

PROBLEMS IN SPEAKING SKILL OF THE FIRST YEAR ENGLISH MAJORED STUDENTS AT HUBT AND SOME SOLUTIONS TO IMPROVE THEIR SPEAKING SKILL

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SUMMARY: As you know, English is popular all over the world and becomes an international language. One of the objectives in foreign language teaching in Hanoi University of Business and Technology is to help students improve their speaking skill. This study was conducted to investigate English major students who have difficulties in speaking skill. For the objectives, 50 first-year English majored students were invited to participate in this study. They were asked to do a survey questionnaire which help to indentify the reality of learning English speaking skill. Results show that most of students have difficulties in speaking English for some factors such as lack of English environment, attitude of learning, methods of learning, lack of vocabulary and cultural differences. In addition, some suggestions are proposed to help student solve these problems and enhance their English speaking skill.

Key words: Speaking skill, problems, suggestions.

I. INTRODUCTION

In recent times, it is undeniable that English is a pivotal part of Vietnam and the world in general. English is a bridge for our country to integrate with the international community. Therefore, we need to have knowledge and understanding of English as a global language. It is the key to unlock the door, which helps us explore the new world, new culture and broaden our minds about the big world.

Speaking is one of the necessary language skills that English foreign learners need to be proficient in due to its significance and communication use. However, the first-year English majored students at HUBT university cannot communicate fluently and effectively

in English. To improve their speaking performance, we must find out problems influencing students' speaking skills and suggest some measures to deal with them.

This paper aims to identify difficulties in English speaking skills of HUBT's first year English majored students, and then some solutions will be suggested to help them overcome the problems.

II. DEVELOPMENT

1. Theoretical background

Speaking is a productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning (utterances are simply things people say). Speaking is an interactive process of constructing meaning that

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involves creating and receiving, and processing information (Brown, 1994; Burn & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. When learning a language, the learner's goal is to speak fluently, even to communicate like a native speaker. If they cannot communicate, their learning of the language is considered a failure. For first-year English major students at HUBT university, 60-70% do not speak English fluently. Therefore, I conducted a survey to find out what serious problems they had.

2. English learners' problems and suggested solutions in speaking skills

After collecting the information, some of these problems are as follows:

1) Environment to speak English

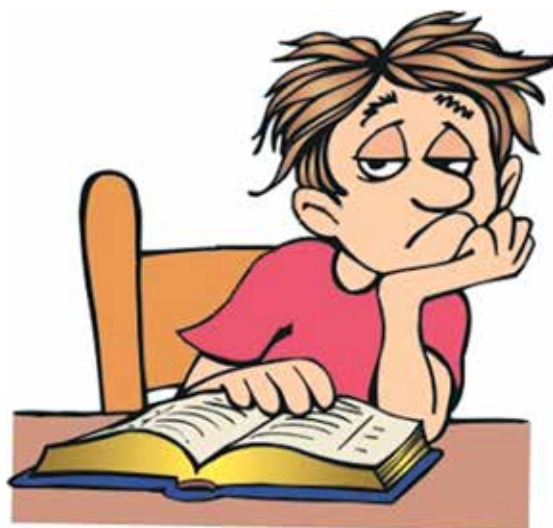
There is the fact that most students do not focus on speaking English, especially students in the provinces. They are often taught to pay more attention to grammar. Besides, a common class of more than 30 students, with grades up to 35, 40. This figure often makes all students without the opportunity to speak in front of the class during a class session. Besides, visual media in classes are too poor. Most of the classrooms are not equipped with video or audio recorder, so fail to attract students to thenative environment has not been real life into the classroom.

2) Attitude of student learning

Vietnam students often shy when speaking. They have no habit of arguing in class or dare not raise their own opinion

because they notice their classmates' attitude. For example, a student stands up and says the wrong one; the classmates often laughed or revised sarcastically. This phenomenon has limited the participation of student lessons.

More than 30% of students said they are lazy and not motivated to learn to speak English. Some of them do not like to learn English because they have no passion for English. Others chose to major in English as their last resort after they failed their favorite major.



