere will also greatly affect the teaching and learning efficiency. Positive emotions help increase work performance and increase the ability to absorb knowledge. In addition, the relaxed atmosphere makes learning less stressful, the relationship between teachers and students also becomes closer.

Many students, when asked by the teacher, know the answer but do not want to speak. That may stem from the fact that due to the tension in the classroom, during the class there is no interaction, students are afraid that if they answer incorrectly, they will be scolded by the teacher. Stressful atmosphere is the main reason why students worry and do not cooperate with teachers.

To solve this problem, teachers need to create a close atmosphere, and at the same time regularly encourage and encourage students to confidently express their opinions. This is not only beneficial for students' acquisition of knowledge, but also increases the closeness between teachers and students.

III.2.5 Combination of textbooks and related materials

Textbooks are the main documents that any student needs to prepare when going to school. This is a book with content authenticity, suitable for each level of students. However, for more understanding and richer lessons, teachers should also prepare additional reference materials for students. Teachers can hand out pamphlets or make copies of materials next to textbooks to make lessons more interesting. In addition, teachers should also ask students to find relevant materials on the internet, English novels, English news. Teachers can let students listen and refer to some programs of VOA, BBC on the radio so that they can increase their listening comprehension.

III.2.6 Teaching equipment and internet

Teaching equipment plays a very important role in actively supporting the teaching and learning process. Teaching equipment helps students to receive knowledge in a more vivid and intuitive way under the guidance of teachers, combining theory and practice. Lessons when not using assistive devices sometimes become quite tedious. Therefore, teachers can make the most of the school's supporting devices to serve the subject.

The device most often used by teachers is the projection screen. Students absorb the content better and enjoy the lecture more thanks to the combination of images, audio and video in the lecture. Through the support of the projection screen, teachers can also find games and puzzles to give students more creative and flexible thinking. Or the sound system also helps them practice listening comprehension.

Along with that, teachers can also take advantage of the support of the internet. The Internet is a huge library with a lot of knowledge, allowing quick and convenient searching compared to traditional dictionaries. First, teachers can allow students to use the internet to look up vocabulary. The teacher can then give the students web sites to find news sources, weather reports, blogs, etc. These resources will provide students with new vocabulary, grammar structures, and more. law, useful information.

Moreover, with the internet, students can access English forums or talk with foreign friends. Students can converse, trying to hear and understand the pronunciation and what they say. From there, students can improve their speaking ability and vocabulary.

CHAPTER IV: IMPLICATION

IV.1 Reasoning.

According to research results, teachers often use methods such as group work, games, pictures and music to make class less boring. In the context of the current information explosion, changing teaching conditions thanks to the support of computers and the internet, etc., these teaching methods need to be improved in a more positive direction, helping learners to learn. Easily absorb knowledge thoroughly

IV.2 Some technical suggestions for teaching English speaking skills to first-year non-English majors at HPU

Teaching English speaking can be difficult from many aspects. Traditional methods sometimes make students boring and ineffective. So how can teachers make learning to speak English more enjoyable?

IV.2.1 Game

One of the effective English learning tips is that students must love and be excited about acquiring a new language. To achieve good results, it is important to always feel happy and excited. Therefore, the method of including games in class will help students feel more excited and focused, and remember better. Language games can be used to develop all four skills, especially speaking. Besides, language games also help students have a natural motivation to review knowledge and absorb new things.

IV.2.1.1 Game 1: Hangman

An excellent game makes it ever simpler to learn English. Games help to connect the class and to make the classroom interesting and enjoyable. English speaking is full of challenges for the learner and difficulty in playing games may enable students to learn via blocks so that they can appreciate something that they have found very hard. Whether the class spends quiet games alone or exciting team games

How to play:

- One person in the group selected to participate in the game will choose an English word but cannot say or describe it

- The selected person will draw a blank box corresponding to the number of characters of that word

- The rest of the group will take turns guessing a letter.

