

**MINISTRY OF EDUCATION AND TRAINING
VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**



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**BUILDING THE EXERCISES SYSTEM OF DEVELOPING
SPEAKING SKILL FOR PEDAGOGICAL STUDENTS IN
PARACTICING VIETNAMESE MODULE**

Major : Teaching theory and methodology

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**DOCTORATE THESIS ABSTRACT
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are 108 ones with 6 groups of development skills exercises: introductory, notifications, discussion, persuasion, ending and complex. The skills groups are the exercises system's vertical axis, the horizontal axis are 3 types of exercises: identification, creation and evaluation. The exercises system is designed quite diverse. The practicing exercise types of partial speaking skills are the most account. The situation exercises provide to students the opportunities to practice thinking, share, developing speaking skills and other social skills. This thesis proposed the direction of putting the speaking skills development exercises into the practical teaching practicing Vietnamese in the pedagogical universities colleges departments to facilitate for teachers and students in using the exercises system.

At the presents, lecturers can integrate some knowledge content units and the practicing exercises of speaking skills development in the closest proximity program. In the long term, we hope to have the necessary adjustments to the practicing Vietnamese module following to separating 4 skills in using Vietnamese. Basing on this, adding module of the speaking skills developing teaching for pedagogical students to contribute to meet the practical requirements, consistent with the trend of the world, and accordance with the renewal of The high school curriculum after 2015.

4. The feasibility of the thesis's scientific hypothesis is showed in 3 pedagogical experimental at 3 college in 3 the diffident regions. The initial results help us believe that the applying of the speaking skills developing exercise system for pedagogical students in practicing Vietnamese module can deploy on a large scale. In the process of implementing this thesis, although try our best to showing our ideas clearly, researching of building the exercises system of speaking skill developing for pedagogical students in practicing Vietnamese module is the new matter and not simple. Therefore, my thesis has not yet completed as our hoping. But we think that this is the right direction and is suitable to the trend of modern world in teaching mother tongue language. This is also the useful and interesting researching matter. We hope that in the near future, we will have new opportunities to continue to return this subject in a wide and deeper scope.

Vietnamese modules in pedagogical colleges universities departments. The comprehensiveness of capacity development in using Vietnamese meaning focus on four skills of listening, speaking, reading and writing for learners. However, in actual teaching showed that the comprehensiveness is not guaranteed. From the program content, teaching methods to assessment in schools don't focus on developing the listening and speaking skills. Meanwhile, with the pedagogical students, the development of speaking is very important due to the domination of particular occupations. Performing the speaking skills well will give teachers more opportunities to succeed in teaching and education. Therefore, research trend on building the exercises system of the speaking skills development for pedagogical students in practicing Vietnamese module is very necessary.

2. The survey of the exercises system in practicing Vietnamese module showed that: the exercises system is written with to the model's program and content, abundant in quantity and type relatively; the structure of exercises system assesses diverse of the learning purposes. Solving the requirement of exercises system, students will understand the subject's theoretical content systematically and are trained using Vietnamese language formally. Moreover, besides these advantages, the exercises system in practicing Vietnamese module also showed some shortcomings like: don't ensure the imbalance; many exercises don't have an attraction, a usefulness to most of students. The survey results of the speaking skills statues also showed that: the attainment level of pedagogical students' speaking skills achieved average. These premises are become the important foundations that the thesis focuses on researching in order to contribute to clarify some theoretical issues of speaking skills. From this, applying to be experimental an innovative way in teaching the practicing Vietnamese: note to developing speaking skills for pedagogical students through the exercises system.

3. Alignment of the scientific basis that has been determined, the thesis researches on building the exercises system in order to enhancing the speaking skills for pedagogical students in the practicing Vietnamese module. The all of exercises that are designed

RELATED PUBLISHED WORKS BY THE AUTHOR

1. Do Thu Ha (2011), *Developing speaking skills for teacher trainees*, Journal of Educational Sciences, Vol.75, December , pages 26-29
2. Do Thu Ha (2013), *Forging of speaking skills helps teachers enhance communication effectiveness in teaching practices*, Journal of Educational Sciences, Vol. 88, January, pages 21-23
3. Do Thu Ha (2013) *Development of secondary school teachers' communication skills contributes to implementing the Professional standard*, Journal of Educational, Vol.319, October, 2013, pages 62-64
4. Do Thu Ha (2011), *The important role of speaking skills development for pedagogical students*, Doctorate student science workshop proceedings, The Vietnam Institute of Education Science, pages 239 -245
5. Do Thu Ha (2012), *Putting forward some contents of teaching in order to developing speaking and listening skills for pedagogical students*, National workshop proceedings of developing career for pedagogical student, Vietnam Education Publishing House, pages 45-52
6. Do Thu Ha (2012), *Fostering speaking and listening skills for pupil in teaching Literature in upper secondary*, National workshop proceedings of teaching Literature at high school in Vietnam, Pedagogical University Publishing House, pages 451-458