3) Methods of learning

Not having an effective study method is one of the reasons why students do not speak English. Students only study in class and then do not practice extra at home. Some students have learning methods, but those methods do not work for themselves because they do not understand most of the English learning methods how to effectively.

4) Lack of vocabulary

Students do not have a wide range of vocabulary, leading to situations where they do not know how to express their thoughts. Moreover, many words in English have more than one meaning,

and students do not know how to use them appropriately in a certain context.

5) *Differences in social and cultural norms and rules*

Students do not have a background knowledge of social and cultural norms and rules such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, making them not clear about who is speaking to whom, in what circumstances, about what, and for what reason. All these problems make them confused in the choice of words, structures, etc.



3. Suggested solutions

To help students overcome the above problems, I suggest the following solutions:

1) *Thinking in English*

Learners try to describe everything around them in English. They should be aware of their thinking in English instead of Vietnamese thinking and then translating it into English. All change in thought. They have to think that they can think in English, and whenever a thought or a voice in their head tries to translate,

such as: "I want to eat banana" to "I want to eat bananas." Besides, students should use the English-English dictionary to learn the definition in English. Frequent use of the English-English dictionary will increase their ability to think in English.

2) *Practice speaking regularly*

Students can find someone to practice with - either on Facebook or on language exchange sites. Besides, they can join English clubs of HUBT university or English competitions organized by the faculty to increase their proficiency. These activities make them feel more interested and motivated to learn English. Occasionally on weekends, students can go out to places where foreigners are and talk to them to improve their intonation and pronunciation.



3) *Keep listening*

Communication is a two-way process. People take information up and speak it out in their own words. One of the easiest ways to work on students' speaking skills without a partner is listening to English being spoken. It can be helpful to watch English tv shows, listen to English podcasts, and to play English-language music.

4) *Choose a suitable learning method*

Learners should try a variety of learning methods until they find one that works for them. They can seek advice from experienced people or instructors.

5) Reading books

Students should read books to learn about foreigners' communicative culture and their social and cultural norms and rules. Some books you can refer to are Rules, Britannia, British Culture; Among Cultures The Challenge of Communication; etc.

III. CONCLUSION

Speaking is an important skill because speaking is a product of learning English. Basing on what has been found

out in the survey, students are facing English speaking problems. Each student should practice speaking more and have the appropriate learning method to speak fluently and effectively. Moreover, learners themselves have to make all efforts to overcome the difficulties. It is hoped that all these suggestions will be taken into consideration so that all problems will be solved and students can improve their English speaking skills./.

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CÁC VẤN ĐỀ TRONG KỸ NĂNG NÓI CỦA SINH VIÊN NĂM NHẤT CHUYÊN NGÀNH TIẾNG ANH TẠI HUBT VÀ MỘT SỐ GIẢI PHÁP ĐỂ CẢI THIỆN KỸ NĂNG NÓI

Nguyễn Thị Diệp

Tóm tắt: Tiếng Anh đã trở nên phổ biến và trở thành ngôn ngữ quốc tế. Một trong những mục tiêu của việc giảng dạy ngoại ngữ tại Trường Đại học Kinh doanh và Công nghệ Hà Nội là giúp sinh viên nâng cao kỹ năng Nói của mình. Nghiên cứu này được thực hiện để chỉ ra những khó khăn mà sinh viên chuyên ngành tiếng Anh gặp trong kỹ năng Nói. 50 sinh viên chuyên ngành tiếng Anh năm thứ nhất đã được mời tham gia vào nghiên cứu này. Họ được yêu cầu thực hiện một bảng câu hỏi khảo sát giúp xác định thực tế của việc học kỹ năng Nói tiếng Anh. Kết quả cho thấy hầu hết sinh viên gặp khó khăn khi nói tiếng Anh vì một số yếu tố như thiếu môi trường giao tiếp tiếng Anh, thái độ học tập, phương pháp học, thiếu vốn từ vựng và khác biệt văn hóa. Ngoài ra, một số gợi ý được đề xuất để giúp học sinh giải quyết những vấn đề này và nâng cao kỹ năng Nói tiếng Anh.

Từ khóa: Kỹ năng Nói, vấn đề, giải pháp.