- If the player guesses correctly, the player will write that letter in the corresponding blank box where it will appear. On the contrary, if the guess is wrong, the chosen one will have to draw a body part of the person being hanged

- In case, the word is found before the picture of the hangman is completed, that means the playing group wins and if the chosen person completes the drawing first, the result of the chosen person will win.
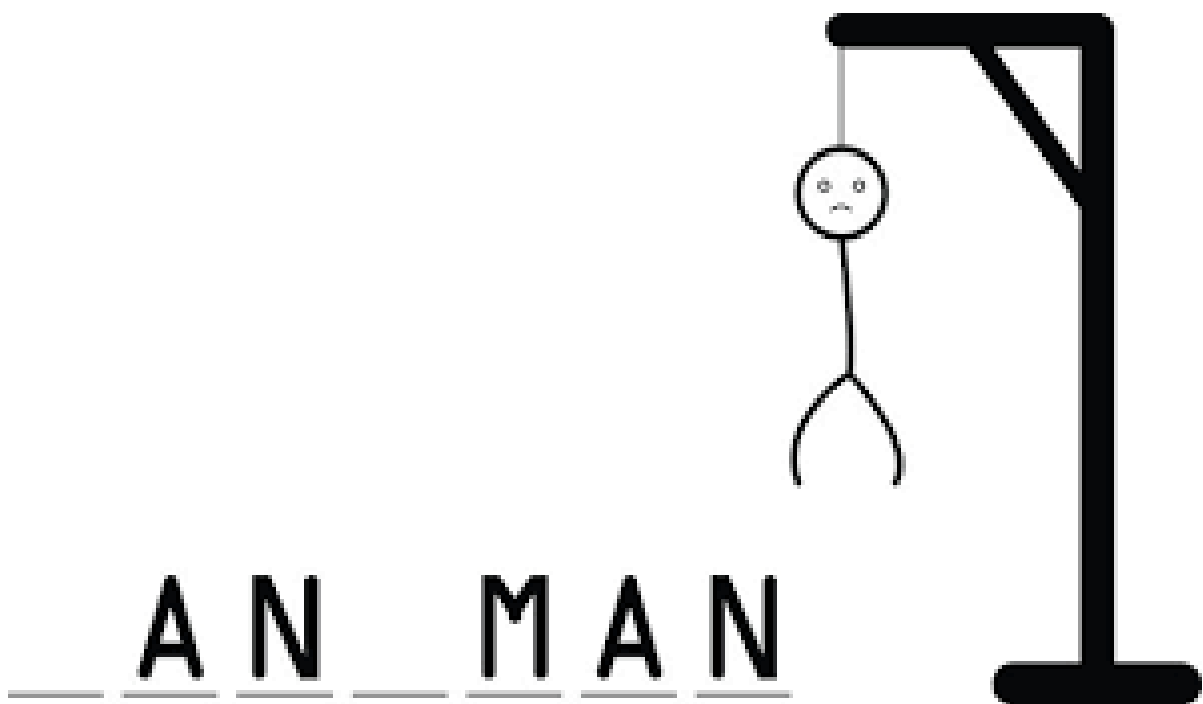
IV.2.1.2 Game 2: Scrabble

In addition to being highly entertaining, this game also helps players memorize vocabulary quickly.

How to play

- How to play Scrabble is very simple, each set of these games will have a board to arrange letters and small plastic squares with letters printed on them.

- Each player will take turns drawing 7 random letters and must try to arrange the letters into a meaningful English word.

- Each block will have a corresponding number of points, besides you can also earn more points by arranging letters on some special positions of the alphabet.

IV.2.1.3 Game 3: Bingo

Bingo is the next game not only for adults but children also love this game. Simple, easy to understand, does not need much preparation, except for a board with about 15-25 cells for any vocabulary. Depending on whether the player is a child or an adult, the teacher can design difficult or easy vocabulary to suit the level of the participant.

How to play

- When the game starts, the game administrator will randomly read the words, the player is responsible for listening and connecting the words that have been read into a straight line.

- The lucky player will be the first to successfully connect the words into a line and at this time the player will announce the victory by saying "Bingo".

B	I	N	G	O
don't	which	would	its	why
buy	off	or	gave	sing
sleep	cold	Free Space	work	does
their	use	those	call	very
tell	pull	sit	fast	because

IV.2.1.4 Game 4: Hot Seat

This is a vocabulary game to guess teammates

How to play:

- Teachers divide students into 3 or 4 teams to play.
- Teacher chooses 1 member from each team to sit on the hot seat and face the back of the class, while the teacher writes a word on the board.
- The team members sitting below must try to describe so that their teammates know what the word is, without saying, spelling or symbolizing.

