

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 : TIẾNG ANH THƯƠNG MẠI**

**Sinh viên : Bùi Thị Minh Nguyệt**

**HẢI PHÒNG – 2023**

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**A STUDY ON IMPROVING FRESHMEN'S  
SPEAKING SKILL THROUGH WATCHING THE  
NEWS ON THE VOA CHANNEL AT HAI PHONG  
UNIVERSITY OF MANAGEMENT AND  
TECHNOLOGY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: TIẾNG ANH THƯƠNG MẠI**

**Sinh viên : Bùi Thị Minh Nguyệt**

**Giảng viên hướng dẫn: ThS. Nguyễn Thị Thu Huyền**

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## NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

**Sinh viên:** Bùi Thị Minh Nguyệt

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**Tên đề tài:** A study on improving freshmen's speaking skill through watching the news on the VOA channel 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

**Họ và tên** : Nguyễn Thị Thu Huyền

**Học hàm, học vị** : Thạc Sĩ

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

**Nội dung hướng dẫn:** A study on improving freshmen's speaking skill through watching the news on the VOA channel at Hai Phong University of Management and Technology.

Đề tài tốt nghiệp được giao ngày 27 tháng 03 năm 2023

Yêu cầu phải hoàn thành xong trước ngày 15 tháng 6 năm 2023

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Giảng viên hướng dẫn*

Bùi Thị Minh Nguyệt

ThS. Nguyễn Thị Thu Huyền

*Hải Phòng, ngày ... tháng ... năm 2023*

**XÁC NHẬN CỦA KHOA**

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

**Độc lập - Tự do - Hạnh phúc**

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Họ và tên giảng viên: Nguyễn Thị Thu Huyền

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

Họ và tên sinh viên: Bùi Thị Minh Nguyệt...Chuyên ngành: Anh Thương Mại

Nội dung hướng dẫn: A study on improving freshmen's speaking skill through watching the news on the VOA channel at Hai Phong University of Management and Technology

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

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

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

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

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

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

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

Họ và tên giảng viên: .....

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

Họ và tên sinh viên: Bùi Thị Minh Nguyệt...Chuyên ngành:Tiếng Anh Thương Mại

Đề tài tốt nghiệp: A study on improving freshmen's speaking skill through watching the news on the VOA channel at Hai Phong University of Management and Technology

**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)

## **Abstract**

Watching news plays an important role in improving speaking skills for foreign language students in particular and English learners in general. People often watch different types of news such as entertainment, academic purposes or political, economic, or social information. For using a language, speaking is indispensable because it provides conversational input. If pronunciation is not standard, vocabulary or intonation and fluency are not good, it will hinder the communication problem of the conversation or the problem the speaker wants to present. Therefore, language learners, especially those who learn English as a foreign language in a non-native environment, find it difficult to practice speaking English because of lack of vocabulary, lack of communication environment. And practice opportunities are limited. This study will focus on finding out the difficulties that the first-year English majors at Hai Phong University of Management and Technology face when practicing speaking English and offering the best solutions to help students progress and succeed in mastering speaking skills through watching news on VOA channel. I hope that my research will give students some recommendations for their speaking skills.



## **Acknowledgement**

First of all, I would like to express my sincere thanks to my supervisor, Ms. Nguyen Thi Thu Huyen, for her enthusiastic help, guidance and close supervision during the process of making my thesis. Without her help, this graduate paper would not have been completed.

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Next, a special thank you to the first-year English majors who enthusiastically completed the survey questionnaire.

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Hai Phong, June 2023

Bui Thi Minh Nguyet

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## **PART I: INTRODUCTION**

### **1.1 Rationale**

Speaking is ‘the activity of giving speeches and talks’. Speaking is an activity used to communicate with other. It takes place everywhere and should become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to others through communication. Speaking is one of the skills that have to be mastered by students in learning English. We can master it if we always practice it.

There are four English skills to learn, namely speaking, reading, writing, and listening skill. Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Hence, in speaking classroom the learners should work as much as possible on their own, talk to one another directly and not through the medium of teacher. But we have to know that, we can talk to one another by using English if we have many vocabularies and always practice it.

The purpose of learning English is how to make the students know and understand in using English as foreign language because in globalization era, English language is very important and the students or people have to know and understand English language. And the teacher has to find the good way to make the students interest to study English and the teacher as facilitator must give spirit to student in learning English.

There are many ways to improve learners' speaking skills. One of the ways is to practice listening. Learning to speak by listening is one of the techniques that helps students acquire a significant amount of vocabulary, listen to imitate intonation, tone of voice and even organize ideas to convey to the listener.

Students will pay serious attention in learning if it is necessary and timely news. So, in this study, the researcher discusses one of the techniques that can improve students' speaking skills.

When learning speaking skills, students often face some difficulties. The common problem is that their native language makes it difficult for them to use a foreign language. Another reason is lack of motivation to practice a second language in everyday conversation. They are also shy and afraid to engage in conversation. Moreover, speaking without words to express it is impossible. That's what I found from the freshmen of Hai Phong University of Management and Technology

To be able to practice speaking fluently, students need to listen to a wide variety of topics related to daily life, politics, economics, culture, even the situation of war between countries. countries in the world. This technique will help students increase their vocabulary significantly and variety of topics, only then students can have enough vocabulary to start speaking practice.

### **1.2 Aims of the study**

Realizing the difficulties in learning speaking skills of first-year students majoring in English at Hai Phong University of Management and Technology. Therefore, this survey was conducted to understand those difficulties.

Because of these factors, many students are not interested in learning and practicing this skill in class, so the study proposes measures to improve students' speaking skills.

### **1.3 Methods of the study**

The study will be conducted using quantitative and qualitative method. The study includes survey questionnaires for freshman at Hai Phong University of Management and Technology. After getting the results, the researcher will use charts for presenting the collected data.

Among the research methods, survey research is one of the most important and useful areas of measurement in applied social research. Survey research is

simply a systematic investigation conducted via a survey. In other words, it is a type of research carried out by administering surveys to respondents. Surveys already serve as a great method of opinion sampling and finding out what people think about different contexts and situations. Applying this to research means you can gather first-hand information from persons affected by specific contexts. One of the strongest arguments for survey research is that it helps writers gather the most authentic data sets in the systematic investigation. Survey research is a gateway to collecting specific information from defined respondents, first-hand.

Basing on these advantages of doing survey research, the writer has decided to employ the survey questionnaire as a major technique together with other methods to collect the information for the graduation paper.

### **1.3.1 Participants**

The research was undertaken with the participation of forty students at Hai Phong University of Management and Technology. They age from 20 to 22. A large numbers of them have learned English for 7 years (4 years at secondary school and 3 years at high school). However, their English backgrounds are quite similar because most of them come from different rural areas in the North and under being influence of curriculum of English for high school students. In the past, students did not have many chances to practice English skills. Thus, their English levels were limited and they have to face up with many difficulties in studying.

### **1.3.2 Resources and materials**

The material for English learning English vocabularies in the first year English majors is the collected textbook by their teacher. The content of the textbook is arranged according to themes and each unit mentions one theme relating to daily life, helping students approach the most realistic situations. For example: hobbies and free time, science and technology, sports and games, etc. In addition, there are websites for students to learn listening skill such as: VOA NEWS. Com, BBC NEWS. Com, ABC NEWS. Com. If students maintain the

habit of using learning materials along with the teacher's lectures at school, all these learning materials can help students improve their skills. In short, the English textbooks has been proved to be realistic, relevant and appropriate to the context of teaching and learning English.

### **1.3.3 Instruments for collecting data**

In order to obtain the desired data, the data were collected through a data questionnaire (Appendix) let them elaborate on their viewpoints about the difficulties of speaking English and the impact of watching videos on VOA channel regularly in improving speaking.

### **1.3.4 Data collection procedure**

The participants were encouraged to watch the short VOA videos, several times each day at home as supplemented material. Listening to each video takes about 15 minutes per session, followed by vocabulary exercises that are practiced for about 10 minutes on average. After the study ended, the participants were given a questionnaire. In addition, individual interviews were conducted to explore the attitudes and perspectives of the participants.

This chapter describes the method using questionnaires to investigate students so as to answer the research questions raised in the first chapter.

Based on the subjects mentioned, prominent findings for the research questions will be realized and presented in the next chapter.