1. Reasons for selecting topic

1.1. Speaking skill have the important role for pedagogical students

One of the important goals of teaching language arts/literature in generally and teaching Vietnamese in particular is formation and develop using Vietnamese skills comprehensively: listening, speaking, reading and writing for learners. For pedagogical students, forming and developing these skills are essential because it will help pedagogical students when teaching, educate for pupils in the future, community, colleges...These activities' levels of success depends on teachers' speaking skills. Therefore, these skills are considered as ones of "the key to the success" of teaching profession.

1.2. The teaching development of speaking skills for pedagogical students exits the limits

Speaking skills have the very important role to pedagogical students. But in the pedagogical faculties/universities, from content of curriculum, teaching methods test and assessment is not focused on developing speaking skills for students. In teachers training curriculum, quantity of developing speaking skills module is limited and if having the content is quite limited practice. Besides, teaching methods that has capable of promoting a positive, active of students in developing speaking skills have not been used popular. Assessment of students learning outcomes through written in most modules also reduces the opportunity to practice and students' motivation of developing speaking skills.

1.3. Pedagogical students' speaking skills revealed many shortcomings compared to requirements of careers

In 2009, the Ministry of Education and Training has issued "Standards career for high school teachers". According to this standard, teachers are evaluated on 6 criteria, with 25 criteria and has 9/25 ones relate closely to speaking skills of teachers. Due to the dominance of particular occupations, so the verbal content of teacher demonstrates moderate didactic and easy to understand, the way of speaking have to ensure standard and close. A large part of students are not confident in communication, presenting issues is not focus clearly, the way of speaking is lack of charisma. To help resolving conflict between in the fact that and reaching requirements for

Students in 2 classes have got a progress when performing the speaking skills. Students in the control classes had got progress but not significantly, students in the experimental classes had an encouraging change. Specifically, the percentage of students are not proficient and relatively proficient reduced in 3/5 skills, the percentage of students are influent are increased in all skills, ranging from 15% - 17%/ Although the growth rate is not high, it also showed that the initial efficiency of using the speaking skills development exercises in teaching the Practice Vietnamese module.

3.6. Some conclusions through experimentation

These exercise system in the practicing Vietnamese module that this thesis proposed have got benefits of the speaking skills development for students; can become the active tool in teaching the practicing Vietnamese module, contribute to improving the quality of teaching today significantly. Performing of the speaking skills development for students will be effective if the exercises system will continue to be tested, adjust and supply in the practical teaching . The experimental process also showed that some problems exist in teaching the practicing Vietnamese in pedagogical colleges should be overcome soon.

SUB – SUMARY CHAPTER 3

Over time experimentation in 3 the pedagogical colleges, the feasibility of our scientific hypotheses was demonstrated on the certain level. From the analysis, evaluation all of the experimental process, we draw the following conclusions:

Firstly, after pedagogical impact that the experimental group showed the level of the speaking skills awareness and practicing is better the initial level and compare with the control groups. Secondly, the assessment tool of the students' speaking skills before and after experimentation have reliability parameters calculated Alpha - Cronbach as well. Third, the results obtained in Chapter 3 are the basis for us to be able to comments: building the exercises system of the speaking skills development for pedagogical students is a proper research and can be perform effectively in teaching the practice Vietnamese in pedagogical colleges/departments.

CONCLUSION

1. Develop the capacity of using mother tongue language to students comprehensively is the most important goal in teaching Vietnamese module in general and in particular in the practicing

3.3.3.2. *Tests after experimentation*

The requirements and the criteria are similar to the experimental tests. Tests before and after experimentation are built on the same matrix to ensure the equivalent difficulty.

3.4. **The method of treating the experimental results**

The experimental results are treated by the mathematical statistics method in educational science to compare the achievement scores of 2 experimental groups with controls ones before and after experimentation of 2 rounds.

3.5. **The results of experimentation**

3.5.1. ***The phase of experimentation round 1***

3.5.1.1. *Evaluate to the tool before and after experimentation*

A breakdown of the data showed that 2 tests before and after experimentation are calculated reliability parameters Coefficient Alpha well. Test before experimentation is 0,77 and one after experimentation is 0,82.