=> The members of each team will take turns to sit on the hot seat, the team that guesses the most words correctly will be the winner.

IV.2.1.5 Game 5: 20 Question

20 questions is a yes and no game, this is a very interesting game for beginners to learn English. 20 Questions is a game that encourages students to ask questions. The teacher only needs to prepare a pen and paper.

How to play:

- A student will choose a word from the specified category: address, interest, historical figure, song...

- The rest of the class can ask 20 questions to guess what the respondent wrote.

- Each student is responsible for writing down his or her score. Students will get points for asking grammatically correct questions and getting a "yes" answer.

- At the end of the game, the person with the highest score will become the winner

IV.2.1.6 Game 6: **Word Jumble Race**

This is a more difficult English learning game.

How to play:

-Teachers will write or print out many English sentences and then cut them into words.

-Next, put the words in a hat, glass or any other object that can hold.

The class will be divided into groups of 2-4 students. The task of each group is to find and match individual words into meaningful and grammatically correct sentences.

-Winner will go to the group with the most correct sentences with the earliest completion time.

IV2.1.7 Game 7: Word Of Mouth

"Word of Mouth" is a game often used in foreign language classes between teachers and students. Regarding the rules of the game, the students in the class will be divided equally into several rows. In it, each row will correspond to a team playing.

- After settling the groups, the teacher will whisper to the students standing at the front of the row any English word. This student will whisper the word back to the teammate standing behind him.

- The communication process will end when the student at the back of the line receives the information from the person in front and reads the word aloud in front of the class.

- Regarding the scoring criteria, the team that pronounces correctly and clearly the most phrases within the specified time period will win.

- Through this game, students not only have the opportunity to improve their listening and speaking skills, but also practice some other soft skills such as communication and teamwork.

IV2.2 Role play

IV2.2.1 What is Role play?

Role-play is the act of acting as a character. With this activity students can 'become' any other person they want. Be it a national leader, a queen, a rich person, a pop star… There are countless options!

The role of students when playing a character is to incarnate into the character, live like the character to speak, act, give opinions, argue about something.

To be able to create a Role-play activity, students will have to do steps such as: Create a drama situation, develop content, prepare dialogue, prepare information, role-play, rehearse the play,…

IV2.2.2 Why use role-play?

- Learning by role-play method helps students play the characters they love, creating excitement for learning English. Students will be living in English and feeling it. This is the natural and easy way to learn languages

- Role - play is suitable for students who can practice alone. If they are a shy person, this is a great method. Students can sit in front of a computer screen, stand in front of a mirror, transform into a favorite character, and say their lines.

- Students will practice English for real situations that may be encountered in a very safe environment. During practice, students can make mistakes without serious consequences.

- Role-play helps students quickly master the pronunciation and intonation of native speakers. By using real documents, using video materials that are funny and common conversation situations in life, students will grasp the pronunciation and intonation in communication.

- Students also learn grammar visually. In the process of practicing listening with this method, students will naturally accumulate a treasure of spoken grammar and the most commonly used structures. Different from learning grammar in a dry, boring way before, students will find learning more interesting than ever.

- In addition, students are trained to think and reflect in English. The reflexive answer form will shorten the time to think Vietnamese in the brain

IV2.2.3 How to play

Step 1 – Select the document. Students can choose their favorite video. If you want to deal with situations that you may encounter in life such as giving directions, asking the time… choose those situations… Note that each paragraph should only be 3-5 minutes long. Pay attention to choose the passages with the appropriate level

Step 2 – Practice listening. This step helps students grasp the meaning of the whole dialogue, familiarize themselves with the character's pronunciation, and learn the character's emotions. These factors are very important for you to transform into the character later. Don't stop for it until the character's lines run through your head without having to watch the video again

Step 3 – Choose your favorite character. The next task is to listen to each sentence carefully. Mark the passages of sound, up voice, down voice… This step must be done very carefully to ensure that it can be transformed into the character or not.

Step 4. Practice. Students must not read the dialogue but have to live with the dialogue, have to feel it. Think of yourself as the character. Ask, answer, reflexes, expressions, emotions, act like characters. Remember that at this step, the character's dialogue is like pronunciation, the way the character's voice goes up and down is already in his head. Open the video, let it run to the character dialogue. Stop the video and they will speak.

