

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

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**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**A STUDY ON DIFFICULTIES OF ENGLISH 1ST YEAR
STUDENTS WHEN STUDYING SPEAKING AND SUG-
GESTED SOLUTIONS AT HAI PHONG UNIVERSITY**

GRADUATION PAPER

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HẢI PHÒNG – 2023

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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PART I: INTRODUCTION

1. Rationale

Nowadays, it can't be denied that English is becoming the common tongue of our global village. Whether you live and work in an English speaking country or need English for travelling and fun, English is the passport to the success and a deeper understanding of our quickly changing world. Therefore, learning English is very important and necessary because mastering English is the best and the shortest way for us to have a great deal of opportunities to reach the goals of life. The English learner, from elementary pupils to students, from workers to government employers study English with the interest and enthusiasm. However, for Vietnamese students, especially the 1st year English major students, they have a lot of difficulties in learning and practicing English speaking skill. They often fall into confusion when speaking English because lack of knowledge, confidence, and the good learning method as well. Besides, the learning passive environment with the same and boring lessons without the interesting extra- activities prevent them from practicing and improving English. That is the main reason why they don't get the effective result in learning English, especially the English speaking skill.

Due to the reasons above, I have made a skirty presentation on some effective method of studying English with the hope that this can help the first year English major students at Hai Phong University will study English better in the near future. Moreover, one of my suggested method is to study English speaking through extra- activities. That is the reason why I have decided

to choose the research with the title “ How to improve English speaking skill for the first year English major students at Hai Phong University”.

2. Aims of the study and the scope of the study

- Aims of the study :

My study is about to help the first year English major students at Hai Phong University improve their speaking skill to prepare for them to the basic knowledge of speaking skill with higher requirement for the next graders.

To summarize the above, my study is aimed at:

- Covering background knowledge of speaking
- Finding out reality of teaching and learning English at Haiphong University.
- Finding out appropriate techniques for teaching speaking lessons which draw students' attention into the lesson. The students will feel interested, enjoyable and funny when they come into the speaking lesson. Some good techniques, especially the extra- activities will be given out in order to improve their speaking skill.

It should be noted that this paper shouldn't be considered exclusive to English major students at Hai Phong University. Infact, the fundamental concepts and result of this paper can be applied to most English learners.

3. The scope of the study

There are so many different material resources and researchers that require a lot of time and effect while my personal experience is limited. Therefore, this study can only focus on study some effective techniques in studying English speaking skill, especially through the extra- activities for the first year English major students at Hai Phong University.

I hope that this study is a good reference material for the English major

as well as all students who wish to get the higher speaking skill.

4. Methods of study

To finish this study, I myself carry out some following methods.

- Researching on reference books and websites.
- Attending English speaking periods at English non- major classes at Hai Phong University.
- Interviewing and conducting the survey questionnaires for the first year English major students at Hai Phong University with a point to find out their recognitions, attitudes of the matter and the difficulties they encounter when practicing English speaking skill.
- Basing on my personal experience from my under graduating time in the university through speaking skill at class.

5. Design of the study

A table of contents with pages numbers in which they are presented with help readers have a clear overview of the research proposal. It also helps readers find the part they need more easily and quickly. The study contains of three parts:

Part I: The introduction are literature review, aims, scope, methods and the design of the study.

Part II: The development are three chapters:

- The first chapter is Literature Review which provides readers the overview of speaking skill through the extra- activities.
- The second chapter is the Survey Questionnaire for the first year English nonmajor students. This chapter refers to the analysis and the findings obtained

from the survey questionnaires and evaluations from students, interviewing teachers to find out the necessary information's and the discussion of the findings from the survey.

- The third chapter focuses on suggesting applicable techniques to teach and practicing English speaking skill for the first year English non- major students.

PART II. DEVELOPMENT

I. Literature review

In the 21st century, the English language has become an inseparable part of the educational curriculum in most countries where English is used as a second or foreign language (Akbari, 2015). The English language is considered a global language and its acquisition increases the opportunities for employment, traveling, higher education, and standard of life (Crystal, 1997). English language teaching is regarded as a challenging task especially in developing countries because the English language is included in the school curriculum from the very beginning to the university level and everyone must deal with this by hook and crook. Each and every part of human life is connected with English such as science and technology, education, health, entertainment, and others (Harmer, 2001). The latest technological and scientific innovations or resources are mainly written in English. Similarly, the rapidly growing use of information and technology, use of the internet forced everyone to learn English (Richards & Renandya, 2002). A vast number of students desire to learn the English language for their advancement and a better life because they believe, they will get a better job in their life if they have a good command of English (Harmer, 2001). Due to the power of the English language people want to travel and settle in English speaking countries and live a better life there; so the majority of the people, not only students but everyone in the world dream to settle in English speaking countries for their comfortable life, better and quality education (Crystal, 1997). Along with these positive consequences of learning English, there are so many difficulties of learning the English language experienced by the learners of English as a second or foreign language.

1. Speaking skill

1.1. Definition of speaking:

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems when

using the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions. The modern world of media and mass communication requires good knowledge of spoken English. This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking

(Burns & Joyce, 1997).

According to Brown (2001:272), there are micro skills of speaking as follow: produce chunks of language of different lengths, orally produce differences among the English phonemes and allophonic variants, produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours, produce reduced forms of words and phrase, use an adequate number of lexical units in order to accomplish pragmatic purpose, produce fluent speech at different rates of delivery, monitor your own oral production and use various strategies devices (pauses, fillers, self correction, backtracking) to enhance the clarity of the message, use grammatical word classes, systems, word order, patterns, rules, and elliptical forms, produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences, express a

particular meaning in different grammatical forms, and use cohesive devices in spoken discourse.

Besides, Nunan and Cavid (2001) develop the idea that speaking in a second language involves the developments of a particular type of communication skill. It has occupied a special position in the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse. In the field of action, speaking is the actions of conveying information or expressing one's feeling in speech, the activity of delivering speeches, communicating in a specified language, conveying meaning as though in words. (oxforddictionaries.com/definition/English/speaking)

In conclusion, speaking skill is always considered as domain of language and linguistic proper. Therefore, Clark and Clark (in Nunan,1991, p.23) stressed, "speaking is fundamentally an instrument act". Speakers talk in order to have some influences on their listeners. It is the result of teaching learning process. Students ' skill in conversation is mainly aimed at in terms of teaching speaking skill, it becomes vitally aspect in language teaching learning success if language functions as a system for conveying meaning, as Nunan (1991, p.39) states that the successful in speaking is measured through someone's ability to carry out a conversation in the language.

From the above definitions and the explanation of second language speaking and foreign language studies, the speaking definition in this study is summarized as the process of constructing and sharing meaning through the use of verbal and non-verbal signs, in a different context. to express ideas, opinions, or feelings to others

by using words or sounds of expressions to inform, persuade, and entertain that can be learned by using some teaching method- learning.

1.2. Types of speaking

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

a, Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, reading, new broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b, Dialogue

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

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

1.3 Functions of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking.

When speaking, someone has to know what to speak and understand the ideas of what he/ she is talking about.

Richards (2008: 21) says, “In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule’s

framework (after Jones, 1996, and Burns, 1998): talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in term of function and enquires different teaching approaches.”

1) Talk as interaction

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

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

3) Talk as performance

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

performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

1.4 Component of Speaking

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

1) Pronunciation

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

2) Grammar

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

3) Vocabulary

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

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately.

Fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “errs”. These sign indicate that speakers do not have spent a lot of time searching or the language items needed to express the message.

2. Teaching Speaking

2.1. Principles of Teaching Speaking

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

- a) Language items should be taught to the students in situations which will clarify their meaning. The essential features of sound, structure, words, and the arrangements of these in the utterances of language should be given clearly.
- b) Good pronunciation should be showed to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking.
- c) In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into word order, inflection, derivation, and into the other meaningful features in English. For instance the teachers can give some sentences that use the same root by using different pattern, and then the students are expected to be curious about the meaning which can be finding by observing, asking, and finally they will be getting the answers by themselves.
- d)The essential of language learning through speaking is improving the ability to ask, answer questions, make statements, and response appropriately. Speaking is different with writing, so the way to response the question will be

different too. Finocchiaro states that the way to response a question in speaking is usually simple while writing is using a complete and correct order sentence to response a question.

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

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

2.2 English Language Learning Difficulties

English language teaching and learning in non-English speaking countries is a really challenging job. The English language is kept as teaching the subject in school and university curriculum and even many schools or universities have adopted English as a medium of instruction in the countries where English is used as a second and foreign language but many students find English as difficult subject to learn(Akbari, 2015; Phyak, 2016). The majority of the students fail in English subject either at the school level or at university level due to difficult grammatical patterns of language and due to attitudinal or psychological problems of learners, they believe that

English is a very difficult subject (Ahmed, 2015). There are various factors that affect language learning such as difficult grammatical patterns, difficult vocabulary, variation in L1 and L2, motivation, classroom practices and pedagogies, learners' attitudes and so many. Thu'aimah (1989) states that language learning difficulties may occur through a hearing problem, weakness of memories, impaired speech, mental disorder, more introvert, social, individual, and cultural variation of learners (cited in Sokip, 2020). He has concluded that learning difficulties are caused due to socio-cultural and learning strategies of learners they adopted. Language learning is not only affected by individual factors but it can also be affected by social or cultural factors of learners. Various factors such as low motivation of learners in learning, lack of concentration in learning, lack of confidence, teachers's attitudes, learning facilities, and infrastructure influence the ability and willingness of learners to learn their second (Dimayati & Mudjiono, 2010: as cited in Sokip, 2020). Moreover, Sokip (2020) further points out that language learning skills cannot be separated from the aspects of education such as the role of teacher, role of teaching materials and curriculum, the teaching method adopted by the teacher, teaching media, and infrastructure of the institution. The role of a teacher in the classroom as a facilitator may increase the learning proficiency of learners but if the teacher is authoritarian in the classroom then learners are just passive learners and do not get opportunities for language practice (Sokip, 2020). Therefore, the presence of the teacher and the way of teaching in the class play a crucial role in learning a language. So, we can say that language learning is not affected by the individual's learning factors only; other factors cause learning difficulties.