## **1.4 Scope of the study**

The research object of this topic is limited to a survey on the situation of speaking skill of first-year students, Hai Phong University of Management and Technology. Forty students will be the sample of this survey. The tool for the survey was a self-administered questionnaire. Participants were asked to answer the questionnaire themselves. The questionnaire includes both closed and open questions.

## **1.5 The organization of the study**

The study consists of 3 Parts organized mainly as follows:

PART I: INTRODUCTION

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

## PART II: DEVELOPMENT

### Chapter 1: Literature review

This chapter handles the theoretical background of the issues relating to speaking such as its definition of Speaking, the Aims of Speaking, elements of Speaking Skill, media in VOA channel

### Chapter 2: Data analysis

### Chapter 3: Findings and discussions

This chapter provides some findings and discussion, recommendations, the ways to improve speaking skill

## PART III: CONCLUSION

Overview of the study

Limitations of the study

Suggestions for the further study.



## **PART II: DEVELOPMENT**

### **Chapter 1: Literature review**

#### **1. Speaking**

##### **1.1 Definition of Speaking**

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003:23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to (Bailey, 2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

##### **1.2 The Aims of Speaking**

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, there are three important aims of speaking (Tarigan, 2008: 30-36) namely:

- a. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just wants to inform about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). For example when the teacher told about story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

From the statements before, it can be concluded that through speaking, somebody can inform their feeling and knows somebody's feeling from ask him in their communication and make some decisions.

## **2. Elements of Speaking Skill**

In this study, the term “speaking” will be used to refer to a skill related to language teaching and learning by gate there are some elements of speaking skill:

Accuracy Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication break downs. According to Richards accuracy concerns "the ability to produce grammatically correct sentence". In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thornbury the terms "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.

Grammar, Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

Vocabulary Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

Pronunciation Students speak and most people understand. Even broader than that, Limdefined accuracy as "the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language."

Fluency, Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

### **3. Media in VOA channel**

#### Media

According to Huffman in (Muzdalifah I., 2018), he state VOA is one of instructional media or multimedia that can be seen and heard. It can help the students to hear natural language or real speech from native speakers in real life. For the English teachers, VOA is international news program contained in computer application that can access and download with internet or website and choose the form of VOA (audio, video, audiovisual or multimedia) in

accordance with their material. VOA Learning English is a special program to help English students all over the world to develop their English skills every day. This also state by Risawati (2020), this program includes stories, lessons, together with up-to-date news reports which are written by simple vocabulary and spoken at a quite slow speed to help students to understand them easily.

b. The Concept of Speaking Basically, communication through language is done by humans through speaking and listening. In speaking, we express ideas in words to others and to give them an understanding of the topic we are talking about and provide feedback. Therefore, these two aspects between speaking and listening cannot be separated. These two aspects are also included in the concept as defined by Clark cited in (Nadila, 2019), meaning that when we learn language, we also think about how people speak and understand another's. On the other hand, teaching English to speak as a Foreign Language is not easy. There are several factors that affect students' ability to participate in speaking classes. Some of these factors are students' backgrounds. Their background during interactions with family, friends, can have a big influence on their development in speaking English. As stated by Atta and Jamil (2012) who researched that in Pakistan, they stated that some parents actively participate in their children's educational activities so that they can eliminate some of their children's learning losses. So, this is what underlies the need for media that can help EFL students in improving their speaking.

c. The Use of VOA Learning English Video in Teaching Speaking The use of videos, games, songs, and some humor in teaching speaking is very effective

to help students in learning. Harmer in (Mustikawati, 2013) claims that students' motivation increases when they learn a language using video media. Many aspects of language are clearly conveyed using video, including VOA Video. The positive effect of using VOA Learning English videos as a medium for learning to speak can provide a lot of information to students. It is like students can learn how to pronounce words correctly when speaking, even they can also get new vocabulary. After they watched the video, the students presented the information they got from the VOA video that was shown to them in front of the class.

#### **4. Ways to improve speaking skill**

According to British council:

Speaking English confidently is an important goal for many. Often, we hesitate because we are afraid of making mistakes or embarrassing ourselves in front of others. Sometimes mistakes are unavoidable. But like any other skill, you can improve your spoken English if you practice regularly and follow these simple techniques.

##### **4.1 Listen**

The first step in improving your speaking skills is actually working on your listening.

Listening to English has several benefits – it allows you to pick up new words, phrases, and ways to respond in conversations. Secondly, listening provides opportunities to understand pronunciation, how some words are omitted when speaking, how some are joined together, the rhythm, the intonation, and the sounds of language.

What should you listen to? There are many resources available to you to listen to for free. Start with short English clips or videos: pick your favorite English TV show or YouTube channel. Listen to a clip and notice carefully what the

characters are saying. Repeat any dialogues or phrases that interest you. Replay the same clip until you understand every word. You could also turn on the subtitles or look at the transcript of the video if available and practice saying the dialogues with the characters.

The second most interesting way to improve your listening and speaking is by listening to audio books. Audio books have become very popular over the past couple of years. They are great for people who have no time to invest in reading books. They are also a wonderful way to perfect your pronunciation. Here is a great selection of books for people who are learning English. Try to listen to a portion of the text, pause the audio, and read aloud to practice saying the words yourself.

Finally, nothing can beat actual English conversations with people. Listen to your colleagues speaking in English, listen to your boss giving presentations and conduct meetings in English, listen to your teacher speaking in English – all of these real-life conversations will help you become a better listener and a better speaker of the language. Remember that listening as much as possible will help your speaking significantly.

#### **4.2 Imitate**

Now that you have listened to lots of English conversations, it's time for some imitation. Yes, that's right! Imitating or copying someone is a wonderful way to improve your speaking skills. Not convinced? Watch babies and children – how do they learn a language? They copy everything an adult says.

Another benefit of imitation is that it will help you become more accurate in English without having to learn grammar rules. With lots of practice you will begin to remember chunks of words and phrases. This helps in remembering word patterns in a sentence and how certain words go with others.

To effectively improve your speaking skills, you need to follow these steps:

**Listen:** Pick your favorite video or audio clip from any of the sources provided in the earlier section of this article. Play the audio and listen to it carefully. Play as many times as you like to understand how each word is spoken.

Repeat and record: After playing the audio, repeat saying the words and conversations exactly as you heard. Pay special attention to the intonation, stress, and rhythm of language. Record yourself while repeating the words. You could use a voice recorder on your phone. Recording will provide you an opportunity to listen to yourself and self-correct. So, do not skip this step.

Compare: Listen to the audio again and compare it with your recording. Does it match? Note down changes that you may need to make.

Correct: Repeat the entire process again until you get better and more accurate.

As this process involves listening to the same audio clip several times, choose a topic that is interesting to you. If you stick with the routine, you will see improvement in your pronunciation, vocabulary, accuracy, and overall speaking abilities in no time!

### **4.3. Read**

Reading is yet another important skill to have when learning a language. Whether you prefer a novel or an article, reading a few minutes every day will help you acquire new vocabulary.

The most common reason why people hesitate with reading is that it takes quite a lot of time to read a book from start to finish. However, when learning English, reading even for a few minutes is greatly beneficial. Short articles or notes in English are great for this. They only take a few minutes to read and are quite easy to find.

You can start with materials you find every day. Think of notes and memos at work, pamphlets and brochures at your local supermarket, or notices and safety instructions in the elevators – wherever you are there is always something to read.

Here is a selection of reading materials specifically designed to help you improve your language abilities. There are different types of texts and interactive exercises with which you can practice the reading skills you need to do well in your studies, to get ahead at work, and to communicate in English in your free time.

These articles provide a chance to learn about global issues, special days, and festivals while learning English. You will improve your reading comprehension and develop your vocabulary on a diverse range of international events, celebrations, and topics. Each article has interactive exercises to help you understand and use the language.

If you prefer stories, the Story Zone on our Learn English website gives you a wide range to choose from. There are several stories written specifically for language learners. They are easy to read and provide language practice through short activities.

If you are looking to improve your workplace skills along with your vocabulary, try our Business Magazine. You will learn useful language for a wide range of business topics from different perspectives, as well as tips and techniques for dealing with business issues.

Remember that if your goal is improving speaking skills, it is a good idea to read aloud. This will not only help you practice unfamiliar words, but also help you improve your pronunciation and fluency.



#### **4.4. Reflect**

Reflection is a very useful step in improving your speaking skills. Reflection is nothing but asking questions to think about what you learnt, how you learnt,



what progress you see, what could be done differently, and how to change the way you learn to allow progress.