IV2.3 Music and songs

Music has long been an integral part of life. Music helps people share many emotions and makes us love life more. Not only that, the songs also have a magical charm. Just listen to it a few times, you can memorize the lyrics and music without effort. Therefore, music is used to support the acquisition of knowledge, especially in language learning. Learning English through songs is also a method applied by many people

It can be said that learning English through songs is a suitable method for everyone. This method has advantages: No pressure - Easy to learn - Can listen and learn anytime, anywhere.

Listening to music is a habit to help relax and reduce stress between classes or after a busy day. Obviously, learning English through songs will make learning more exciting.

Songs have lyrics written to the tune. As a result, students can more easily memorize a song (and its vocabulary and structure) than a passage from a textbook. Practicing speaking English by singing is also more interesting than reading a passage or monologue.

- For example:

La La La

By: Naughty Boy, Sam Smith

La la, la la la la la na na na na na
La la na na, la la la la la na na na na na
La la, la la la la la na na na na na
La la na na, la la la la la na na na na na

Hush, don't speak
When you spit your venom, keep it shut I hate it
When you hiss and preach
About your new messiah 'cause your theories catch fire

I can't find your silver lining
I don't mean to judge
But when you read your speech, it's tiring
Enough is enough

I'm covering my ears like a kid

When your words mean nothing, I go la la la

I'm turning up the volume when you speak

'Cause if my heart can't stop it

I find a way to block it, I go

La la, la la la la la na na na na na

La la na na, la la la la la na na na na na

I find a way to block it, I go

La la na na, la la la la la na na na na na

La la na na, la la la la la na na na na na

If our love is running out of time

I won't count the hours, rather be a coward

When our worlds collide

I'm gonna drown you out before I lose my mind

I can't find your silver lining

I don't mean to judge

But when you read your speech, it's tiring

Enough is enough

I'm covering my ears like a kid

When your words mean nothing, I go la la la

I'm turning up the volume when you speak

'Cause if my heart can't stop it

I find a way to block it, I go

La la, la la la la la na na na na na

La la na na, la la la la la na na na na na

I find a way to block it, I go

La la, la la la la la na na na na na

La la na na, la la la la la na na na na na

I find a way to block it, oh

La la, la la la la la na na na na na

La la na na, la la la la la na na na na na

I find a way to block it, I go

La la na na, la la la la la na na na na na

La la na na, la la la la la na na na na na

I'm covering my ears like a kid

When your words mean nothing, I go la la la

I'm turning up the volume when you speak

'Cause if my heart can't stop it

I find a way to block it, I go

I'm covering my ears like a kid

When your words mean nothing, I go la la la

I'm turning up the volume when you speak

'Cause if my heart can't stop it

I find a way to block it, I go

La la, la la la la la na na na na na

La la na na, la la la la la na na na na na

La la na na, la la la la la na na na na na

La la na na, la la la la la na na na na na

IV.2.4 Interview

Interview is one of the most effective activities to help students practice speaking skills. To prepare for this activity, teachers need to prepare the situation and practice the necessary sentence patterns. Then the teacher gave the two students a role and said to each other. This game will be played in groups of 2 students

How to play:

- Scenario 1:

With the "Job interview" situation, the teacher let the students dress politely, sent an email to invite them, when starting to communicate, the teacher invited each of you to sit for an interview just like when applying for a job.

- Scenario 2:

Divide students into groups, students will take turns acting as reporters and responders according to the content of the questions

For example:

- Please say the name of a song or a poem that you like
- Tell me the name of a book that you like.
- Who is your favorite person?

- What's your hobby?
- What are you most interested in right now?
- What subject do you like the most?
- What activities of the class or school do you want to participate in?
- If you could travel, where would you like to go?

IV2.5 Story – telling in group

One of the most effective ways to increase vocabulary and improve pronunciation is to tell stories. Storytelling method will help students learn English more easily through interesting stories to strengthen and expand vocabulary, as well as improve pronunciation best through interesting stories.