Akbari (2016) reported some problems of learning English in her research article. She researched students of MA English in Iran and she has noticed the following difficulties MA students faced in learning the English language in Iran; they are limited vocabulary knowledge, limited grammatical knowledge, and weakness in four language skills, limited knowledge of pronunciation, and spelling, and lack of appropriate learning strategies. According to Akbari (2016), learning strategies are the special tools for enhancing the learning capacity of learners; adopting a special kind of learning strategy may boost up an understanding of the learners. She further stated that language learning difficulties may occur due to a lack of understanding of the key role of English plays in their life; that means motivation plays a vital role in

learning a language. If learners are informed about the use of English language in their life then they may be highly motivated to learn English language. If learners are motivated then they show their concentration in study and learning becomes faster. Raja & Selvi (2011) found environment, attitudes, and teachers' competence as the major factors of learning difficulties. They further said that if we could not create a conducive environment in the classroom, and focus on students learning needs or ability then students may not understand the content easily. Students need to be motivated or teachers should develop a positive attitude towards the English language in learners' minds for better learning. In the same way, they strongly noted that a teacher's competence is the crucial factor for learning difficulties; if he/she could not deliver the content clearly or based on students existing knowledge then students may feel difficulties in learning the language. So, they found that teachers' teaching strategies and classroom culture were found main problems of learning the English language. In the journal, "International Journal of Humanities, Philosophy, and Language" Nor et al. (2019) in their article stated the following problems in learning English as a second language: English is regarded as a difficult subject to learn, learners' learning depends on the English teacher's role, lack of conducive environment for language practice, insufficient or lack of appropriate exposure in the target language, limitation of vocabulary proficiency, lack of motivation, teaching pedagogy. A research was conducted in the Philippines on "English language difficulties of Korean students in a Philippine Multidisciplinary University" by Guzman et al. (2006). The study aimed to explore what kind of difficulties Korean students of undergraduate level face for learning English as foreign in the Philippines. They have summarized the major difficulties students faced during their learning as follow: different pronunciation, Inability to understand what teachers say, limited vocabulary, errors in formulating correct sentences, trouble in expressing oneself, lack of practice in real life. In their research primarily found an accentual variation of teacher's pronunciation as the main difficulty of learning English. They have also found teachers' presence and teaching culture of the classroom as the main difficulty of learning the English language. Learning difficulties cause problems in developing various skills of language such as: speaking, listening, reading, and writing. There are various problems of speaking and causes faced by the EFL/ESL students.

2.3 Speaking Difficulties and Their Cause

One English language skill that must be mastered by any foreign language learner is the ability to speak English fluently in day-to-day context or formal situations. Nunan (1991) argues that for most people, mastering speaking skills is the single very important part of learning English and their success is measured on the basis of the ability to involve in conversation in English. While speaking speakers need to be aware of various things or must possess the knowledge of mechanics of language (pronunciation, grammar, vocabulary), functions of language (requesting, greeting, getting permission, etc.), and the socio-cultural norms (turn-taking, rate of speech, length and pause, etc) (Burnkart, 1998: cited in Heriansyah, 2012). Therefore mastering speaking is regarded as the most difficult skill in a second language. Students face various problems while mastering speaking skills; among these various problems. Ur (1991) has mentioned the following problems students face in mastering speaking skills: Inhibition, nothing to say, low or uneven participation, and mother tongue use. According to Ur (1991), learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism. Similarly, even if learners are not inhibited, they cannot say anything, because they do not have anything to say due to low motivation. The third major problem of the learners is low or uneven participation in the classroom. Talkative or brilliant students may dominate the class or even if that domination is managed they do not have sufficient time in the classroom to talk. The final problem Ur mentioned is the use of mother tongue. Learners feel easy and safe using their mother tongue in the class to share or discuss on the subject matter to avoid misunderstanding and fear of criticism from the peers. Therefore they prefer using mother tongue in the classroom which hinders English language learning. In the same line, Brown (2001) has pointed out the following problems of speaking: Clustering, redundancy, and reduced form, and performance variable, colloquial language, rate of delivery, supra-segmental features, and interaction. In connected speech speakers need to use phrasal form rather than word by word, so learners may feel difficulty in phrasing the target language. In the same way, contracted or reduced forms are frequently used in fluent speech but second or foreign language learners are not habituated to using such forms in speech, therefore they feel difficulty in reducing some words in the English language and speaking becomes clumsy. Use of colloquial language by

the native speakers may inhibit the learners to interact with them which cause exposure reduction; if students are not familiar with the colloquial language that may create problem in speaking. The overuse of gap filler or hesitation markers, correction, and backtracking may cause a deficiency in the speed of speech. Lack of appropriate vocabularies and grammatical patterns speakers may not speed up their delivery in speech; therefore they may be heisted to continue their conversation. English is termed a stress-timed language, so students need to manage stress; rhythm, and intonation in their speech, which the majority of non-native speakers feel difficulty. Mastering in speaking may be affected by various factors like lack of vocabulary, grammar, classroom culture, and so many other things. According to Richards & Renandya (2002) following are the major causes of speaking difficulties: Age or maturation constraints, aural medium, socio-cultural factors, and affective factors. Among so many factors, age is regarded as the most determinant factor of language learning. Various scholars like, Krashen, Long, Scarcella (in Richards & Renandya, 2002) argued that learners who begin their second or foreign language at an early age may learn that language more easily than those who have learned it later age. Oyama (in Richards & Renandya, 2002) also points out that many adults fail to reach native-like proficiency in a second language in case of late starting off learning the language. The mother tongue interference may cause speaking difficulty in adult learners. The second affecting factor of speaking is the aural medium. Most of the researches has proved that listening plays a vital role in mastering speaking skills (Ur, 1991). He further states that speaking feeds on listening, which precedes it. So, speaking is closely related to listening, through which learners internalize the language rules. If learners do not get appropriate exposure in listening, then it may slow down the speed of speaking of a learner. Another most important affecting factor of speaking pointed by Richards & Renandya is socio-cultural factors. Learning a language means becoming familiar with the social or cultural aspects of the target language; so learners need to know some tradition or culture of speaking of that target language to involve in effective conversation. Along with the knowledge of verbal communication system of language, speakers need to be accustomed with nonverbal communication systems such as eye-contact, body language, facial expression and so many others. Therefore lack of knowledge of socio-cultural factors may create problems in communication system in target language. Many scholars such as

(Brown, 1994; Khasinah, 2014; Oxford, 1990) pointed out the role of affective factors in speaking problems. The effective factors such as emotions, self-esteem, empathy, anxiety, attitude, motivation (Oxford, 1990), the feeling of uneasiness, frustration, self-doubt, and apprehension (Brown, 1994) play an important role in slowing down the speed of speech of an individual while speaking. From the above discussion on literature review, it can be concluded that various learning, especially speaking difficulties may occur on the way of mastering speaking skills of second and foreign language learners. The difficulties may be inhibition, lack of vocabulary, grammar, pronunciation, fear of mistake, being unfamiliar with socio-cultural system of communication and so many others. Along with the verbal communication system, learners need to be familiar with the non-verbal communication system to be competent in speaking skills. Lack of appropriate vocabulary and use of mother tongue are the major causes of speaking difficulties. Many researches were conducted worldwide on learning difficulties and pointed out various difficulties and their causes. But this present study has focused on speaking difficulties faced by Nepalese students especially at the university level which is the most burning issue in the field of education in Nepal. Almost all reviewed researches were carried out on children or based on the pedagogical principles; no researches have been conducted on how adult learners feel difficulty in speaking. Adult learners are self-directed and learning-oriented (Knowles et al., 2005) so that they possess some kinds of experiences in relation to their own problem. This study focuses on how adult learners feel about speaking difficulties and what potential causes of speaking deficiency they see. The study also analyzed whether speaking difficulties are the same for all the students worldwide or not.

