



Research Article

**THE ISSUE OF TEACHING SPEAKING
AND LISTENING TO HIGH SCHOOL STUDENTS
– A VIEW FROM SOUTH KOREAN LITERATURE CURRICULUM 2015
AND VIETNAMESE LITERATURE CURRICULUM 2018**

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Received: May 04, 2019; Revised: June 10, 2019; Accepted: June 19, 2019

ABSTRACT

The paper presents detailed comments on the objectives, content, methods, assessing results and orientation of documents of teaching speaking and listening skills for high school students based on the Vietnamese Literature Curriculum (2018), in the view comparable to South Korean Literature Curriculum (2015). From that, the paper proposes some issues about teaching these two skills in the Vietnamese Literature Curriculum (2018) such as: determining the important role of practicing speaking and listening skills; encouraging teachers to organize a variety of practice activities in speaking and listening skills, combining the use of non-verbal means; increasing providing teachers basic knowledge of communication activities as well as teaching methods of speaking and listening skills.

Keywords: speaking and listening teaching in high schools, Vietnamese Literature curriculum (2018), South Korean Literature Curriculum (2015).

1. Introducing

To form and develop students of language competence, Vietnamese Literature Curriculum (2018) has determined “taking the training of communication skills (reading, writing, speaking and listening) as the main axis throughout all three levels of learning” (p.4). The content of speaking and listening in the new curriculum is designed based on the succession of the current curriculum and Literature curriculums of some countries with advanced and developed education in the world, including South Korea. South Korea is an East Asian country with many similarities with Vietnam in terms of culture. Therefore, researching the content of teaching speaking and listening in South Korean Literature curriculum is very important not only for curriculum editors but also for textbook authors

Cite this article as: Nguyen Thi Ngoc Thuy, & Le Thi Ngoc Chi (2019). The issue of teaching speaking and listening to high school students – A view from South Korean Literature curriculum 2015 and Vietnamese literature curriculum 2018. *Ho Chi Minh City University of Education Journal of Science*, 16(7), 148-158.

and teachers. The content of teaching speaking and listening in South Korean Literature Curriculum (2015) may bring to Vietnam some suggestions as well as necessary experiences for the implementation of teaching speaking and listening in high schools after 2020.

In the context of this article, we only conduct research and match the result of teaching listening and speaking in the basic education stage with two levels: secondary school and high school in Vietnamese Literature Curriculum (2018) and South Korean Literature Curriculum (2015).

2. The issue of teaching speaking and listening to high school students in Korean Literature Curriculum (2015)

2.1. Teaching objectives

The most important goal of teaching speaking and listening in high school in South Korean Literature Curriculum (2015) is to form and develop speaking and listening skills for students:

“Have a variety of skills and knowledge of listening and speaking in personal and ordinary situations, actively participating in “listening - speaking” on the basis of assessing an overall situation.” (South Korean secondary school Literature Curriculum, 2015, p.58).

“The output standard of listening - speaking content in grade 10 focuses on improving attitudes, skills and knowledge for listening and speaking content that educated people must have.” (South Korean high school Literature Curriculum, 2015, p.66-67).

The determination of the above objectives shows that teaching speaking and listening in South Korean Literature Curriculum has clearly defined the degree of differentiation in the process of developing skills for students and creating opportunities for students to apply what they have learned into practice, especially contributing to the development of the communication culture of ourselves and the social community.

2.2. Teaching contents

The content of speaking and listening for high school students in the South Korean Literature Curriculum (2015) is mainly designed according to the following orientations:

- **Firstly**, the curriculum has provided students with basic and necessary knowledge about speaking - listening activities so that students can effectively use these two skills in personal and formal communication activities such as: nature of listening - speaking, types of purpose - based conversations, the relationship between listening - speaking and the media, the elements that constitute the listening - speaking activity, the characteristics of the speaking - listening, listening - speaking strategy, attitude in listening - speaking activities.
- **Secondly**, the required standards show that the curriculum has paid attention to guiding students to practice speaking - listening skills with diverse and rich forms:

Table 1. *Speaking and listening activities in South Korean Literature Curriculum (2015)*