It is important to reflect on your language learning abilities on a daily basis, especially if you are learning a new language independently. Reflection is another way to provide you some good feedback in the absence of a teacher.

Say you had a great conversation in English. After your conversation is over, take a moment to reflect. Ask yourself questions such as the following:

How was it?

How much did you understand the other person?

How confident did you feel in responding to the questions asked or continuing the conversation?

How comfortable did you feel about the topic of discussion?

How quickly were you able to think of the right thing to say or the right word to say?

Did you come across any unfamiliar words?

What did the other person do when they couldn't think of the right word?

Thinking about these questions will help you see your strengths more clearly and gain confidence. You will also find opportunities for improvement and specific areas to work on.

You could also reflect after reading or listening to something in English. Ask yourself these questions.

What are some of the key points you learned from the article or podcast?

Can you summarize them in your own words?

Are there some words or ideas that were new to you?

Can you use the words and sentences around the new word to guess the meaning of this new word? Look up a dictionary soon after to confirm if you really got the meaning right.

Recording your reflections in a notebook after every learning session will help you see your progress over time.

## 4.5. Prepare

A lot of us hesitate to speak or take part in conversations in English because we are nervous about what to say. We are anxious that what we say may not be appropriate or we may make mistakes. We can easily fix this problem by preparing ahead. Are you going to a restaurant with your colleagues? Think of situations that require you to speak English. Order food, perhaps? Ask for changes to a dish? Ask your colleagues' preferences? Ask for the bill? What vocabulary do you need in these situations? Write up a simple list of phrases to use.

Here is an example:

<i>Situation</i>	<i>Useful phrases</i>
<i>Arriving at the restaurant and asking for a table (if booked)</i>	<i>Hello. We've booked a table for ____. (say the number of people for which you booked the table)</i> <i>The booking is in _____'s name. (say the name of the person you provided at the time of booking)</i>
<i>Arriving at the restaurant and asking for a table (if not booked)</i>	<i>Hello. We need a table for _____ (say the number of people). Can you fit us in?</i>
<i>Asking for the menu</i>	<i>Could we see the food menu, please?</i> <i>Could we see the drinks menu, please?</i>
<i>Asking about food</i>	<i>Is this dish suitable for vegetarians?</i> <i>Does this dish contain nuts? I am allergic to nuts.</i>

	<p><i>Could you help me understand what this dish contains?</i></p>
<p><i>Choosing what to order among your colleagues</i></p>	<p><i>I'd like to order a hamburger with a side of fries. What about you?</i></p> <p><i>I prefer coffee to tea.</i></p> <p><i>What would you like to have?</i></p> <p><i>Do you prefer soup or salad?</i></p> <p><i>That sounds delicious.</i></p>
<p><i>Placing your order</i></p>	<p><i>We are ready to place our order.</i></p> <p><i>Could we have bottled water for everyone?</i></p> <p><i>I would like _____ (say what you would like to eat)</i></p> <p><i>Could I have _____ (say what you would like to eat)?</i></p>
<p><i>Giving feedback</i></p>	<p><i>That was delicious. Thank you.</i></p> <p><i>That was lovely. Thank you.</i></p> <p><i>It was a great meal. Thank you.</i></p> <p><i>The food was a bit cold.</i></p> <p><i>The dish was a bit spicy for my taste.</i></p>
<p><i>Paying your bill</i></p>	<p><i>Could we have the bill please?</i></p> <p><i>Can I pay by card?</i></p> <p><i>This is on me. (When you want to insist</i></p>

Create similar cheat sheets for everyday situations. You will find yourself becoming more confident and ready to speak in English. If you need help, you will find many useful phrases for different situations here.

#### **4.6 Speaking**

Yes, speaking. There is no magic pill that would help you speak better. You must put yourself in situations where you are forced to speak in English to get better at it. Start small. Do you live or work at a place where you need to speak English to get by? Great! Take advantage of this situation by speaking to people around you. It could be at your workplace or even at a coffee shop – doesn't matter where, as long as you can speak.

If you don't have that advantage, practice speaking in English with your colleagues or classmates. It is easier if you choose someone who speaks a different language than you do as it forces you to communicate in English.

You could also consider joining an English language course to improve your range of vocabulary and speaking. You get tons of practice and a teacher to provide you with some personal feedback on your speaking skills. You will meet likeminded learners from all over the country or even another country.

These days, a lot of online forums and discussion groups focus on language learning as a goal. Joining such a forum will help you practice speaking with students from different parts of the world with similar goals.

#### **4.7 Practice**

We cannot stress this enough. Regular and consistent practice is the key to success when it comes to speaking English. The tips and suggestions that we've described above only work if you use them regularly. So, here's what we recommend. Start small – spend just 10 minutes every day doing 1-2 of the above things. Maybe listen to a short video clip today and imitate. Reflect on

what you learned. Tomorrow, pick up a short article. Read aloud and summaries in your own words. Reflect on what you read and the new words.

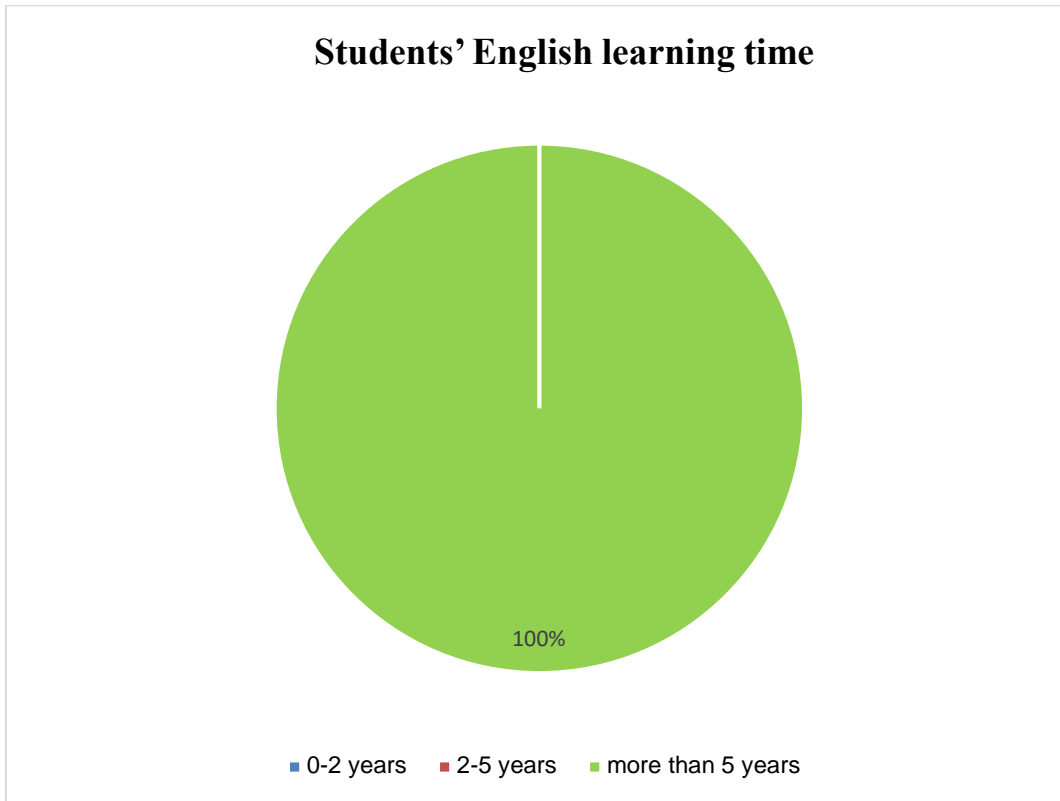
Some days you will find more time. Dedicate more time when you can but do the minimum every single day. You will see a big change in your abilities in no time! As you improve, you'll get more confident and more ready for bigger challenges. This is the time to find speaking partners and to put you in situations that require speaking in English. Don't worry about making mistakes. Most people don't care if you make mistakes.

Finally, don't forget to have fun. It's easier to learn something new and commit to learning when you're having fun. Practice English by singing along to popular songs.