3. Research Methodology

This study was conducted at the Department of English Education, Far Western University using a qualitative research design. The subjects of the study were the students from the sixth and eighth semester, studying major English at the undergraduate level. Fifteen participants were sampled using purposive sampling procedures, who were less fluent in speech (participants speaking skill was evaluated in terms of their classroom presentation). Being a faculty of the department, the researcher observed their presentation skill and spoken fluency in the classroom many times; so that the researcher selected students who were having problems in

speaking. To collect the data, this study used a set of open-ended questionnaires and semi-structured interviews for the participants. Questions and interviews were developed using mainly two sections: Speaking difficulties faced by the students and possible causes of difficulties. Each student was asked mainly two questions 1) what difficulties do you face in speaking? Please write down at least 10 points. 2) What are the causes of difficulties? Mention at least 5 causes of speaking difficulties. In addition to this questionnaire, students were interviewed based on semi-structured interview protocols. The questionnaire was developed in Google form and distributed using email and messenger. The interview was conducted using the telephone and with their permission, the interview was recorded. After receiving the questionnaire, participants were requested for the interview and the interview was conducted using Nepali language with a maximum of 20 minutes time for each interview. The interview was translated into English to form themes from their interviews. After that data were categorized into difficulties faced while speaking, their causes, and suggestions to improve English speaking skills by the students on the basis of their responses in the questionnaire and interview. The data were grouped into problems and causes for further analysis. Finally, their speaking difficulties are grouped into one category and causes of speaking difficulties in other categories for further analysis and discussion.

4. Findings

The data collected from the interview and questionnaire were categorized into mainly two categories: Problems of speaking faced by students and causes of difficulties for the analysis and discussion. Problems and causes are further analyzed into different subcategories which are analyzed as below:

4.1 Problems of Speaking

The researcher asked what problems they face while speaking in English both in the questionnaire and interview. Out of the 15 respondents, nearly 20 different kinds of problems were found faced by the students which are given in the following table no.1. The most striking problems majority of the students faced were: feel nervous, lack of vocabulary, the inability of using grammatical patterns, pronunciation of words, fear of making mistakes, overuse of mother tongue, and lack of confidence. Their responses (both interview and questionnaire) were categorized into

four subcategories: Personal, environmental, social, and linguistic problems. Each category is analyzed separately as follows.

4.1.1 Personal Problems

Here personal problems mean, how an individual gets into problems due to their personal characteristics such as anxiety, lack of confidence, nervousness, hesitation, and shyness. The Majority of the participants shared the main problem is nervousness. One of the students shared that "My body starts shaking when I go in front of the class". His experience of speaking English reveals how nervous students feel when they face the mass in the classroom. In the same way, another student said that "My mind goes blank when I start speaking in front of my friend and teacher in the classroom". This means students lose their confidence when they are asked to speak in the classroom. One student shared that "I feel hesitation when I try to speak in front of the teacher and my throat is blocked; no words come out"[S 4]. From the above expressions, it can be said that students are unable to speak or develop their speaking skills due to their personal behaviors.

4.1.2 Environmental Problems

The Environment in this study means the classroom culture of the research site. Many researchers have explored the role of the environment in learning a language (Heriansyah, 2012; Sokip, 2020). In this study also many students pointed out the environmental problem as an important problem. One of the students expressed, "We do not have English speaking time in the classroom". In a similar context, another students said , " No friends are interested in speaking in English in the class, even I requested them to form English speaking club of our class but nobody became ready for that" He further shared , " My friends say ; when we try to speak in English it is like eating rice with a spoon". Their responses in the questionnaire and interview mainly focused on the lack of environment in the class and out of the class. There is nobody who encourages them to speak in English neither the teacher nor friends become ready to practice in English. If learners do not get a chance to practice any language either in the classroom or out of the classroom then it becomes very

difficult to learn a language. From their responses, we can say that environment is another important factor for creating speaking difficulties.

4.1.3 Social Problem

The Social problem here means the institutional of the research site. Here, the classroom is a society where students from various backgrounds present with different interests and attitudes. The classroom culture is quite heterogeneous in multilingual classes and students show various behavioral activities in the classroom. Different students might have different bits of intelligence and they may perform differently in the classroom. In the interview, a student shared, "my friends laugh at me when I speak in the class because my pronunciation is not so good." Here the student becomes hesitant to speak in the class because of fear of being mocked. The attitude of students towards committing mistakes is also another factor that discourages students to practice English in the classroom. In the same way, immediate correction by the teacher is also one of the major problems of speaking. In similar regards, one student said "Our teacher makes corrections in front of the class so that I feel ashamed among other friends." Teacher correction techniques also play a very vital role in learning a language. Students feel discouraged if they are corrected immediately in front of other students.

4.2 Causes of Speaking Problems

4.2.1. Teacher and Teaching Factors

Teachers and his/her teaching style in the classroom have a direct impact on students learning. In this study, most of the students reported that the role of the teacher in developing speaking fluency was found the most important causal factor. From the responses of learners, it was found that teachers are more active in the classroom and students are just passive listeners. Harmer (2001) stated that students talking time should be increased than the teacher talking time in the classroom to make teaching and learning more effective. Teachers should play the role of just facilitator rather than the authoritative in the classroom to boost up learning achievement (Knowles, 1973). In the study, most of the students asserted that the teacher does not offer opportunities to the students to practice English. One of the students stated, "Our teachers practice their own English but do not give us chance to practice

English in the class". This means students are neglected in the classroom especially in the case of university classes. In a similar context, another students reported, "English teacher never created English speaking environment in the classroom, rather he/she uses mother tongue with the students out of the class". From this statement, it can be said that teachers are the focal point or as a model for the students, if he/she uses English in the classroom and out of the classroom with the students then learners might be motivated to practice English. Teachers should motivate learners to practice English in the class and out of the class with their friends.

Some of the students also pointed out the lack of motivation from the teachers' side and peers. They believe that lack of motivation or encouragement in the language is a must and teachers should play that role in the classroom. Friends make ridicule a person who tries to speak in English said by the participants. Based on their responses, it was found that neither teacher nor friend motivate them to speak in English. In this way, the study found the lack of motivation as a causal factor of speaking difficulty.

Teaching methods are also taken as the important factors in developing learning efficiency. The way the teacher delivers the contents in the classroom has a great influence on the learning strategies of learners(Oxford, 1990). The participants of the study stated that the teaching methods of teachers do not focus on speaking skills. They teach following the traditional methods of language teaching neglecting the participation of the students. The participant reported, "Our teacher comes to class and gives a lecture on the content and asksto note down notes from her diary and finishes the class". According to adult learning perspectives, learners' experiences and their participation in teaching and learning should be maximized to bring change in teaching and learning (Knowles et al., 2005). The study explored that teachers follow traditional methods of teaching even in the 21st century without considering the role of learners in making teaching and learning more effective.

4.2.2. Mother Tongue Factors

The majority of the participants pointed out the lack of appropriate environment and interest of peers to practice in the classroom. They have mentioned that almost all the students use their mother tongue (Dotyali) in the classroom. "Even teachers also use their local language with students outside of the classroom and

sometimes in the class also" reported by one of the students . In a similar context, another student shared, "We do not have such system in the class to ask questions in English; even teachers explain the content in Nepali and local language maximum time." For the EFL learners classroom is only the situation where they can practice English but in case of an unfavorable environment in the classroom learners cannot develop their English language proficiency. The lack of a favorable environment discourages learners to achieve English language proficiency easily. One of the students questioned that, "If we use L1 maximum time in the classroom then where can we practice the English language?" In this way overuse of mother tongue is found one of the major causes of hindering developing English language proficiency in speaking

4.2.3. Poor Schooling

From the data, it was found that students have realized poor schooling as the cause of poor English performance. One of the students shared , "we have a very poor background of English from the school level only, now it is very difficult to improve English at this age." According to their experience, if they could get a good environment at the school level to practice in English then they could speak fluently in English at this time. So school environment is also found a key factor for not having good English fluency at the university level.

4.2.4. Course Content Factors

During the interview, some of the students also pointed out that the course content provided in English does not support speaking activities. According to the students, the maximum time teacher asks us to write something in English, but we never get a chance to speak in English. One of the students argued, "If we do not have speaking activities in the course how we can practice English and how our teacher can teach us speaking? This is the fault of the university who has designed the course ." As they reported we need to keep more speaking practice tasks in the course so that they can give more time for speech. In another context, one student denoted that" there are no any listening activities included in the course; if there is no listening then how can we speak fast ." In the natural process of language learning, listening comes first; unless and until students get much exposure to listening, they cannot develop their speaking proficiency.

4.2.5. Classroom Culture Factor

It is believed that the culture of class or institution has a direct impact on learning. Here, classroom culture means the systems, traditions, or position of teacher and learners and activities conducted in the class by the teacher and students. Kumaravadivelu (2006) stated that culture and learning are an inseparable part of each other. In this study also, students have pointed out the culture of class as an affecting factor. Some of the participants in the interview shared that students are from various backgrounds and they have a different opinions regarding classroom activities. One of the students shared; "we never talked to our teacher in English in the school level, and even did not go in front of the class. Our schoolteacher was very strict and he did not allow us to speak in the class, so we used to be silent." In the traditional classroom setting, pin-drop silent was regarded as the best class for the teacher. Participants also reported that they never took part in group and peer discussions. Therefore classroom culture is regarded as an important factor for speaking development.

From the above discussion, it can be concluded that mainly teacher's role in the classroom, teaching methods he/she adopted for the classroom delivery, the environment of the classroom and attitudes of the teacher and students towards English, and the structure of course content of the university have a direct impact on students' speaking proficiency. What difficulties students face in developing their speaking fluency are caused by these major factors discussed above.