<i>Level</i>	Listening skill	Speaking skill
Secondary school (Grade 7–9)	Listen to the interlocutor's statement in formal situations	Logically present opinions or stances after listening
	Listen to capture and evaluate convincing strategies	Practice using effective methods to convince others in advertising and daily life
		Introducing or explaining characters and events that students care about in different ways
	Listen in a debate process	Present ideas and exchange ideas in a the debate process
	Listen in a conversation	Participate in a conversation
	Present with supported documents	
	Listen in a negotiation process	Negotiate in a negotiating process
High school (Grade 10)	Listen to a process of consultation	Looking for ways to solve problems and compromise with each other in a process of consultation

- **Thirdly**, the required standards show that speaking and listening activities are designed in a repeating manner and there is a gradual complexity on the level at the learning levels according to the following criteria: (1) The level of complexity of the type of speaking and listening activities that students must perform at each level of curriculum, (2) Complexity of speaking and listening context; (3) The complexity of the problem in speaking and listening; (4) The complexity of using the means to perform the activity. These contents can be summarized as *Table 2*:

Table 2. *Teaching content of the speaking and listening skills in South Korean Literature Curriculum (2015)*

Key content	Specific content according to learning level	
	Secondary school (Grade 7 – 9)	High school (Grade 10)
The nature of listening and speaking activities	The process of sharing meaning	A social - culture process
* Types of conversation by purpose: conveying information, convincing, expressing affection and intimacy * The relationship between listening - speaking and the media	- Dialogue (empathy and reaction) - Oral - Discuss (solve problems) - Discussion (logical rebuttal) - Speaking (composition content) - The effectiveness of the media	- Dialogue (language rules) - Discussion (composition of arguments) - Injury

* The component of listening and speaking activities	- Considering listen - Deal with insecurity when speaking	Check and adjust the communication process
* Listening - speaking process	- Analysis of persuasive strategies	
* Listening - speaking strategy	- Criticize and evaluate before listening	
* The attitude of listening and speaking	Be careful before speaking	Think thoroughly the conversation habits

- **Fourthly**, the content of speaking and listening shows a close combination between the achievement of the goal of the subject and the overall goal of the whole curriculum.

In general, the content of teaching speaking and listening in South Korean Literature Curriculum (2015) has aimed to form and develop listening and speaking skills for students through organizing for students to mobilize and synthesize resources (knowledge, skills, attitudes) to solve tasks in specific learning activities.

2.3. *Teaching methodology orientation*

In South Korean Literature Curriculum (2015), when referred to the orientations of speaking and listening methods, interesting suggestions have come up as followed:

- **Firstly**, curriculum emphasizes on *“letting students use language effectively and accurately, with a combination of the necessary knowledge and practical language activities”* (South Korean secondary school Literature Curriculum, 2015, p.86). Therefore, to form speaking and listening skills for students, curriculum needs to describe situations of learning activities that students must perform, for example:

By allowing students to conduct a trial discussion in a divided form of two positions opposing and agreeing on various debating topics of society, this subject pays attention to helping students realize the differences between ideas and information given from different perspectives on a topic of discussion, at the same time training assessment, judging the information and opinions given during the discussion objective, feasible or not.

(South Korean secondary school Literature Curriculum, 2015, p.61).

- **Secondly**, South Korean Curriculum is very interested in learners who have active and positive feedback in speaking and listening activities on the basis of analyzing and evaluating the situation to express personal imprint in the activities, but at the same time consider to harmonize the relationship between individuals and the social community through collaborative speaking and listening activities, such as:

When instructing the method of negotiation, trying to understand that through negotiation can maintain relations with the interlocutor, improve the situation of disagreement by resolving the problem rather than evading disagreement or conservative with your position in situations arising from the problem of interests.

(South Korean high school Literature Curriculum, 2015, p.68).

2.4. Assessing teaching results

In order to evaluate the results of the process of teaching speaking and listening, South Korean Literature Curriculum (2015) has set out the following specific orientations:

- **Firstly**, the assessment of the process of speaking and listening aims at the following specific objectives:

“Regarding listening, focus on changing attitudes in a positive, assertive and realistic way of listening, analytically and critically. Regarding speaking, it is necessary to focus on the structure and creativity of the content spoken, the effectiveness and accuracy of communication, the attitude on the interlocutor” (South Korean secondary school Literature Curriculum, 2015, p.94).