## Chapter 2: Data analysis

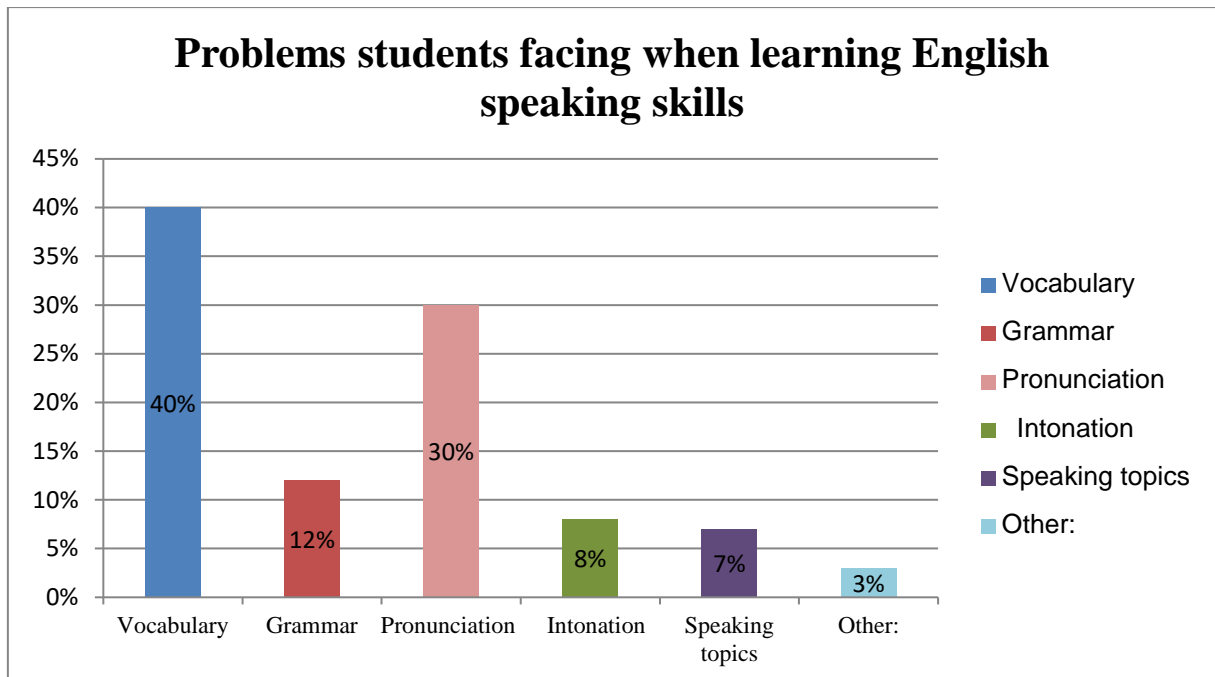
### 2.1 The data analysis.

#### 2.1.1 The result from the students' English learning time



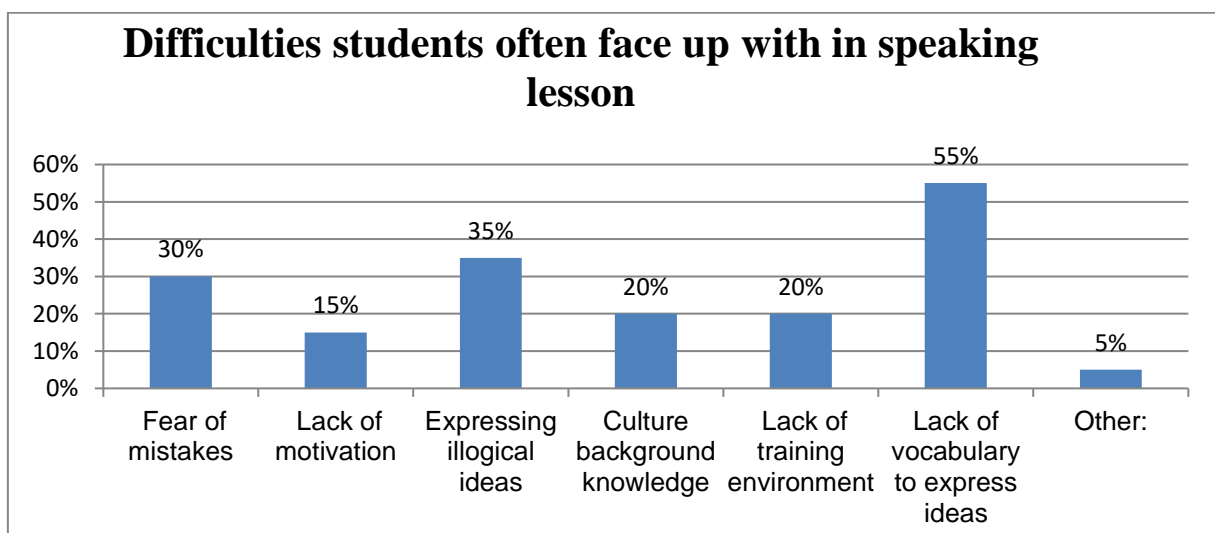
The chart above shows that 100% of students answered that they have studied English for more than 5 years. It is quite a long time for students, which proves that learning English has become a very important. The fact that most students are exposed to English early shows the importance of English and its necessity when the English program has been taught since primary school. Moreover, it is a compulsory subject in most schools from elementary to university. Therefore, they are fully aware that English is really important and learn it as a second language.

### 2.1.2 What problems are students facing when learning English speaking skills?



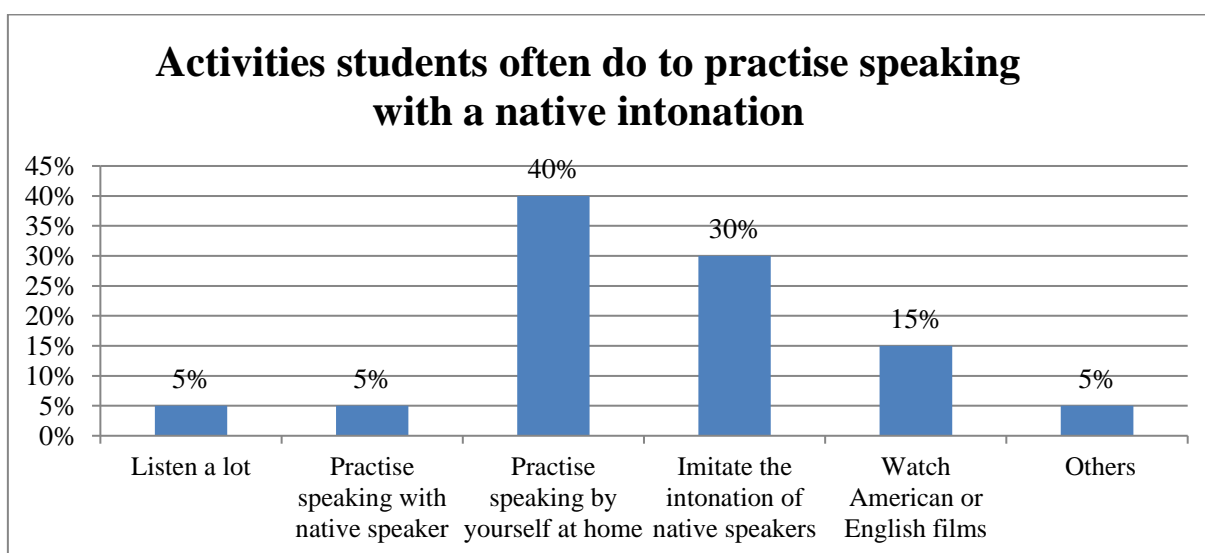
The chart has shown that 40% of students have problems with vocabulary, which makes them difficult in speaking. When students' vocabulary is not enough to express what they want to convey, they cannot complete the speech fluently and give up easily. 30% of students have major problems with their pronunciation, and 12% have problems with grammar. There was no significant difference between percentages of intonation and speaking topics factors, 8% and 7% respectively. From that, we can see speaking skills have many problems that students are facing.

### 2.1.3 What difficulties do you often face up with in speaking lesson?



The bar chart gives information about these difficulties that students often face up with in speaking lesson. Lack of vocabulary to express ideas is an item which was responsible for the most significant share, 55%. Besides, the number of students express illogical ideas comprised 35%. The figure of student's fear of mistakes formed 30%. Two components had the same proportion 20% these were culture background knowledge and lack of training environment. The datum of students lack of motivation was 15%. The other just formed 5%.