5. Data analysis

After the survey was implemented, the statistic were totaled up and indicated though out the following nine charts. Each chart shows us the number of students who choose the most suitable answer for them in each question. This number is counted in precentage unit and the kind of chart are bar chart. The data can be easily seen in the chart, and in the right of chart are the explanations.

Question 1: How long have you been studying English?

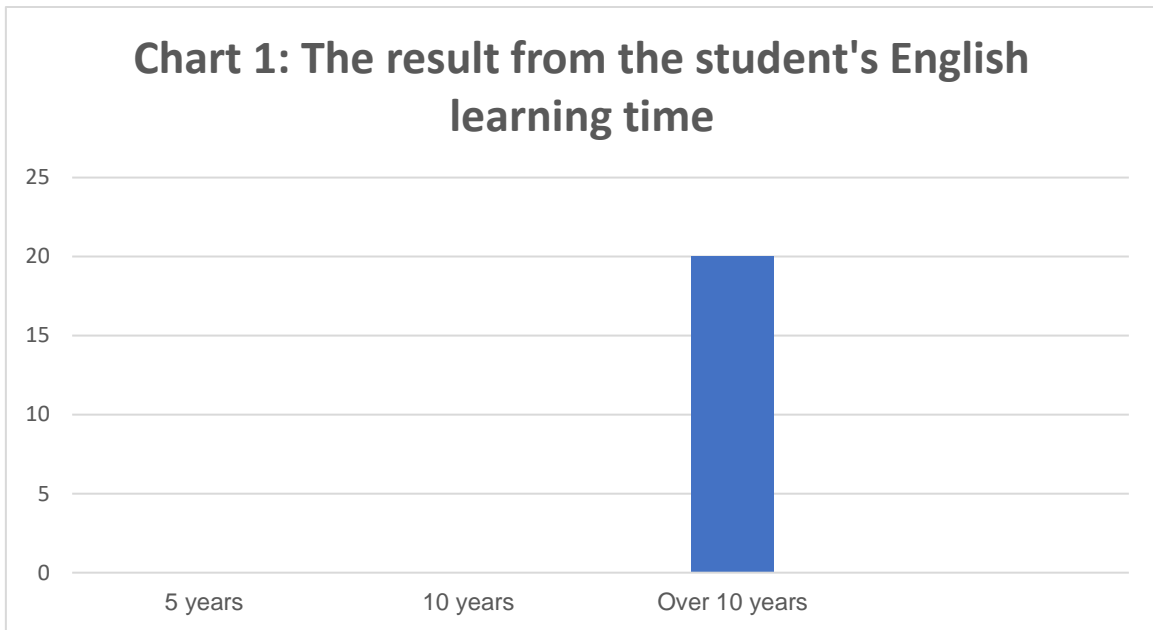


Figure 1: The amount of time students have studied English

This table shows the length of time studying English for 20 students. Looking at the table, we can see that the column showing up over 10 years is the highest with 100 percent student rate compared to the two columns of 5-10 years and 5 years. Through the above data, we can see that their time to learn English is more than 10 years, enough to see that they have plenty of time to learn and practice English.

Question 2: Which skill do you like most?

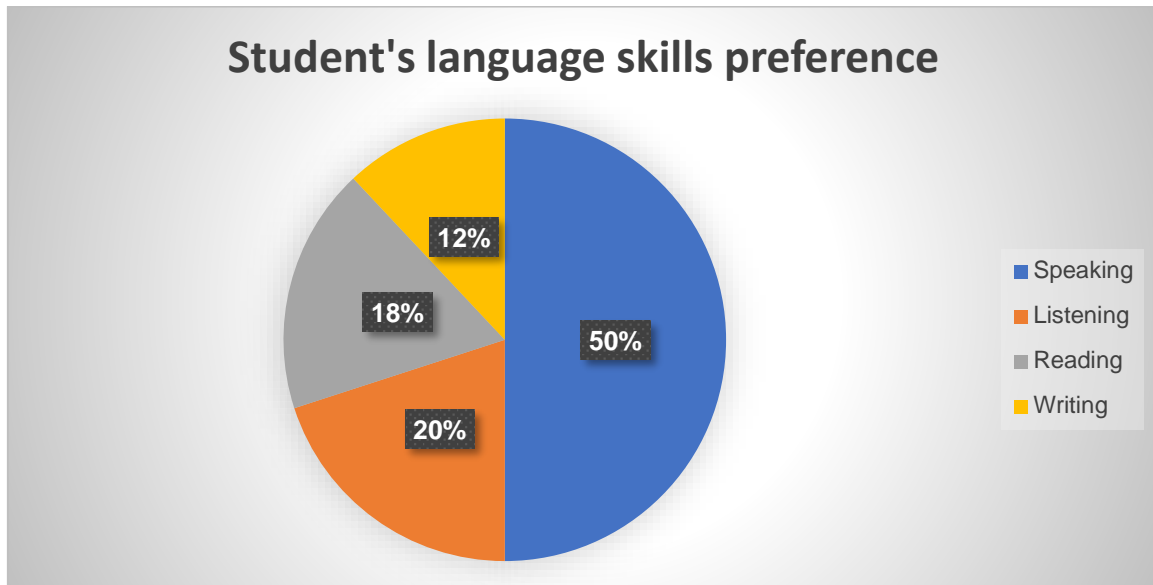


Figure 2: Student's language skills preference

The purpose for this question is to let us know which skills students are interested in. The four skills of language learning are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. According to the ability and interest of each person, there are different attitudes to favorite language skills. From the table above, we can see that as a result, up to 50 percent of the students were interested in learning speaking and that was also the top result. Next is 20 percent like listening skills compared to 18 percent like reading skills. Not surprisingly, writing skill is the least interesting skill for students with only 12 percent. In short, although the liking of speaking and listening skills is high, students need to practice these two skills more than others

Question 3: How Important is speaking skill?

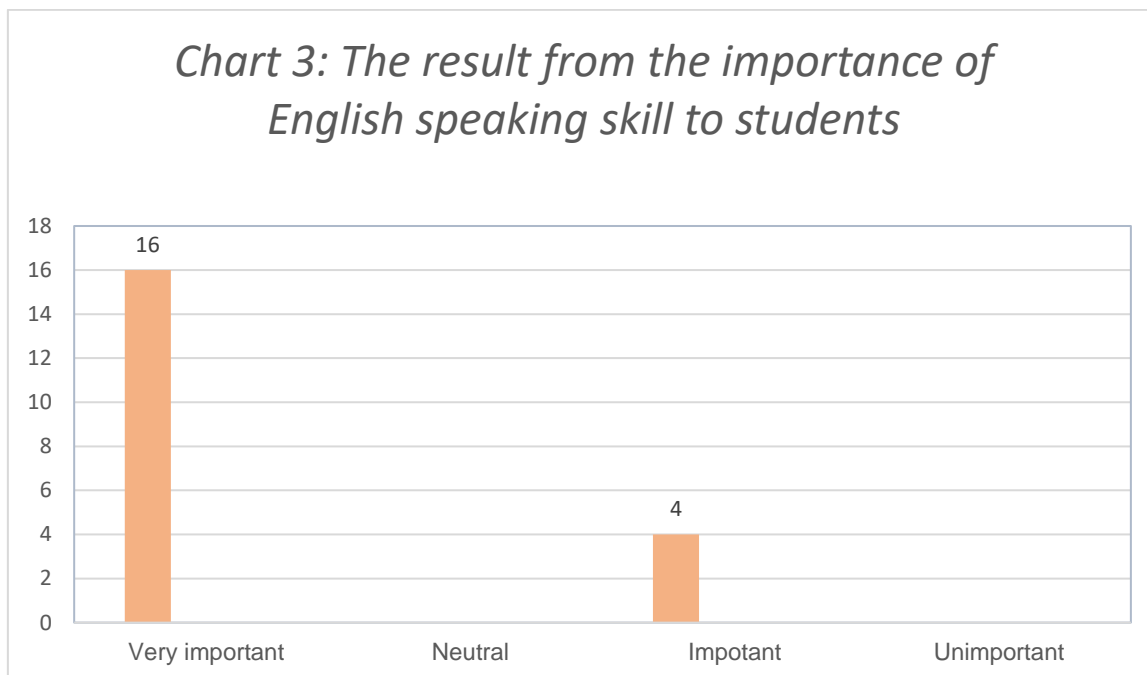


Figure 3: Opinion of students on the importance of speaking skill

Table 3 gives us data on students' perspectives on the importance of speaking skills. Looking at the table, we can see astonishing data, seeing that the very important column is selected the most. That has shown that most students feel speaking skill is a very important skill in learning English. With 26 students out of 30 students, that is enough to show a student's awareness of the importance of English speaking skills. The other column is important, consisting of 4 students, which shows that they are also aware of the importance of speaking skills at this time. It is also surprising that the neutral column and the unimportant one are not chosen by any student. Through the above results, students' attitudes are increasingly different from older generations.

Question 4: What difficulties related to speaking do you face up with?