- **Secondly**, to assess accurately and objectively the formation and development of speaking and listening skills of students, South Korean Literature Curriculum (2015) has been oriented to use a combination of specific assessment forms as follows: formative and summative assessment, teacher assessment, students’ self- assessment, and peer-assessment. With the self-assessment process, South Korean Literature Curriculum (2015) has specific orientations to guide students to use the assessment results to check and adjust their studying results, such as:

“By trying to assess yourself after audio recording (or video recording) the situation of negotiating and discussing, students can try to check their communication process for points need improving, non-verbal expressions, standard languages, context-specific languages” (South Korean secondary school Literature Curriculum, 2015, p.69).

In general, the above assessment orientations show that the South Korean Literature Curriculum (2015) has focused on the application of various types of assessment, focusing on assessing the capacity of students in the application of general knowledge, skills, attitudes to solve situations of real life and integrate the assessment process into the teaching process, considering assessment as a teaching method.

2.5. Teaching materials

The South Korean secondary school Literature Curriculum (2015) has specific suggestions on speaking and listening learning materials in the form of “conversation”, encouraging the use of a variety of materials. For example, there are speaking and listening materials in informal communication situations (e.g. conversation material in situations showing gratitude, apology, rejection, consolation). Document orientation in the South Korean Literature Curriculum (2015) also clearly shows the dominance of the objectives and content of teaching for the selection of learning materials.

In summary, the speaking and listening learning materials in the South Korean Literature Curriculum (2015) are selected to serve the teaching of a variety of forms of speaking and listening, aiming at closely linking the teaching process, learn with practical

use of students' language.

3. The issue of teaching speaking and listening to high school students in Vietnamese Literature Curriculum (2018)

3.1. Teaching objectives

Vietnamese Literature Curriculum (2018) has clearly defined the overall goal of teaching and listening in schools “to help students be able to express and speak in spoken language in a clear and confident way; able to understand correctly; respect the speaker, the listener; have appropriate attitude in discussion and discussion. Speaking and listening not only develop the ability to communicate but also educate the quality and personality of students.” (Vietnamese Literature Curriculum, 2018, p.84).

In high school, in the basic education stage, the goal of speaking and listening is to ensure that students have listening and speaking skills in normal communication as well as in work. For secondary school, focused speaking and listening teaching forms basic communication skills such as easy to understand and coherent; have a confident attitude, consistent with the context of communication; listening comprehensively with appropriate attitude (Vietnamese Literature Curriculum, 2018, p.6). The nature of application is more emphasized in the goal of teaching speaking and listening at high school level, namely that students are expected to have the skill of “speaking and listening flexibly; being able to hear and assess the content and form of expression of the presentation; know how to participate and be knowledgeable, personality, have appropriate debate in the debate” (Vietnamese Literature Curriculum, 2018, p.7).

3.2. Teaching contents

To clarify the above objectives, the program has determined the specific requirements for teaching speaking and listening skills at each grade level, which can be generalized into tables as follows:

Table 3. The forms of speaking and listening of high school students are mentioned in the Vietnamese Literature curriculum (2018)

Levels	Grade	Speaking	Listening
Secondary school	6 – 7	Storytelling; Reporting events	Listen – summarize contents; grasping the main contents
	7	Explaining a principle, rule	
	6 – 9	Presenting opinion; defending opinion	Listening – exchange, discussion
Secondary and high school	9	Interviewing, answering interview	
	8 – 10	Presenting; explaining; introducing; evaluating an issue	
High school	10	Presenting research report	

From Table 3, some comments on the content of speaking and listening skills for secondary students can be drawn as follows:

- **Firstly**, training students with confidence when presenting their opinions in front of a special issue is focused throughout the secondary school grades; This is also an important premise for students to confidently protect their opinions, comment on other people's opinions, as well as presentations, presenting a problem before many people.
- **Secondly**, in addition to the content of teaching speaking and listening, Vietnamese Literature Curriculum (2018) also pays attention to show the close interaction between speaking and listening in the interactive speaking and listening section at all grade levels.
- **Thirdly**, the content of speaking, listening and speaking and listening interaction is also complicated according to the level of students. For example, for the content of speaking and listening interaction, the need to reach the grade level is determined as follows:

Table 4. *The increasing complexity in the requirements of interactive skills speaking and listening interaction between grades*