How to play:

- The teacher divides students into small groups, each group has about 3 to 5 students

- The teacher will give 4 to 5 pictures, students will design their own story through these photos

- Students will tell the story together

The hungry birds

Picture Story   Examiner's and Candidate's copy

A frog goes to school

IV.2.6 Mindmap

Mind mapping is great for remembering complex, related groups of words (e.g. parts of the human body, diagrams of groups of animals, parts of machines, etc.). Creating a mind map makes it easier to visualize sequences of knowledge and at the same time will remember it longer.

Source: www.learningfundamentals.com.au

Jaxtina ENGLISH
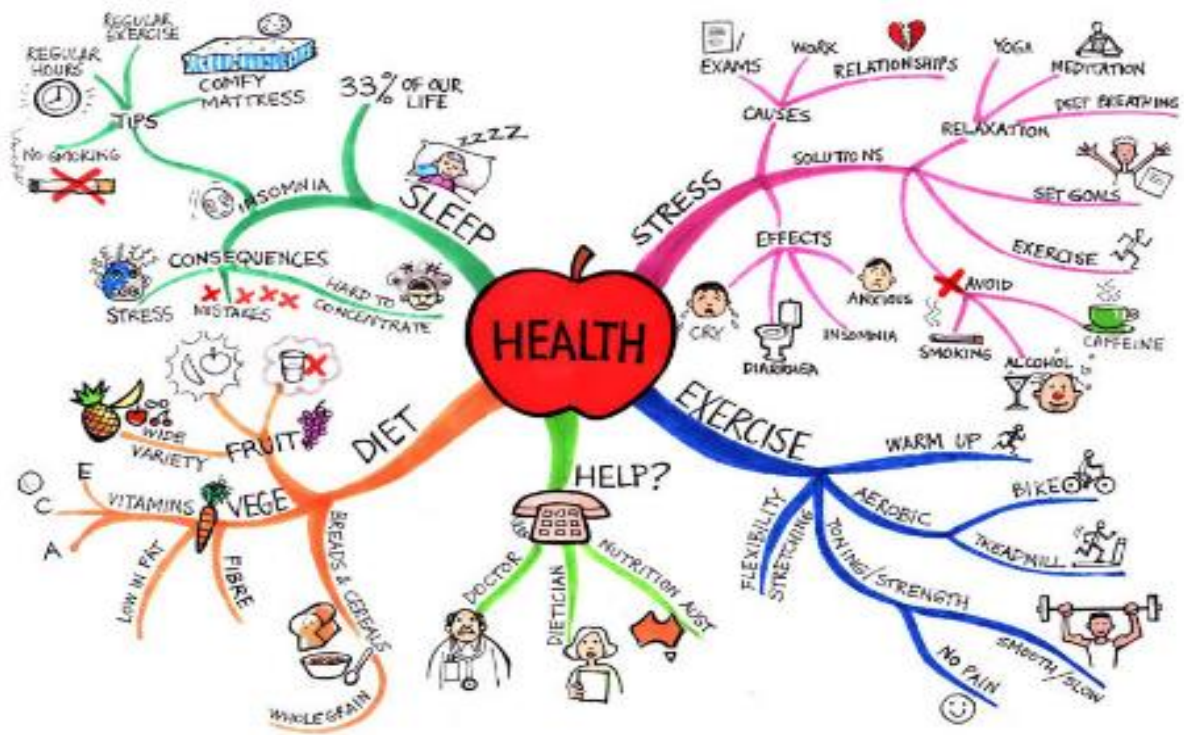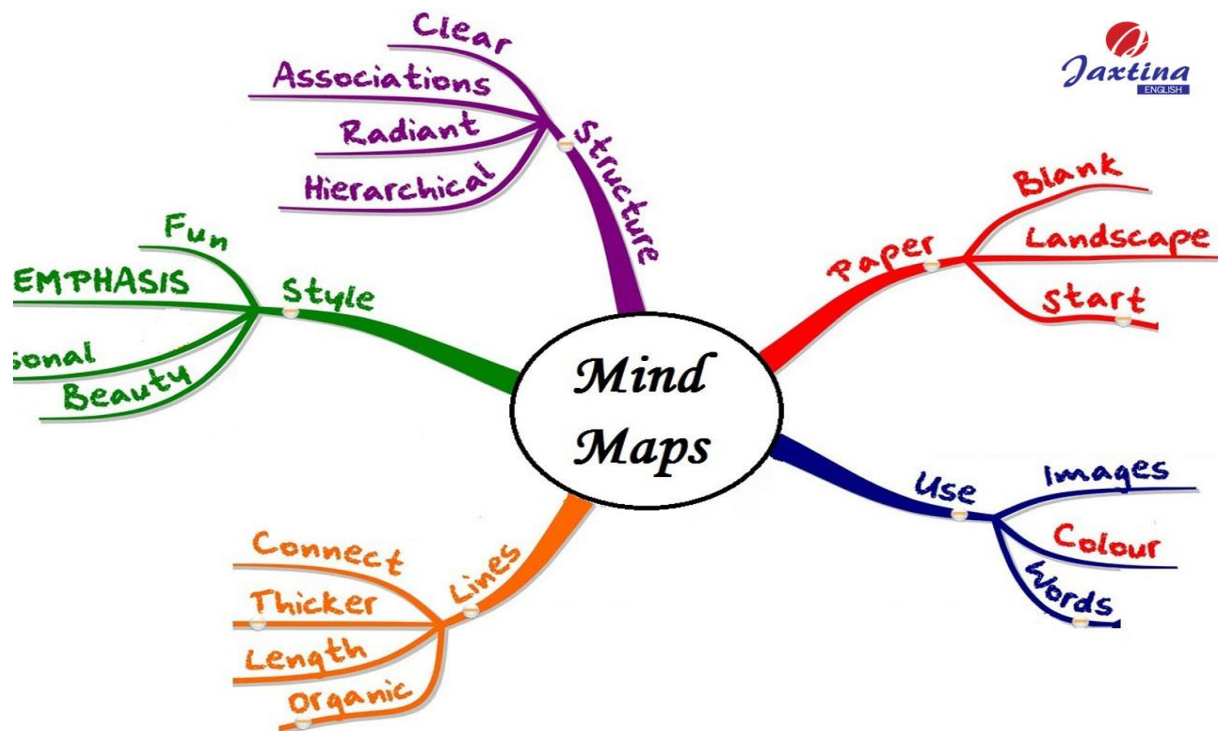
IV.2.7 Topic based vocabulary