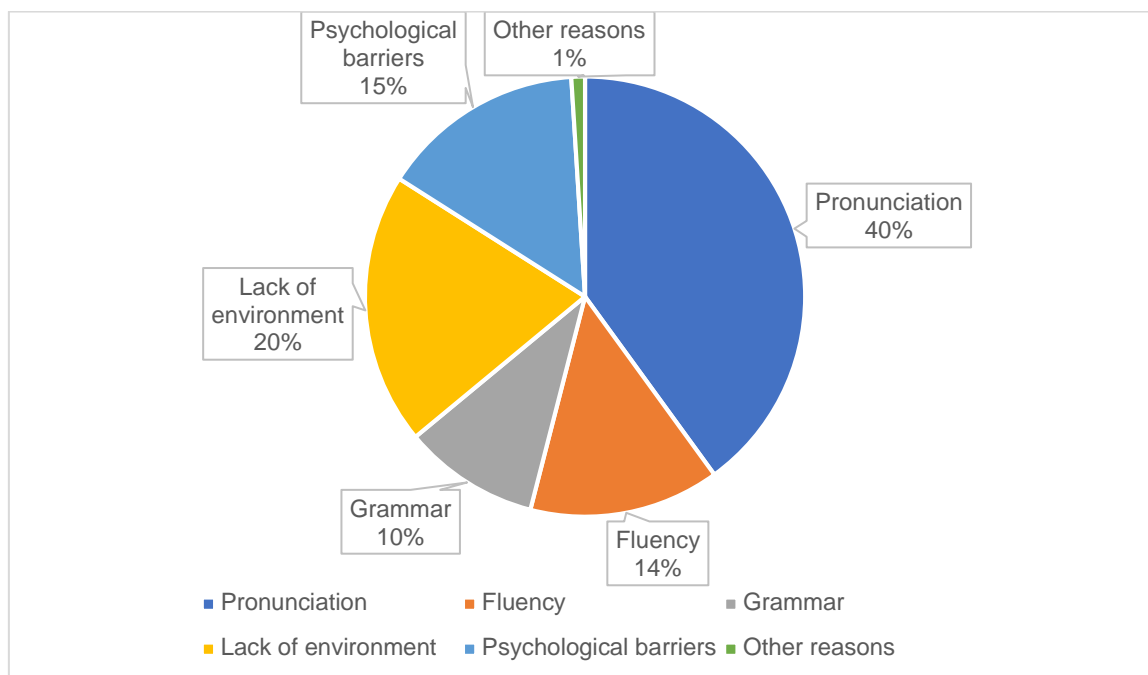
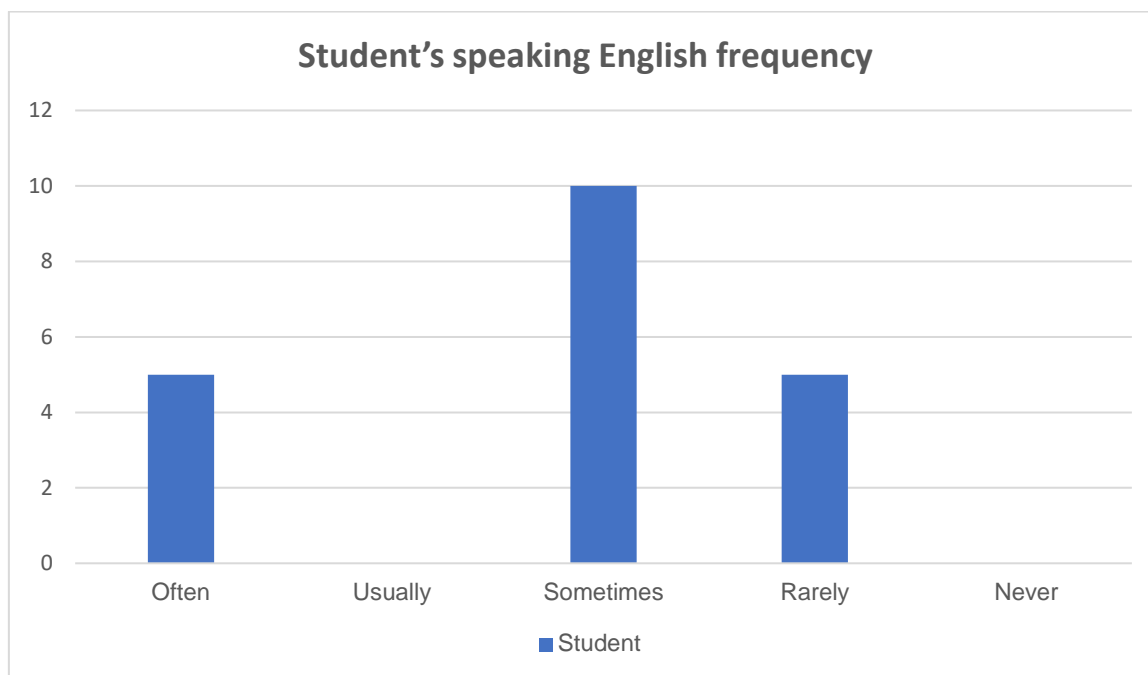


Figure 4: Student's difficulties related to speaking skill

The purpose of this question is to find out some difficulties related to speaking that students face up with. On looking at the chart, without much effort, observe the fact with students consider the pronunciation is the main difficulty in speaking with the percentage about 40 % of students. The fear of making mistakes and lack of confidence as well as motivation, both of above actors prevent students in speaking English. It is possibly attributed to the fact that pronunciation is the greatest difficulty that students need to overcome to learning speaking English more effectively. From the data in the chart, we can see that students also focus on the lack of environment factor. The environment here is outside class, it means that students have a few opportunities to practice speaking English, especial speaking with native speakers. It is considered as a limitation that prevents students improving language communication through daily conversation with foreigners. Unfortunately, 15% of the students revealed that they have difficulty in psychological barriers. Some of those students explained that they have a fear of making mistakes, shyness, anxiety and lack confidence that make their speaking skill are not professional. Lastly, grammar and other reasons represent the smallest figure about 10% and 1%.

Question 5: How often do you speak English?



The chart illustrates the frequency of the habit speaking English of students. Firstly, all of them confirmed that student do not have many opportunities to speak English because the percentage of student speaking English “sometimes” is high with 10 students. This figure points out that the students’s habit of speaking is a limitation for them to practice speaking English.

Meanwhile, there are 5 students who rarely speak English. They gave the reason that they only use English in the lessons at class and outside, they hardly communicate with others in English.

On the other hand, only 5 students have the habit of speaking English often. They take advantage of opportunities to practice speaking English through speaking with teachers, friends as well as native speakers around their living areas. Besides, we can find out that, “usually” and “never” using English shows no proportion at all.

Question 6: How do your teachers motivate students in speaking lessons?

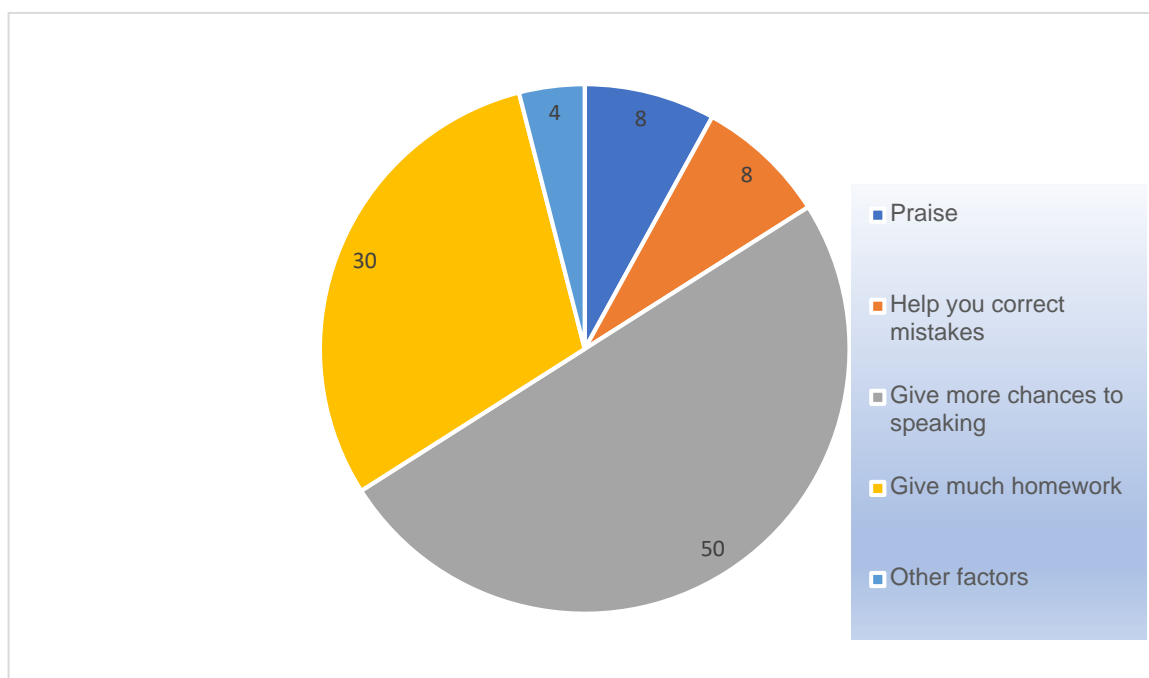


Figure 6: Students' opinion on teachers' techniques to motivate their speaking

The purpose of chart 6 is focusing on the students' opinion on teachers' techniques to motivate their speaking. The first impression when we look at the chart is that having chances to speak seems to be favored by almost students, which occupies 50% of students. To explain for the fact, students openly said that in spite of lacking of confidence, they cannot deny that speaking in front of crowd encourage them to practice speaking English effectively.