#### 2.1.4 What do you often do to practice speaking with a native intonation?

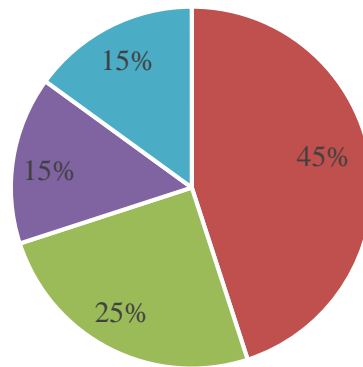


The given bar chart illustrates some activities of students at Hai Phong University of Management and Technology often does to practice speaking English with a native intonation. It is clear that the share of practice speaking by themselves at home was responsible for the most significant, 40%. While the percentage of imitating the intonation of native speakers was lower by 10%. 15% was the proportion of watching American or English films. The data for listening a lot, and practicing speaking with native speakers were the same, 5%, this is also a figure for the others.

#### 2.1.5 Results from the number of students using VOA as a tool to practice speaking English



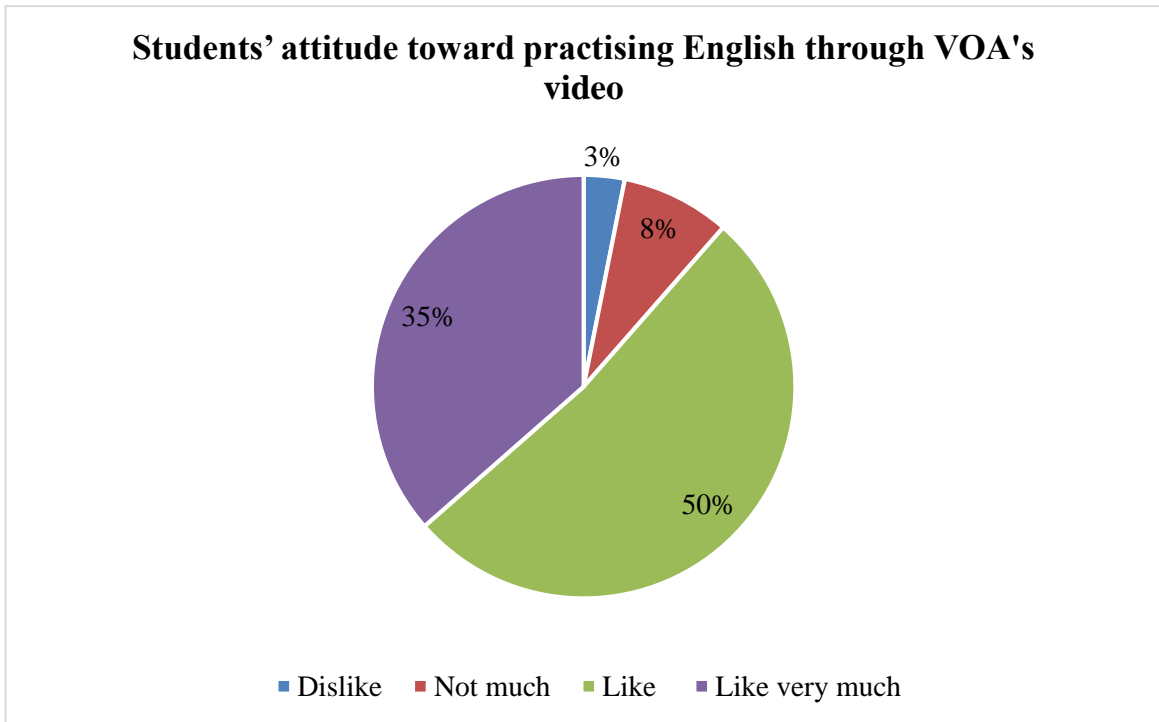
Results from the number of students using VOA as a tool to practice speaking English



■ often ■ sometimes ■ never ■ no information

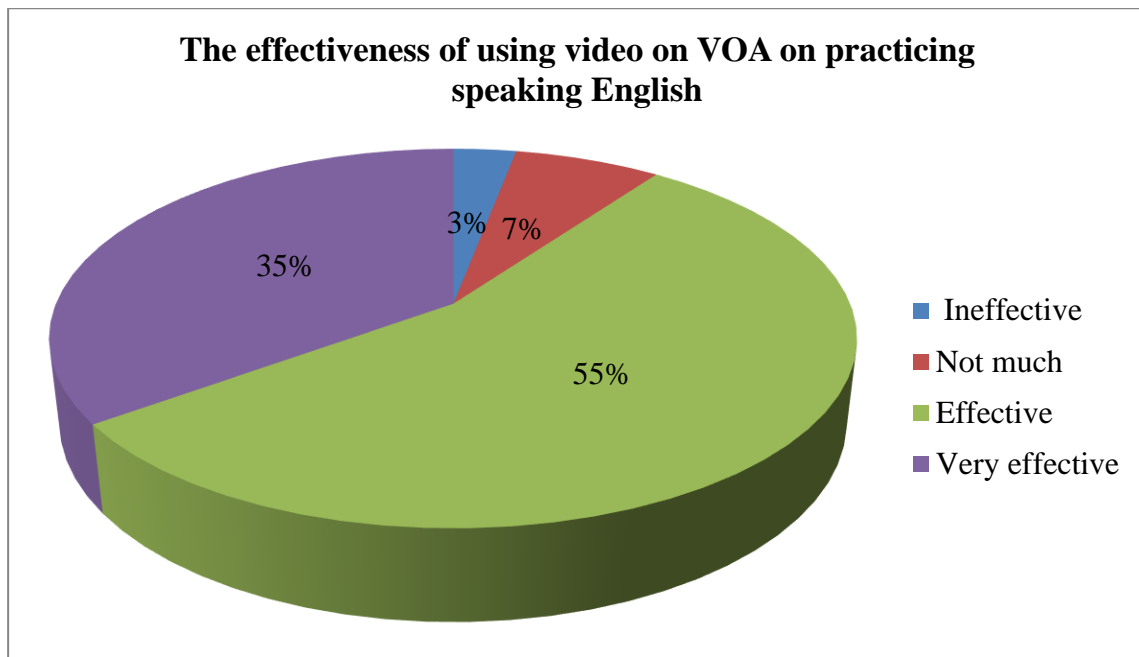
The pie chart gives information about the number of first-year students in Hai Phong Management and Technology in watching VOA in order to improve speaking skills. It is clear that the figure of students who often watch the news on VOA was responsible for the most significant share at 45%. Besides, the data of students who sometimes follow videos on VOA contributed the second highest proportion (25%), this percentage was exactly one-quarter of the total. Meanwhile, the contribution of the students who never watch VOA news is 15%, this datum is equal to those has no information about this channel. From that information above, we can see that VOA channel is absolutely popular to students who are students majoring in English.

### 2.1.6 Students' attitude toward practicing English through VOA's video



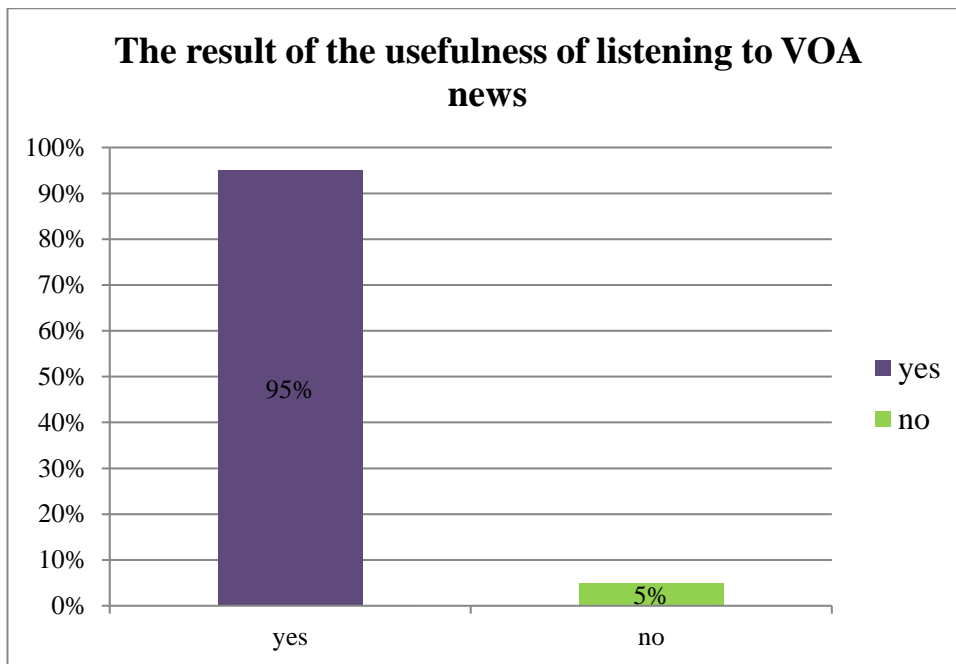
The given pie chart shows information about students' attitudes toward practicing English through VOA videos in Hai Phong Management and Technology in 2023. We can see that most amount of students like this method which is speaking through watching short videos on media (50%). The number of students who like this method very much is lower than 15%, contributing 35%. Meanwhile, the data of people who do not like this channel much is 8%. The remaining 3% is allocated to the rate of those who dislike watching videos on VOA channels. In conclusion, most students like and agree with this way of practicing speaking English.