Topic based vocabular game helps challenge memory, quick reflexes to answer the meaning of words. Students can effectively absorb a large number of new English words, while reviewing and memorizing previously learned words. Activities associated with vocabulary, vivid images in the game will go deep

into memory, making vocabulary learning many times more effective than the dry ways of learning through traditional books.

How to play:

- The teacher can divide the class into 2 or 3 groups. Each group is about 10 students

- Teacher gives a topic. For example: school, food, country...

- Time is 2 minutes

- Students take turns writing on the board vocabulary related to that topic

- When the time is up, the team with the most words is the winner

For example : Từ vựng tiếng Anh về các môn học

- Algebra: /ˈæl.dʒə.brə/: đại số

- Art /ɑːt/: nghệ thuật

- Biology /baɪˈɒl.ə.dʒi/: sinh học

- Chemistry /ˈkem.ɪ.stri/: hóa học

- Geography /dʒiˈɒg.rə.fi/: địa lý

- Geometry /dʒiˈɒm.ə.tri/: hình học

- History /ˈhɪs.tər.i/: lịch sử

- Information technology: tin học, công nghệ thông tin

- Literature /ˈlɪt.rə.tʃər/: văn học

- Martial art /ˌmɑː.ʃəl ˈɑːt/: võ thuật

- Maths /mæθs/: toán

- Music /ˈmjuː.zɪk/: âm nhạc

- Physics: /ˈfɪz.ɪks/: vật lý

- Science /ˈsaɪ.əns/: khoa học

IV.2.8 Guessing vocabulary meaning

Guessing vocabulary meaning is a group game that helps students recall previously learned vocabulary.

- Teacher divides students into 4 to 5 groups

- The teacher gives a picture, students look at the picture to guess the meaning of that word

- At the end of the game, the team with the highest score will be the winner

IV.2.9 Comparing 2 pictures

To describe a picture a main student should take time to observe the picture from general to detailed. Students need to clearly state the objects in the picture that they want to describe such as: Space, background, each object appearing in the picture. It can be an active person or a static person. In order to describe the picture more easily, students need to describe it in such a way that the order can be from left to right, from top to bottom.