This proportion is more double in comparison with being given homework to do at home around 30%. Some of those students explain the reason why they support to this technique is that the time of learning English at class is not long enough for them to practice speaking. Besides, without the habit of self-learning, given homework are compulsory task that force them practice speaking English outside class.

According to the result showing on the chart, the praise, help with correcting mistakes and other factors are % and 4%.

Question 7: How do you improve your own speaking skill outside the class?

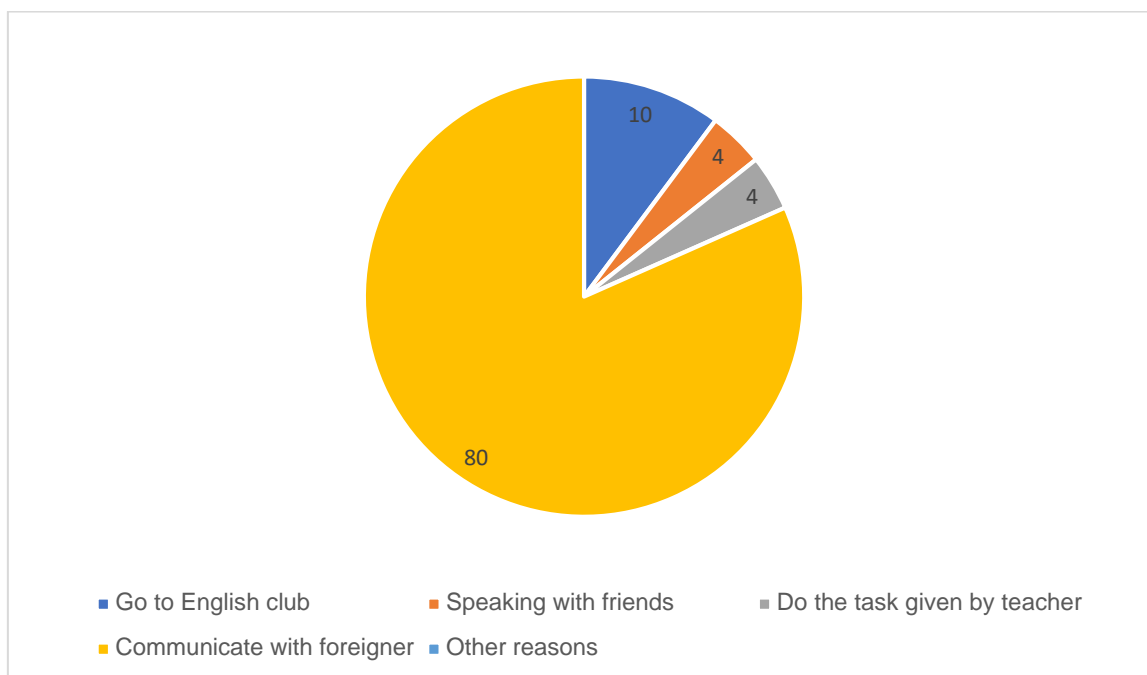


Figure 7: Students' techniques to improve their speaking

Chart 7 reveals the survey students' techniques to improve their speaking skill. On looking at the chart, one could, without much effort, observe the fact that a large number of students wish to speak native speaker to motivate them to speak which represents the highest proportion over 80%. Students openly discussed that they thought short daily conversation with foreigners contributes them practice the habit of speaking English effectively.

While other students assume that going to English club is also an effective way to practice English; it takes up to 10%. Speaking English with friend, doing homework and other reasons are not highly appreciated by students accounting for 4%, 4% and 2% respectively. To explain for the fact, students themselves remained the idea that they are not keen on these activities due to their boring and ineffectiveness.

Question 8: Which pre-speaking activities do you prefer in the class?

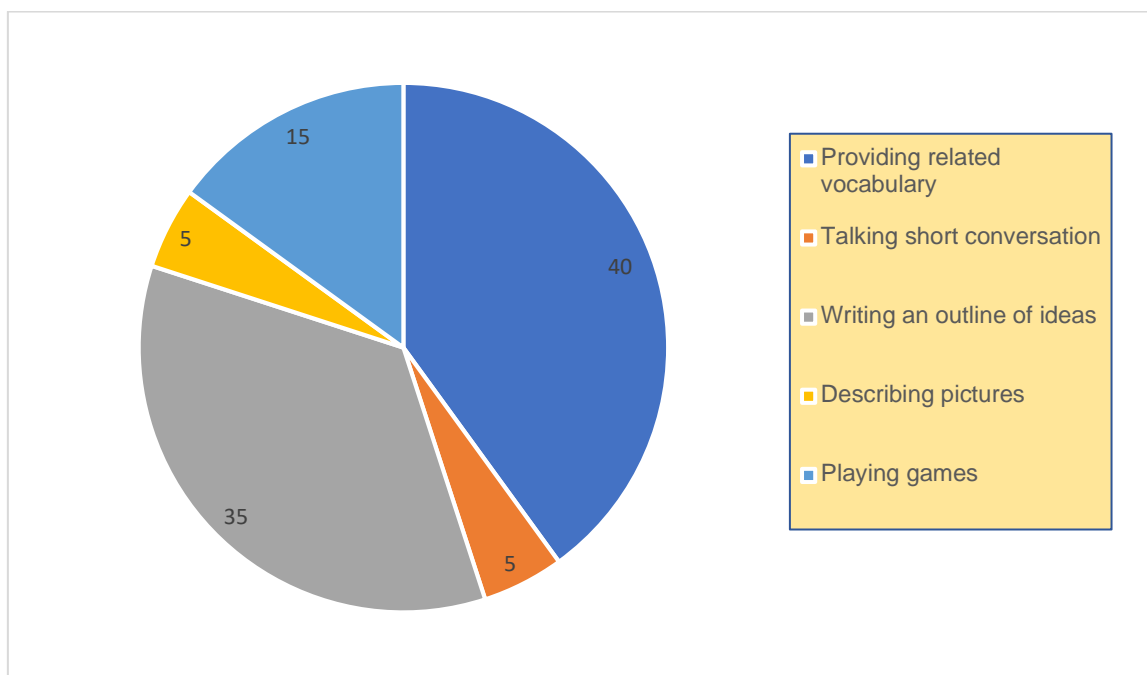


Figure 8: Students' point of view on pre speaking activities in the class

Chart 8 shows the most suggestion made by the students concentrated on what should students done to make learning speaking in the class more effective and useful. In the interview, students reflected their expectation to be provided some vocabularies that related to the topic speaking. There is 40% of the students show that there should be a material suitable with their topic. Next, making ideas will be easier when students have more words related to the topic that they will speak about.

The result given in the chart also validates that 35% of the students pay attention to write an outline before speaking. Most of them have difficulty in arranging and connecting the ideas when speaking English without an outline.

The students (15%) also stated in the questionnaire that they hope have some warm-up games for pre-speaking activities. The reasons why they supported the idea seem to be the fact that thanks to game, the students are aroused in the topic at beginning of the speaking lesson. There is no longer depressed and boring feeling from students. Not only games help students reminisce some of useful language and structures but also provide background to the topic of the new lesson.

Meanwhile, the percentage of describing pictures activity is 5% and only 5% of the students would like talking short conversation for pre-speaking activities.

Question 9: What do you prefer for post-speaking?

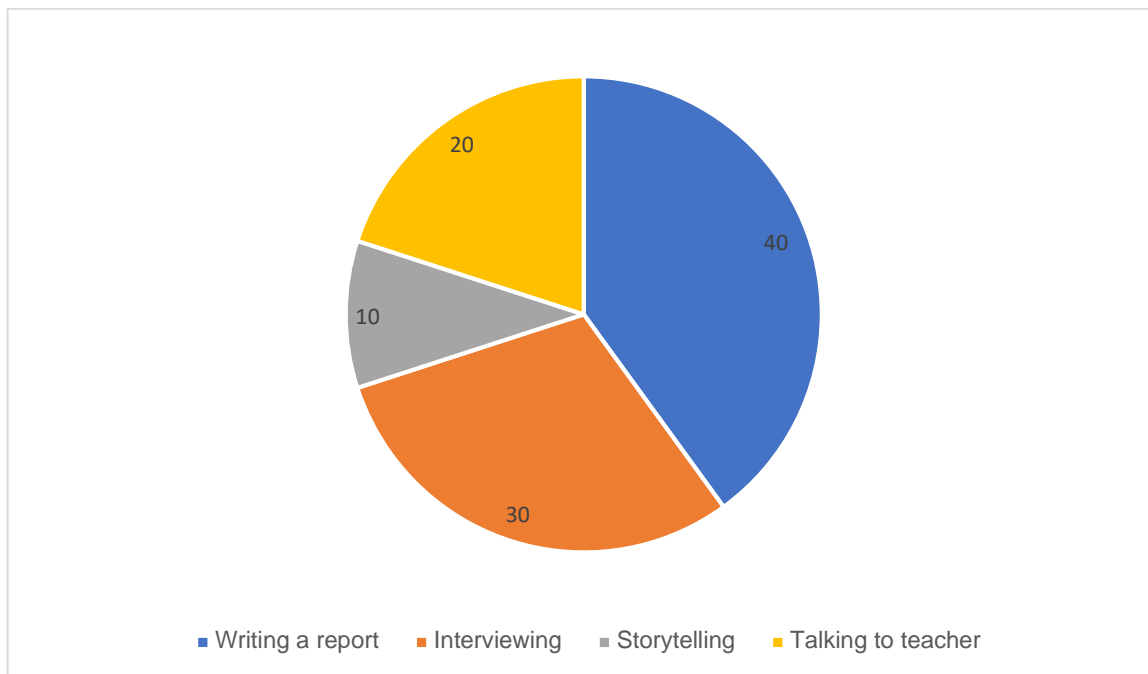


Figure 9: Students' attitude toward post-speaking activities

Chart 9 reveals the surveyed students' attitude toward post-speaking activities. Based on the available data, it can be clearly seen that almost students are fully aware of the activities for post-speaking. The chart shows 40% percentage of students more attention on writing. Many of them added that the reason why they prefer this activity is that after they speaking, by writing a report or essay, they will review all their ideas that they spoke and rearrange them follow the good series.