### 2.1.7 The result about the effectiveness of using video on VOA on practicing speaking English



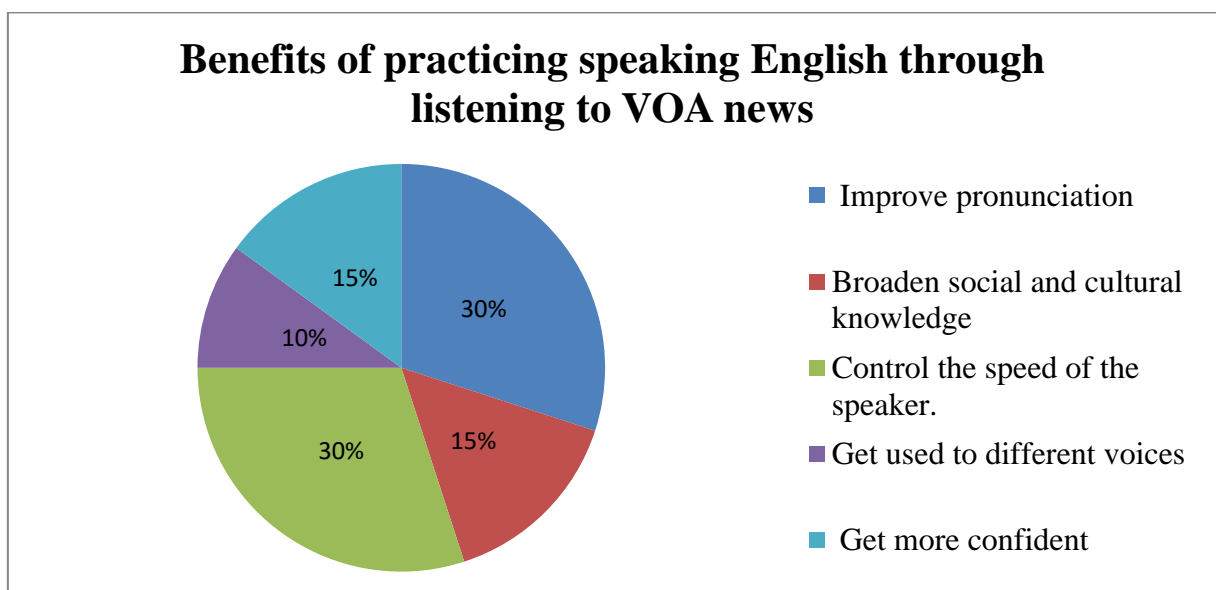
The above pie chart presents the effectiveness of using video on VOA to practice speaking English. This data of effectiveness was responsible for the most substantial share with 55%. The number of students say that method is very effective contributed the second highest percentage (35%). On the other hand, this process that students see not much effectively comprised 7%. The least proportion of the data of students does not see it useful for their improving their speaking English by watching VOA news, just 3%. To sum up, this method is an effective way with most students in Hai Phong Management and Technology.

### **2.1.8 The result of the usefulness of listening to VOA news**



The supplied bar shows the result of the usefulness of listening to VOA news. At first glance, it can be seen that both two factors have large differences, the rate of students who say that listening to VOA news helps students in speaking is up to 95%, while the number of people who do not see this effective method of practicing is just 5%, lower than much. To summarize, this process can help students improve their speaking by watching videos on VOA media.

#### 2.1.9 What are the benefits of practicing speaking English through listening to VOA news?



The given pie chart shows some of the benefits of practicing speaking English by listening to VOA news. The percentages of improving pronunciation and controlling the speed of the speaker had no difference, 30%. While the number of students sees that speak English by watching the news was the same by 15%. The remaining factor was at least 10%, which was getting used to different voices. There was no doubt that speaking by watching VOA news had many benefits.

## **Chapter 3: Findings and discussions**

### **3.1 Findings and discussions**

The survey results were answered by 40 students of class NA25 who are studying in the first year of the English department, at Hai Phong University of Management and Technology. 100% of respondents have studied English for more than 5 years and this is convenient for teachers when students have been exposed to the most basic things of English. In addition, the survey also explored more about the problems that students are facing when practicing their English speaking skills. Problems are mainly in vocabulary and pronunciation, while problems with grammar, intonation, or speaking topics account for a lesser percentage. Students also said that in speaking lessons, the ineffective learning method accounts for 50%, while the fear of making mistakes accounts for a large percentage, 25%. Through the survey, I also found that students practice speaking English by themselves at home and imitating the intonation of native speakers used by a large number of students. Many students who are interested in learning English through videos on media sites account for 60% of the total number of first-year students majoring in English. This proves that students are aware of the importance of listening and understanding English. We can see that they found the motivation to learn English after practicing speaking English by watching the news on VOA. In addition, 15% of students did not know this listening practice channel and learning method before. Maybe they have difficulty hearing, or they have more personalized resources for learners. When asked about the students' attitude after experiencing the method of practicing speaking English through watching short videos on VOA, up to 51% of the students liked this way of learning and 35% of the students were very interested in learning English. Besides, just 5% of students do not like this speaking practice, maybe because there are too many new words, and students can't hear the announcer's words, so they feel inappropriate.

In terms of effectiveness when practicing speaking by listening, learning vocabulary, and imitating. Students find this effective, as demonstrated by 49% of students in the survey. Furthermore, 35% find this method very effective, while 11% think this learning method is not very effective and only 5% find this method ineffective for their English speaking and listening practice.

More importantly, 95% of students found the videos on VOA very helpful for their English learning, while the remaining 5% did not find it really helpful.

### **3.2 Suggested solutions to improve speaking skill for the first-year English majors through watching news on VOA channel.**

This session suggests several ways for the first-year English majors at HPU to improve speaking through watching videos on the VOA channel.

#### **3.2.1 Improve pronunciation.**

Improve your pronunciation by learning the International Phonetic Alphabet (IPA). From there, know the correct pronunciation, to practice pronunciation to the level of proficiency. Students need to listen from videos with short vocabulary, and then gradually increase the level. By practicing listening daily, learners' pronunciation will improve clearly within a few weeks after that.

#### **3.2.2 Control the speed of the speaker and get used to different voices.**

VOA is an American media channel, so there are many different voices of each announcer. It will help to get used to the different voices of the learners.

To do that well, readers need:

- Listen to the same video over and over again
- Take notes of new phrases, memorize them
- Practice listening every day to be sensitive to utterances
- Practice speaking according to the announcer to imitate the speed and intonation

#### **3.2.3 Broadening social and cultural knowledge**

Without having enough knowledge of society and culture in listening, students will face problems of interpretation in “understanding” step. Thus, it is necessary to widen this kind of knowledge in some ways. The suggestions are searching information on internet, watching TV and listening to radio regularly, asking and learning from the professional people, learning from books, newspapers, magazines, from friends and from real life. Especially, talking to the foreigners is really a good way to improve the social as well as cultural knowledge. Students not only can hear the speakers’ voice but also can know more about the countries through the real people.

### **3.2.4 Learn vocabulary in a variety of topics**

To learn English well, vocabulary is indispensable, so is English speaking practice. Therefore, learning vocabulary on different topics is absolutely necessary. Not only limited to the topics learned at school, students need to learn through the internet more topics about economy, society, health, health, aviation industry, import and export situation of goods. Chemical.