In addition to describing the picture, students need to express their feelings about the picture so that everyone can hear their opinions.

How to play:

- The teacher will have students work in pairs

- Each pair will turn to the teacher's desk to perform the test

- If you are the first to speak, the examiner will time 1 minute for you to complete your test. After that, the 2nd contestant will be asked a question related to your pair of pictures

- Similarly, the 2nd candidate will again have 1 minute to complete his or her part, after which you will be asked a related question.

PART III: CONCLUSION

1.   Conclusion

In summary, it is critical to teach English speaking skills in the first year using the appropriate approaches. After finishing this research report, I'd want to provide some recommendations to help first-year students, hoping that this study would use some valuable techniques for learning to speak English. I also use observation and informal interviews in addition to the survey questionnaire as the major data collecting instrument to boost the study's reliability and validity.

The study's main goal was to uncover acceptable ways for improving HPU's speaking skills for first-year English majors. Furthermore, it is intended that the lecturers and students of HPU's Faculty of Foreign Languages would prefer to study and research in English.

Finally, I'd want to thank HPU and my beloved teachers at the Department of Foreign Languages. I just want to assist future generations of English-speaking students in improving their speaking abilities so that they might achieve success in the future.

2. Limitations and suggestions for further study

We worked hard to identify techniques that may be used to assist first-year students at HPU in learning English speaking skills. However, due to limited time and skills, the researcher could not cover some related topics in the research . First, only a limited number of HPU students were the subject of the study. Second, the researcher focuses on studying students' speaking technique rather than other related skills such as speaking, writing and listening. Moreover, the techniques mentioned above are only a small part of the overall process of teaching and learning English grammar, and need to be applied creatively and flexibly in each lesson. With these connections, I hope that future studies on this topic will attract more students and broaden their English grammar abilities to assist students in learning English more effectively.

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APPENDIXES

APPENDIXE 1.1: SURVEY QUESTIONAIRE

This survey form is designed to find out how you feel about speaking classes and what to expect from them. Your answers will be used in the research "A Study On How To Design Communicative Activities To Motivate Pairwork And Groupwork Interaction For The First -Year Non-Major Students At HPU" is the title of my graduate paper.

Your participation in this questionnaire will provide important information about my research, and your contribution will be immensely helpful to the completion of my thesis. Please be as honest as possible when answering the following questions

1. How long have you been studying English?
   a. 3 years
   b. 4 years   c. 5 years   d. over 5 years

2. Is it important to learn English today?
   a. Very important   b. Important   c. Not very important

3. Do you have any difficulties communicating in English?
   a. Yes   b. No

4. How long do you speak English everyday?
   a. 30 minutes   b. 1 hour

   c. 2 hour   d. Over 2 hour

5. Are you affraird to speak English?
   a. Yes   b. No

6. What makes you nervous while comunnicating in English?
   a. Uncofident   b. Pronunciation
   c. Vocabulary   d. All

7. How can you improve your English communication skills?
   a. Practice more regularly   b. Have a clear learning purpose
   c. Pay more attention to the   d. Ask foreigners for help
      lectures

8. How should teachers change their teaching methods to suit their students?

	Yes	No
1. Apply games and fun		
2. Using videos and audios		
3. Using pictures and flashcards		
4. Pairwork groupwork ,teamwork		
5. Make students physically and mentally active		
6. Other..		

Your comments:

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Thank you for your co-operation!

APPENDIX 1.2 : CLASSROOM OBSERVATION CHECKLISTS

1. Aims: …………………………………………….………………………………

2. Setting: ………………………………………………………………………..

- Time allowance: ………………………………………………………………….

- Class: …………………………………………………………………………………

- Unit: ……………………………………………………………………………….

<u>Observation</u>

Aspects observed	Comments
The result from the students' English learning time	
The result from students' attitude toward learning grammar	
The result from students' self-evaluation of their grammar abilities	
How often students study and their choice of majors	
The result from students 'attitude to the new teaching methods	
Overall comments:	

APPENDIX 1.2 : CLASSROOM OBSERVATION CHECKLISTS

3. Aims: ………………………………………….…………………………

4. Setting: …………………………………………………………………..

- Time allowance: ………………………………………………………….

- Class: …………………………………………………………………………

- Unit: ……………………………………………………………………….

<u>**Observation**</u>

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