Looking at the table, one could, without much effort, observe the fact that other the most preferable activity for post-speaking is interview with the percentage 30%. Interview is an effective technique in learning speaking that poses a number of advantages.

From what has been gathered, we all see that talking to teacher activity will be paid attention by lost of students with the proportion account for 20%. Some students openly discussed that teachers will point out the mistakes about pronunciation, grammar as well as sentence structures and help students correct them. It is

extremely essential for students to realize their mistakes that they face up with in speaking in order limit the relapse.

The result given in the chart also validates that there is 10% of students prefer storytelling for post-speaking. This activity encourages students to actively speak up, improve their vocabulary, and train their pronunciation and fluency.

6. Findings and discussion of findings

The survey is responded by 50 the 1st year english major students of HPU, which can partially useful to give some suggestions on using some techniques in studying English speaking skill.

Most of the participants agree that they like learning English and have been learning English for many years. It means that teachers will have many advantages in teaching. Moreover, they have a basic background to study English for specific purpose. Almost them admitted that studying English speaking skill through the extra- activities help them obtain the knowledge more rapidly and exciting. Furthermore, demanding about studying English speaking skill through extra- activities creates a pleasant atmosphere in class most pupils agreed or strongly agreed with this statement. It is also a good opportunity for them to work in group. Just only small of pupils feel excited about the current English teaching method so that nearly of participants want to have a new creative English teaching method.

In conclusion, teaching English speaking through extra- activities for the 1st year English major students is an effective way. It is an interesting method that is very helpful for teachers to present speaking skill. Using funny

extra activities in teaching speaking skill is very necessary and building a system of techniques to teach English skill through extra- activities for the 1st year English major students is very important.

Basing on surveying the current teaching and learning English in HPU of the 1st year English major students I have already had some research on their attitudes toward learning English speaking. During the process of complete this research paper, I would like to give some useful suggestions to support the 1st year English

major students made progress in learning English vocabulary with the hope that this research paper will improve English speaking skill in particular. Thus, this chapter is the background for me to find out suitable techniques to make this research paper.

7. Conclusion

Speaking is taken as the toughest skill to get mastery by the students of EFL contest, so is the case of Nepal too. Based on the research findings, mainly learners get four major speaking difficulties such as personal problems, linguistic problems, social problems, and environmental problems. Lack of confidence, poor vocabulary power, hesitation, anxiety towards speaking, fear of making mistakes, not having a suitable environment to practice English, no strong motivation from teachers were some common difficulties students faced while speaking in English. The second part or objective of the study was to explore the causes of speaking difficulties. Deducing the themes from the participant's responses, the researcher categorized causes into four main themes: teacher/teaching factors, environmental factors, course content factors, and classroom culture factors. Among the various causes mainly teacher-centered teaching method, the active role of the teacher in the classroom, lack of proper environment for speaking practice, poor schooling, overuse of L1 while teaching English in the classroom, classroom culture, and lack of intense focus on speaking skills in the course content of the university courses were found major causes of speaking difficulties. To eliminate these difficulties, the study also suggested creating a favorable English-speaking environment in the classroom, modifying existing English courses, and changing the teaching pedagogy and role of the teacher in the classroom. The study also suggested maximizing the group discussion among students and conducting speaking activities such as speaking contests, debate, public speaking, and other activities to offer learners speaking practice.

Part III : SOME SUGGESTED TO IMPROVE ENGLISH

SPEAKING SKILL

1. Teaching methods to improve speaking skills

Speaking is one of the most important skills (Listening, Speaking, Reading, Writing) as everybody knows. In our daily life, we are in need of it in every corner

of living space. Especially, if we are learners, knowing a foreign language can provide us huge opportunities in business life. As a global language, English is the most important and valid language in the world, so we do not only understand, write or read it, but also we need to speak it in a fluent way. In this point, teachers should benefit from some approaches by using their techniques.

- **The focus should be on the meaning not on the form**

If you restrict students around forms or tough grammar rules, students can not speak freely and unfortunately, they start to be anxious about making mistakes in the time of speaking. I do not mean that grammar is not important, ignore it. On the contrary, grammar is an essential area of a language, but initially, you should direct students to move on the function of the language.

a. No use of mother tongue

Using L1 in speaking lessons is always an easy thing for learners because they want to make their conversations in a simple way. Being as a teacher if you tolerate using L1 in their conversations, you can not impose the sobriety of language on them (L1 should be juices).

b. Use authentic topics and materials in your lessons

Nobody wants to do something by forcing of someone. If you want to do something, you can do the best. On the contrary, you can not be aware of what you did or are doing. So, should we wait till students are ready? Yes! If he or she does not want to speak, let them not to speak, but it does not mean that you ignore them! It means encourage them.

Real events from students' life always grasp their attention into lessons and push them to speak. You can provide them an atmosphere from social life and through this, you can easily involve them in lessons by directing them via role-plays, info-gap and opinion-gap activities.

c. Do not force them to speak

Nobody wants to do something by forcing of someone. If you want to do something, you can do the best. On the contrary, you can not be aware of what

you did or are doing. So, should we wait till students are ready? Yes! If he or she does not want to speak, let them not to speak, but it does not mean that you ignore them! It means encouraging them.

2. The following 10 tips will help you improve your English speaking skills and help you feel more confident when talking.

Practicing speaking with others as much as possible. If possible, try to practice in standard talk situations. Maybe you should join an English club like in focus's weekly English language club or an organization that will help you practice speaking English more.

Practicing talking alone. You can practice talking about a specific topic, or write a question card and practice answering them.

Increasing your vocabulary so you can talk about many different topics. Trying and learning new words is useful in many contexts. Using a large dictionary is an effective way to increase your vocabulary. Practicing changing the intonation of the voice. Listen to native speakers of English and remember how they speak - the intonation of the conversation. They heard how friendly / unfriendly, bored / interested, kind / cruel. Listen to how their intonation affects the message they are conveying. Try and change your intonation when speaking.

Trying and add extra emphasis to the important parts you're talking about. English is a rhythmic language, which means that in any sentence some words are emphasized rather than expressing the importance of the message.

Paying attention to the time when you are asked and repeat yourself. This may indicate a problem with your pronunciation or voice, and let you know which array needs to be practiced.

To improve your English speaking skills, finding a friend to practice learning English with. One advice is to find someone with the same ability as you, but have a different language from you. That way, you will be motivated to practice in English!

Training your grammar skills, you record it when you speak and try to find your grammatical error. Learn based on the mistakes you made and try again.

Practicing reading aloud clearly. When you read, think about the different sounds of syllables between words.

Recording as you speak and check your volume and speed. Have you spoken loud enough? Are you talking too fast? If you speak too quickly others will have trouble understanding you. Remember to stop when requested.

3. The language game

3.1 Advantages of language games

The language games has a lot of advantages. Besides the above purpose of using language game, the advantages of language games has also showed that it can lower students' anxiety in using the target language, they are also highly motivating and entertaining so that the shy students will get more opportunities to express their opinion and feeling.

Futher support comes from Zdybiewska (as cited in Uberman 02) , she believes that games can be a good way in practicing the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Related to the statement, Kim (as cited in Uberman 03) presents six advantages of using the language games in the classroom, which are:

- Games are motivating and challenging
- Games are a welcome break from the usual routine of the language class.
- Games help the student to make and sustain the effort of learning.
- Games provide language practice in the various and integrated language skills.
- Games encourage students to interact and communicate to each others.
- Games create a meaningful context for language that is being learned by the students.

In the same field with Kim, Mei and Yujing (2003) also believed that through playing games, students can learn English as the way children learn and say their mother language without being aware they are studying.

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication which is in line with objectives of the speaking skill.

3.2 Some activities of using language game

➤ The word search game

Through this game, students can enrich their vocabulary then use them to improve speaking skill. If they have a rich vocabulary, they will be able to speak English better, more quickly and exactly.

Jobs Wordsearch



Lawyer



O	M	E	C	H	A	N	I	C	P	B
T	Z	Q	S	A	P	I	Y	A	V	H
E	X	B	F	Z	C	V	T	R	M	I
A	P	L	U	M	B	E	R	P	R	H
C	Z	R	E	O	P	T	Z	E	X	A
H	T	Y	C	T	W	Q	Y	N	B	I
E	A	W	X	A	P	W	X	T	A	R
R	M	R	R	I	A	E	Q	E	K	D
W	D	G	O	L	U	Y	T	R	E	R
H	V	O	T	O	S	N	Z	A	R	E
X	S	E	C	R	E	T	A	R	Y	S
F	E	D	A	T	F	K	O	L	M	S
B	I	C	J	I	O	J	C	P	B	E
G	L	H	D	N	U	R	S	E	K	R



After you find the 13 jobs,
label all the pictures.