Grade	Requirements for speaking and listening interaction
6	Know how to <i>participate in small group discussions</i> on an issue that requires an agreed solution, know how to <i>ask questions and answer</i> , know how to <i>propose some suggestions</i> based on some ideas presented during the discussion.
7	- Know how to <i>exchange constructively and respect different opinions</i> . - Know how to discuss in groups about a controversial issue; <i>identify agreed points and differences between group members to find solutions</i> .
8	Know how to <i>discuss ideas</i> about a life issue suitable to their age.
9	- Know how to discuss an issue of concern in life suitable to their age. - <i>Conduct a short interview, identify the objectives, contents and procedures of an interview</i> .
10	Know how to discuss an issue with different opinions; <i>propose convincing evidences to defend or reject an idea</i> respect the interactant.

- **Fourthly**, Vietnamese language knowledge to support students to develop spoken language is also focused. For example, knowledge of non-verbal communication means: images, data, charts... taught from grade 6 to grade 10. These are necessary knowledge for students to combine non-verbal elements The language that makes speech the best communication effect, especially when presenting a problem with using technology facilities. In addition, the knowledge of regional languages, words of all people, local words, social jargon was introduced for students in grades 7 and 8. This knowledge also contributed to raising the awareness of students about respecting the difference in the voice, the use of regional language words of the communicator.

3.3. *Teaching methodology orientation*

Regarding teaching methods, the curriculum suggests some methods of speaking and listening such as: observation, analyzing, using situations. These are teaching methods appropriate to the characteristics of speaking and listening. Besides, the curriculum also notes teachers about teaching students to abide by the rules in conversation, such as rules of turn-by-turn, rules of respect for different opinions.

With the characteristics of speaking and listening activities, the curriculum has clearly defined *“practice of listening and speaking is the main activity”* (Vietnamese Literature Curriculum, 2018, p.85); so teachers should be flexible in organizing learning activities to create opportunities for students to practice these skills.

3.4. *Assessing teaching results*

Regarding the evaluation content, the program has clearly defined the criteria to assess the speaking and listening skills of students. For example, with listening skills, the program requires assessing students' abilities:

“Grasping content spoken by others; grasp and evaluate the opinion and intent of the speaker; know to ask questions, raise issues, exchange information to check unknown information; have a positive and respectful attitude towards the speaker; listen and respect different opinions” (Vietnamese Literature Curriculum, 2018, p.86)

Regarding the form of assessment: Both forms of regular assessment and periodic assessment are used to evaluate the competence of students in Literature. For speaking and listening skills, regular assessment is made more favorable through the following forms: Teachers assess students, students assess each other, students self-assess. However, the periodic assessment of speaking and listening skills has not been specifically mentioned by the curriculum. The forms of writing essays or combining essay writing with objective tests, as defined in the curriculum, only focus on assessing students' reading and writing skills. To overcome this, the curriculum has suggested: *“can use the question and answer test (to assess speaking and listening skills) if it is necessary and conditional”* (Vietnamese Literature Curriculum, 2018, p.86). But how is it necessary and what conditions are needed to make a periodic assessment of speaking and listening skills an open issue. In summary, the assessment of the results of speaking and listening will mainly based on regular assessment activities.

3.5. *Teaching materials*

Regarding teaching materials and Vietnamese Literature Curriculum (2018), there are no specific materials for teaching speaking and listening. However, teachers can refer to textual documents suggested by the program for each grade level, such as a document introducing a scenic spot or a historical monument, or an interview at grade 10.

4. Some comments and suggestions for the teaching of speaking and listening to high school students in Vietnam following the orientation of the Literature Curriculum 2018

4.1. Some comments based on the comparison of the programs of teaching speaking and listening between Vietnamese Literature Curriculum (2018) and South Korean Literature Curriculum (2015)

Through analysis of teaching and speaking and listening in Vietnamese Literature Curriculum (2018) and South Korean Literature Curriculum (2015), we found:

- Regarding the objectives and content of teaching, both curriculums aim to form and train students to speak and listen in normal communication and at work. In the South Korean Literature Curriculum (2015), the goal is to guide students to listen to the level of assessment and how to speak in the debate with different opinions that are practiced right from the secondary school level. However, for Vietnamese Literature Curriculum (2018), this goal and content is mainly implemented at high school level.