All these topics have been covered in VOA. These are videos arranged by specific topics so that learners can easily acquire more vocabulary about a topic that learners need. While listening to the videos, readers should take notes, practice reading vocabulary according to international phonetic transcription correctly, and then remember the meaning of words. Such learning will help students learn vocabulary without being boring.

### **3.2.5 Practice speaking by listening to videos on VOA channel.**

- a) Listen to a video 3-4 times
- b) Listen to a video for the 5th time, write down new words
- c) Memorize all the new words in that video
- d) Listen many times until you understand the whole video
- e) Practice speaking according to the video you has listened to until you can become fluent



f) Switch to another video with the same topic.

Note: listen to 20-30 videos on the same topic

## **PART III: CONCLUSION**

### **1. Overview of the study**

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, and 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 shortcomings.

First of all, due to the limited time, and 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 the scope of the study, the researcher only focuses on the first-year students in the Faculty of Foreign Language which account for a small number of students in the foreign languages department at 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 a better situation of teaching and learning English speaking skills in the 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 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 skills. Moreover, for 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 the limitation, the research has been completed under the guidance of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

## APPENDIX: STUDENTS' SURVEY QUESTIONNAIRE

### APPENDIX 1

#### The design of the survey questionnaires

##### Design survey questionnaire

##### 1 Survey questionnaire design

The survey was distributed to students to find out the reality of learning speaking English at Hai Phong University of Management and Technology. Students are asked to tick the answer that best matches their opinion. The questionnaire consists of 9 questions as follows:

*Question 1* provides information about how long students have studied English. The researcher wants to understand more about the students' time with English. Based on this understanding, the author can get accurate information about them.

*Question 2* examines the problems that students are facing in the process of practicing speaking English in order to collect information so that the surveyor can come up with more realistic solutions.

*Question 3* learns about the difficulties that students face in speaking lessons, in order to make suggestions for students to practice speaking more effectively.

*Question 4* takes information about students' habit of practicing intonation so that it becomes clear that the effect of listening to VOA news on students' speaking practice.

*Sentence 5* is a sentence that connects students to access listening resources from VOA channel. From there, generalize the popularity of this source of information among students.

*Question 6* obtains information about students' attitudes and thoughts about improving their English speaking ability through watching videos on VOA media. From there, the researcher knows if VOA is a good choice for students

*Question 7* is the effect of watching news on VOA to improve students' speaking skills. From there, it proves more clearly the effect of watching videos on social networks for improving English speaking skills

*Question 8* is about what the researcher wants to emphasize about the positive impact of VOA topics.

*Question 9* get information about effectiveness in improving English speaking skill through watching news on VOA, this is very important information for learning. On that basis, the researcher can come up with some suitable solutions

**APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS  
(ENGLISH VERSION)**

Dear friends,

I need your opinions about learning and improving speaking by watching the news on the VOA channel. Please tick the answer that best described your ideas and add a final comment at the bottom of the sheet if you want.

Thank you for your cooperation!

-----

**1. How long have you been studying English?**

- A. 0-2 years
- B. 2-5 years
- C. more than 5 years

**2. What problems are you facing when learning English speaking skills?**

- a) Vocabulary
- b) Grammar
- c) Pronunciation (stress, ending sounds, mispronunciation...)
- d) Intonation
- e) Speaking topics
- f) Other:

**3. What difficulties do you often face up with in speaking lesson?**

- a) Fear of mistakes
- b) Lack of motivation
- c) Expressing illogical ideas
- d) Methodology is not effective
- e) Lack of training environment
- f) Lack of vocabulary to express ideas
- g) Other:

**4. What do you often do to practice speaking with a native intonation?**

- a) Listen a lot
- b) Practice speaking with native speaker
- c) Practice speaking by yourself at home
- d) Imitate the intonation of native speakers

- e) Watch American or English films
- f) Others

**5. Have you ever watched videos on the VOA channels?**

- A. often
- B. sometimes
- C. never
- D. no information

**6. What do you think about improving speaking skill through watching news on VOA channels?**

- A. Dislike
- B. Not much
- C. Like
- D. Like very much

**7. Is watching videos on VOA effective in improving speaking English?**

- A. Ineffective
- B. Not much
- C. Effective
- D. Very effective

**8. Are topics on VOA channels useful?**

- A. Yes
- B. No

**9. What are the benefits of practicing speaking English through listening to VOA news?**

- a) Improve pronunciation
- b) Broaden social and cultural knowledge
- c) Control the speed of the speaker.
- d) Get used to different voices
- e) Get more confident

## **APPENDIX 1.2: QUESTIONNAIRE FOR STUDENTS (VIETNAMESE VERSION)**

Các bạn thân mến,

Mình cần ý kiến của bạn về việc học và cải thiện khả năng nói bằng cách xem tin tức trên kênh VOA. Vui lòng đánh dấu vào câu trả lời mô tả đúng nhất ý tưởng của bạn và thêm nhận xét cuối cùng ở cuối trang nếu bạn muốn.

Cảm ơn bạn đã hợp tác của bạn!

---

### **1. Bạn đã học tiếng Anh bao lâu rồi?**

- A. 0-2 tuổi
- B. 2-5 năm
- C. hơn 5 năm

### **2. Học viên gặp khó khăn gì khi học kỹ năng nói tiếng Anh?**

- a) Từ vựng
- b) Ngữ pháp
- c) Phát âm (trọng âm, âm kết thúc, phát âm sai...)
- d) Ngữ điệu
- e) Chủ đề phát biểu
- f) Khác:

### **3. Bạn thường gặp khó khăn gì trong giờ học nói?**

- a) Sợ mắc lỗi
- b) Thiếu động lực
- c) Diễn đạt ý chưa logic
- d) Phương pháp không hiệu quả
- e) Thiếu môi trường đào tạo
- f) Thiếu vốn từ để diễn đạt ý
- g) Khác:

### **4. Bạn thường làm gì để luyện nói với ngữ điệu bản xứ?**

- a) Nghe nhiều
- b) Luyện nói với người bản xứ



- c) Tự luyện nói ở nhà
- d) Bắt chước ngữ điệu của người bản xứ
- e) Xem phim Mỹ hoặc Anh
- f) Khác

**5. Bạn đã bao giờ xem video trên các kênh VOA chưa?**

- A. thường xuyên
- B. thỉnh thoảng
- C. không bao giờ
- D. không có thông tin

**6. Bạn nghĩ gì về việc cải thiện kỹ năng nói thông qua việc xem tin tức trên kênh VOA?**

- A. Không thích
- B. Không thích lắm
- C. Thích
- D. Rất thích

**7. Xem video trên VOA có hiệu quả trong việc cải thiện kỹ năng nói tiếng Anh không?**

- A. Không hiệu quả
- B. Không hiệu quả nhiều
- C. Hiệu quả
- D. Rất hiệu quả

**8. Các chủ đề trên kênh VOA có hữu ích không?**

- A. Có
- B. Không

**9. Luyện nói tiếng Anh qua nghe tin tức VOA có lợi ích gì?**

- a) Cải thiện cách phát âm
- b) Mở mang kiến thức văn hóa xã hội
- c) Kiểm soát tốc độ của người nói
- d) Làm quen với các giọng nói khác nhau
- e) Tự tin hơn

## **APPENDIX 2: SAMPLE**

### **TOPIC 1: ECONOMICS**

#### **VOA NEWS 1. Listen the following news on economics**

From VOA learning English. This is the Economics Report A New World Bank study says South Asian countries can improve economic conditions for women. The study says the clothing describing industry could provide millions of jobs for women in the area. That is because the cost of making clothing in China is rising. The study finds that Southeast Asian countries like Vietnam and Cambodia are increasing clothing manufacturing jobs faster than South Asian countries. These include India Bangladesh and Pakistan. But the study says lower costs and an increasing number of young workers give South Asian countries the chance to compete. Clothing manufacturing is a labor-intensive city needing many workers. The World Bank study found that in countries where more girls and women work, marriages take place later in life. Women have fewer children. They eat better food and their children are more likely to go to school. All these help an economy grow . The World Bank study says clothing manufacturing can be a valuable industry for development. But it also says there is a need for industry supervision better wages and higher value products For VOA Learning English this is the last Economics Report from Learning English TV. But, we are not going away. We will continue to bring you videos to help you learn American English. Go to [learningenglish.voanews.com](http://learningenglish.voanews.com) to find new materials and to look for past Learning English TV reports . I'm Anne Ball. Thank you for watching and learning with all of us at VOA Learning English.