Describing jobs

- Aims: improve the ability of guessing and expressing language in actions.
- Number of players: all the students in the class.
- Time limit: 7-10 minutes.
- How to play:

The teacher divides the class into two teams. Each team selects 5 members to be the representatives. Then the two teams are required to stand on the podium. A

small box is available in the teachers hand containing the pieces of paper written the jobs which are explained in English.

The first representative of team A now draws a piece of paper, read it and try to express it in action (without any word). All members of team A have to answer for their representative know what that job is in 30 seconds. Then the representative will respond to the teacher. The teacher will give final answer to decide whether it is right or wrong. All members of team B turn to play in the same way. Each correct answer will get 1 point. After the game finished, the teacher summarizes points of two teams. And the team which has more points will be the winner.

- For example:

The representative of team A caught up the phrase "A person who always solves the traffic jams." Then he will describe in action such as moving his hands as doing guidelines for the pedestrians or whistling to order vehicles to stop ... In 30 seconds or earlier, other members of the team who are sitting will discuss whether it is: "Policeman / Policewoman" and say the result to their representative. The last task is that the representative informs the teacher the results as follows: "A person who always solves the traffic jams is a policeman / policewoman". The teacher will decide whether the results are right or wrong and give students points.

Note:

- Use a little bit sticky in explaining sentence to make it more difficult for the sitting people to speculate.
- The representative will collect and select results of his teammate to avoid that the representative says the different result from the crowd's results or does not describe his actions for the crowd but gives himself answers.
- Encourage discussion but in the shortest time.

- If the information is leaked before and during the game, the representative has to choose other career. □ Absolutely, the representative cannot express in words, sounds. While this team is describing the action the other team cannot do hinder action, interfere or say the answer. If the other team still does forbidden actions, the teacher should take one point of them after 3 times.
- The teacher makes the final decision so the teacher should be flexible in how to deal with the same answers or close meaning answers
- When Team A responds a wrong answer, the teacher should say:
- "Please give a loud applause for winner who answer correctly... one hundred percentage of billion " or other creations to make joy and surprise for game.

3.3 .Work group and pair group

Pair work or group activities are very effective methods. It helps students feel more confident in communication. Students can talk to their friend about the given topic in a relaxed manner. And if there are any mistakes, other people would be willing to comment and correct immediately. Thus students will have time to prepare for a perfect presentation and avoid making grammatical errors. Below tips are how to set up group work: Be sure to fully explain the procedure before splitting the class up. Always demonstrate either yourself or with the help of a volunteer exactly what they have to do.

Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding. Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven't just finished early because they misunderstood what they had to do. Don't forget to have feedback time after pair work so that the learners don't feel that they have been wasting time. It is important to share their work as a whole group although this does not have to be systematic. Set a clear time limit.

4. Telephone conversations

Sitting back to back they can practice telephone language with each other to improve grammar in speaking skill with some simple conversations such as:

A: What is your name?

B: My name is Linda.

A: Where are their books?

B: Their books are on the table.

5. Applicability of Internet in studying speaking

Nowadays, internet has a great influence on our life. As for the 1st year English major, Internet can help them study English speaking effectively. Every time, students can learn directly through online websites which teach English, especially speaking skill. It is very convenient for them to study new word, pronunciation, the presentation skill through the interesting topic...This is a very interesting techniques. Through internet, students can download many documents related to English speaking to improve their speaking skill. Besides, Internet includes a huge of English resources. They can learn from English songs, English music, even English poems like this. It has been found in a website:www.cycnet.com

In addition, students can learn from the lyric of English songs. Simply, they loaded song lyrics to their computer and listen to the song, skim the lyric, then try to repeat by themselves. Or they can study with their friend by asking some simple structure sentence, find out the especial structure sentence.... For example, the lyric of the song “ Love story” from this website :

www.lyrics007.com

Sometimes, students can collect some funny English videoclips to have hoy to study. They will be relaxed and studied very quickly. These funny video clips have interesting sounds, images and information. Therefore, students do

not feel boring. On contrary, they are fond of paying attention to these and learn English speaking naturally. Obviously, when they study with the interest, their speaking ability will be improve faster and their vocabulary will increase very fast. Besides, students use some English news loaded from internet to have more update information about all events happened recently. This will become a good habit of students in order to accumulate knowledge, and new words. They have to brainstorm to understand about a certain matter and express their thoughts according to their opinions.

6. Picture

Almost every day, we can see picture almost everywhere, such as on the ways, in the streets, at work, at home... They become a very vivid part of life. Picture with a lot of colors and shapes always capture the attentions of all people. Sometimes, when looking at picture we can image many interesting things with the real emotions. This is very important because picture bring enjoys to almost everyone, especially young people such as students. They are enjoyable; they set the scene for contexts. And of course, they are one of the most effective and useful kinds of visual aids in studying English speaking skill. Thus, students can self-study by collecting pictures to practice every day. Surely, their English speaking will be widened very effective. The 1st students are still young, inquiring, and active but also lack of confidence, vocabulary, and grammar to speak English. Therefore, the picture's color must be beautiful bright and impressive. The image must be meaningfully, easily understood. In fact, using picture game which can develop the imagination of students. It means when students look at the picture, they can express the picture in their own thought. Therefore, students can speak English better, more fluently and natural.

Importantly, colors seem to be the decisive factor leading the success of the lecture using pictures.

7. TV and Video

TV and video enable you to exploit the visual element that is essential in face-to-face communication. One way to use the visual dimension of conversation is to watch TV programs involving a group of people in discussion. Look out for things such as the ways in which the speakers indicate that they want to speak next, or are about to finish what they are saying. Recognizing these 'turn taking' signals will help you to participate in English conversations.

8. Speaking English to yourself

Self-talking is considered as one of the most effective ways that the researcher has been doing during college time to practice English. As a problem mentioned above that the number of students in each class are quite crowded so there might be not enough time to have opportunities to practice their oral skills. As this result, those students only can practice at home but finding a partner to practice with is one more issue. In this case, self-talking seems effective and easy to make. Besides, for some shy or unconfident speakers, this strategy is absolutely encouraged because when they can motivate themselves to speak without the fear of making mistake or being 49 shame. Then it might raise their awareness to learn English constantly and successfully. Interestingly, as a statistic has shown that 93% professors use self-talk when learning the second language and this strategy received many positive feedbacks from professors. The step to practice this method is simple that you can speak anything you like to yourself freely. When learners practice self-talk it might help them acquire

fluency.

9. Take part in English club

English Club is a place for language learners to use English in a casual setting. Practicing your skills in the classroom is important, but it is not like real life. In the classroom, you often focus on one skill and one item (for example: grammar - future tense). After learning the rules your teacher gives you time to practice using the item. Will you remember how to use your skills next week, or next year? In an English Club, you get a chance to practice many different skills in a setting that is more like real life. Though your English teacher understands your English, your English Club friends will require you to speak more clearly and listen more carefully.

10. Watch your favorite English videos

Turn on YouTube, and think about what you often see, what I like. Maybe it is VOA's newsletter, Discovery, etc. The short video of about 3 minutes will make you learn English easier, and not feel bored.

11. Watch English movies and TV shows

Watching movies and TV shows will help you improve your speaking and listening skills most effectively. If you are a beginner to learn English this way, or have Listening skills, you can turn on the subtitles, watch and read the lines of the actors.

12. Check grammar with online English tests

There is a problem that most self-taught English people have to know what mistakes they make. So, check your grammar regularly with online tests to make sure you use English correctly.

APPENDIX : THE SURVEY QUESTIONNAIRE FOR STUDENTS SURVEY.

Using projects to motivate speaking skills for 1st year English major students.

1. How long have you been learning English?

- 5 years
- 5-10 years
- More than ten years

2. Which skill do you like most?

- Speaking skill
- Listening skill
- Reading skill
- Writing skill

3. In your opinion, how important is speaking skill?

- Very important
- Important
- Neutral
- Unimportant

4. What difficulties related to speaking do you face up with?

- Pronunciation
- Psychological barriers
- Fluency
- Grammar
- Lack of environment
- Other reasons

5. How often do you speak English in the class?

- Often
- Usually
- Sometimes
- Rarely
- Never

6. How do you teachers motivate students' speaking in the class?

- Praise
- Help you correct your mistakes
- Give you more chances to speak
- Give homework to practice at home
- Other reasons

7. How do you motivate yourself to speak outside the class?

- Go to English club
- Speak with friend
- Do tasks given by teacher
- Communicate with foreigners
- Other reasons

8. Which pre-speaking activities do you prefer in the class?

- Playing games
- Providing related vocabulary
- Talking short conversation
- Writing an outline of ideas
- Describing pictures.

9. Which while –speaking activities do you like most?

Group discussion

Role-play

Presentation

Self-talking

10. What do you prefer for post-speaking?

Writing a report

Interviewing

Storytelling

Talking with teacher

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