- In terms of teaching methods, both curriculums focus on organizing practice listening activities to guide students to form and develop skills. However, the Vietnamese Literature Curriculum (2018) has more specific and clear orientations in teaching methods than the South Korean Literature Curriculum (2015) and these are also methods that clearly show the specific characteristics of the subject.

- Regarding the assessment of teaching results, both curriculums use a combination of assessment methods to assess accurately and objectively students' skills. Both curriculums have clearly defined, specific criteria for assessing speaking and listening skills of students, facilitating teachers in the process of designing learning tools for students' learning outcomes.

- Regarding learning materials, the South Korean Literature Curriculum (2015) uses a variety of teaching materials for speaking and listening than Vietnamese Literature Curriculum (2018). In particular, the curriculum of South Korea was very interested in the documents in conversation format to teach speaking and listening. We think it is a perfectly suitable and necessary suggestion for speaking and listening because it reflects the true nature and characteristics of speaking practice in real life.

4.2. Some suggestions

From the above comments, especially from the differences between the two curriculums, we have some suggestions on the issue of teaching speaking and listening skills at high school according to Vietnamese Literature Curriculum (2018) as follows:

Firstly, teachers need to be aware of the necessity of training speaking and listening skills for students in basic communication activities. This consciousness is very important, helping teachers to pay more attention to the distribution of time to teach speaking and listening as well as to design teaching and speaking activities. Secondly, teachers need to

create opportunities for students to practice speaking and listening skills in specific situations; regularly encourage students to talk and listen to each other. Thirdly, teachers should guide students to combine non-verbal communication means while speaking and listening. Teachers can use sample videos for students to observe how to express their attitudes and gestures while speaking and listening; organizing for students to experience listening in different spaces. Fourthly, in the process of training, training and fostering teachers of Literature, the content of teaching and listening should be more focused; especially equipping teachers with basic knowledge of spoken language; nonverbal elements in communication as well as the necessary teaching methods to teach speaking and listening skills.

All of these suggestions mainly focus on the aspect of teachers - new curriculum implementers. The necessary change from teachers in speaking and listening is a very important factor to be able to fulfill the requirements required in teaching speaking and listening skills.

5. Conclusion

When placing the issue of speaking and listening teaching of Vietnamese Literature Curriculum (2018) in a view to match the problem of speaking and listening teaching of South Korean Literature Curriculum (2015), many similarities can be seen between two curriculums. This is also a basis for us to confirm the scientific and updated nature of the Vietnamese Literature Curriculum (2018) and at the same time an opportunity to review and analyze in detail the problem of speaking and listening in Vietnamese Literature Curriculum (2018), from which can draw practical experience for training and retraining teachers to prepare for the implementation of the curriculum after 2020.

❖ **Conflict of Interest:** Authors have no conflict of interest to declare.

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**VẤN ĐỀ DẠY HỌC NÓI VÀ NGHE CHO HỌC SINH TRUNG HỌC
– NHÌN TỪ CHƯƠNG TRÌNH NGŨ VĂN 2015 CỦA HÀN QUỐC
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Ngày nhận bài: 04-5-2019; ngày nhận bài sửa: 10-6-2019; ngày duyệt đăng: 19-6-2019

TÓM TẮT

Bài viết trình bày những nhận xét chi tiết về mục tiêu, nội dung, phương pháp, cách đánh giá kết quả và sự định hướng tài liệu dạy học kỹ năng nói và nghe cho học sinh trung học dựa trên Chương trình Ngữ văn (2018) của Việt Nam, trong cái nhìn đối sánh với Chương trình Ngữ văn (2015) của Hàn Quốc. Từ đó, bài viết đề xuất một số vấn đề về việc dạy học hai kỹ năng này trong Chương trình Ngữ văn Việt Nam (2018) như: xác định vai trò quan trọng của việc rèn luyện kỹ năng nói và nghe; khuyến khích giáo viên tổ chức đa dạng hoạt động rèn luyện kỹ năng nói và nghe, kết hợp sử dụng các phương tiện phi ngôn ngữ; tăng cường trang bị cho giáo viên những kiến thức cơ bản về hoạt động giao tiếp cũng như phương pháp dạy học kỹ năng nói và nghe.

Từ khóa: dạy học nói và nghe ở trường trung học, Chương trình Ngữ văn Việt Nam (2018), Chương trình Ngữ văn Hàn Quốc (2015).