## **VOA NEWS 2: Listen the following news on economics**

From VOA Learning English, this is the Economics Report. A new report shows consumers spent \$461 billion dollars globally on counterfeit and pirated goods. The report says that type of illegal trade continues to grow. Counterfeit and pirated goods are illegally made copies of products. They are made and sold without the permission of the owner. Intellectual property rights such as copyrights and patents, are forms of ownership that can be difficult to enforce in international trade. Counterfeit goods can travel through many countries before they reach the place where they are sold. The OECD says the amount of money earned from fake Goods may be higher than the illegal drug trade. It warns that the sales of pirated products may even Finance terrorists and criminal groups. The Deputy Secretary General of the OECD Doug Frantz says the sales of such products provided some of the financing for the terror attacks at the French magazine Charlie Hebdo. Frantz also says that counterfeiting creates products that endanger lives. He says examples include auto parts that fail, medicines that make people sick, and toys that harm children. Products from the United States, Italy, France, Japan and Germany, it says, produces the most counterfeit good criminals are also illegally copying Chinese food products. Thirty-four nations in Asia, Europe, and North and South America are OECD members. For VOA learning English. I'm Carolyn Presutti.

- *List of glossary of economics which learned from 2 news above. Students can use to serve your topic speaking:*

1. economic conditions	1. điều kiện kinh tế
2. increase clothing manufacturing jobs	2. gia tăng công việc sản xuất quần áo
3. a labor-intensive city	3. một thành phố cần nhiều lao động
4. industry supervision	4. giám sát ngành
5. counterfeit	5. hàng giả
6. international trade	6. thương mại quốc tế
7. illegal drug trade	7. mua bán trái phép chất ma túy
8. food products	8. sản phẩm thực phẩm
9. counterfeit and pirated goods	9. hàng giả, hàng nhái
10.products	10. sản phẩm
11.illegal trade	11. buôn bán trái phép
12.cost of making clothing	12. chi phí sản xuất quần áo

## **TOPIC 2: HEALTH**

### **VOA NEWS 1: Listen the following news on health**

From VOA learning English. This is the Health Report why do we need sleep? Do our brains turn off for the night scientists recently discovered that our brains may be just as busy at night as they are during the day? While we sleep, our brains are doing much more than getting ready for the next day researchers at the University of Rochester found that the brain may be busy cleaning out harmful waste materials. The researchers studied mice that had colored dye injected into their brains. They observed the brains of the mice as they slept and when they were awake. The researchers say they saw that the brains of sleeping mice were hard at work. Dr Makin Nedergaard led the study. He says our brains perform two very different jobs he says, when we are awake, our brain is hard at work processing information about our surroundings. But at night, our brain works to remove all the waste that builds up during waking hours. The researchers say the waste material includes poison, or toxins, responsible for brain disorders such as Alzheimer's disease. They also found that during sleep, the brain's cells shrink. This shrinking permits waste to be removed more effectively. The brain's cleaning system could only be studied with new imaging technologies. And test animals must be alive in order to see the brain process as it happens. Dr. Nedergaard says the next step is to look for the process in human brains. She says the results show just how important sleep is to health and fighting disease. The research may also lead to treatments that prevent or help fight neurological disorders. For VOA Learning English. I'm Alex Villarreal.

## **VOA NEWS 2: Listen the following news on health**

From VOA learning English this is the Health Report. The ancient Romans are known for military strength and political complexity. But the Empire also developed a public sanitation system . The Romans built public latrines or toilets with many seats and washing areas. They also brought in fresh drinking water and warm water for cleaning. They even have laws to keep the towns free of human and other waste. But new archaeological research shows that baths and public toilets with washing areas did not lower disease rates. In fact, some diseases slowly increased, compared to the period just before Roman rule of Europe. Pier Mitchell is with the Archeology and Anthropology Department of Cambridge University in England. He led the new research. The findings suggest that Roman toilets, washing areas and sanitation laws had no clear benefit to public health. Mitchell gathered evidence of insects in ancient latrines and human burials. He also examined homes and cloth from archaeological digs across the Roman Empire. Although the Romans were known for regular bathing, Mitchell found lice and fleas were just as widespread as in earlier times. So, why did the Roman development of sanitation systems fail? Mitchell says it may have been the warm Waters of the bathhouses that people shared. The waters were often not changed, and scum, or a layer of human dirt, would float on the top of the bathing water. He says there is an upside. It seems that while Roman sanitation may not have made people any healthier, they probably would have smelled better. For VOA Learning English. I'm Anne Ball.

- *List of glossary of health which learned from 2 news above. Students can use to serve your topic speaking:*

1. Health Report	1. Báo cáo sức khỏe
2. brains turn off	2. bộ não không hoạt động
3. waste materials	3. chất thải
4. brain disorders	4. rối loạn thần kinh
5. Alzheimer's disease	5. Bệnh Alzheimer
6. brain's cells shrink	6. Tế bào não co lại
7. treatments	7. phương pháp điều trị
8. archaeological research	8. nghiên cứu khảo cổ học
9. evidence of insects	9. bằng chứng về côn trùng
10.human burials	10.chôn cất con người
11.injected into	11.tiêm
12.poison	12.chất độc
13.toxins	13.độc tố
14.processing information	14.xử lí thông tin
15.prevent or fight neurological disorders	15.Ngăn ngừa và chống rối loạn thần kinh

## **TOPIC 3 EDUCATION**

### **NEWS 1: Listen the following news on education**

From VOA Learning English, welcome to the education report in Special English. Millions of students have been taught a formula that has nothing to do with chemistry or mathematics. The formula is for writing a five-paragraph essay. First, write an introductory paragraph to state the argument. Then add three paragraphs of evidence. Finally, write a conclusion. Linda Bergman is director of the writing lab at Purdue University in Indiana. Her job is to help students, including International students, improve their writing. Professor Bergman has worked with many students who learned this traditional five-paragraph formula. She says International students sometimes have difficulty with this formula if they learned a different writing structure. But just knowing how to write a five-paragraph essay is not going to be enough for a college student who has to write a longer academic paper. As Professor Bergman notes, the formula is too simple to deal with subjects that require deeper thought and investigation. Karen Gocsik works for the Institute for Writing and Rhetoric at Dartmouth College in New Hampshire. The Institute has a big library of online writing materials on its website. So what are the qualities that make up good writing? Karen Gocsik says there are no simple answers except maybe for one. That is, there is no formula that students can follow to guarantee a well-written paper. In some cultures, students organize their paragraphs to build toward the main idea at the end of the paper. American college students are usually expected to state their thesis at the beginning of their paper. And American professors generally want students to use short sentences. For VOA Learning English I'm Alex Villarreal



## **NEWS 2: Listen the following news on education**

From VOA learning English VOA learning English, welcome to education news in Special English at American colleges and universities the number of positions that offer the job security of tenure has been shrinking for years 10 years is meant to give professors greater freedom to teach but critics say tenure can keep schools from dismissing unproductive faculty members or problem employees another complaint is that it can restrict the ability to make changes in programs or make the best use of limited budgets the number of tenured positions at us colleges and universities John Curtis is the director of research and public policy at the American Association of University professors he says that only about 25% of Faculty members have tenure or are in a position that might lead to tenure the association says that at least 85% of Faculty members should have tenure or be able to seek it he says this will protect independent thought and freedom of speech but a recent survey found that many colleges and universities plan to employ fewer tenured professors the study was done by the Gallup organization and the online publication inside higher ed University officials about their hiring plans the results suggest that tenured positions might continue to decrease more than 58% of Chief academic officers at us public universities agreed that future generations of Faculty should not expect tenure more than 53% of private school officials agreed for VOA learning English I'm Laurel

- *List of glossary of education which learned from 2 news above. Students can use to serve your topic speaking:*

1. the education report	1. báo cáo giáo dục
2. formula	2. công thức
3. chemistry	3. hoá học
4. mathematics	4. toán học
5. argument	5. luận cứ
6. writing structure	6. cấu trúc văn bản
7. academic paper	7. báo cáo khoa học
8. deal with	8. đối phó với
9. investigation	9. cuộc điều tra
10. freedom of speech	10. quyền tự do ngôn luận
11. future generations	11. các thế hệ tương lai
12. critics	12. nhà phê bình
13. public universities	13. các trường đại học công lập
14. private universities	14. các trường đại học dân lập

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