3.5.1.2. *Evaluate to the tool before experimentation*

Through analysis and processing of data showed when performing experimentation, the level scores of students in groups of classes is quite uniform. This has created the basic for our confidence for us to more favorable evaluation results of using exercises system in experimental teaching.

3.5.1.3. *Evaluate to the students' speaking skill after experimentation*

After analysis and processing of students' after experimentation tests, we found that: the control classes had got the students' progress on the speaking skill but not significantly. Meanwhile, the experimental ones have got the implementation speaking skill results after experimentation were better very much than before.

3.5.2. ***The phase of experimentation round 2***

3.5.2.1. *Evaluate to the tool before and after experimentation*

A breakdown of the data showed that 2 tests before and after experimentation are calculated reliability parameters Coefficient Alpha well. Test before experimentation is 0,75 and one after experimentation is 0,81.

3.5.2.2. *Evaluate to the tool before experimentation*

Before performing experimentation, the level scores of students in groups of classes is quite uniform. This has created the basic for our confidence for us to more favorable evaluation results of using exercises system in experimental teaching.

3.5.2.3. *Evaluate to the students' speaking skill after experimentation*

speaking skills, focus on developing these skill for students is necessary.

1.4. ***Practicing Vietnamese is a module that has much potentiality, can be research to develop speaking skills for pedagogical students.***

The aim of practicing Vietnamese in colleges/universities is: Basing on strengthen basic knowledge of Vietnamese in order to train using Vietnamese skills for students. But because of various reasons, at the present teaching Vietnamese only focuses on developing these skills: reading, writing. Teachers haven't been noted to listening and reading skills. If we overcome difficulties and focus on more practicing speaking task while designing curriculum, content, choosing method teaching and test, assessment, developing of speaking skills will have got a lot of advantages.

From these reasons, we chose theme: "*Building the exercises system of developing speaking skill for pedagogical students in practicing Vietnamese modules*" to research.

2. **Subjects and scope of research**

2.1. ***Research Subject***

The process of practicing Vietnamese module teaching at pedagogical universities and the developing using Vietnamese skills exercises system, including in speaking ones.

2.2. ***Scope of this research***

Developing using Vietnamese skills exercises system is used mainly in Practicing Vietnamese teaching.

This thesis's objects focus on pedagogical students, branch: formal college; the independent practicing speaking products will note to the whole or part presentation, the interactive practicing speaking products will focus on converse or converse segment.

3. **Overview of projects related to research issues**

3.1. ***Research situation and related issues overseas***

Developing speaking skills for students is problem that has attracted many researchers attention like: Mojibur Rahman (Teaching Oral Communication Skills: A Task-based Approach", Robert Barrass (Speaking for yourself: a guide for students"), Sherwyn Morreale, Rebecca B. Rubin, Elizabeth Jones (Speaking and Listening Competencies for College Students); James H Stronge (Qualities of effective teacher) Nick Morgan (Oral communication

skills)...In these documents, the important role of these skills was emphasized, content, teaching method in order to developing one was researched. But in these documents, there are not ones discussed pertaining to design the exercises system to develop speaking skills for pedagogical students. Most of situations in speaking exercises are linked to real life, especially professional practice of students.

3.2. Research statues and related issues in Vietnam

Because of the characteristics, now there are not works that study totally, systematic about building exercises system of speaking skills development for pedagogical students. Within the scope of research, we found that speaking skills training for students only mentioned indirectly in some textbooks ...Through these documents, the authors confirmed the importance of speaking skills developed training. However the recommended teaching method is focus on practicing, in the fact that there are limitations. The exercises system which note reading and writing skill, don't focus on listening and speaking skills.

3.3. General comments

In our finding scope, so far there aren't scientific works of speaking skills developing for pedagogical students deep however speaking skills have very important role to this object. Therefore, this thesis: "building the exercises system of development speaking skill for students in Practicing Vietnamese is very essential and will solve the space science.

4. Research purpose and task

4.1. Research purpose

Codify the basic theoretical problems of communication theory and contemporary learning theory has important implications for development of speaking skill. Building this basic, building the exercises system of ones for pedagogical students, confirmed the feasibility of developing teaching module in Practicing Vietnamese.

4.2. Research task

Determine the theory and practical basic of the building speaking skills development lessons system, designing the lessons system of developing these skills, pedagogical experiments to confirm the feasibility of scientific hypotheses.

3.1.3. The process of experimentation

Consist of 3 steps: building experimentation plan, experimental organization, treating the experimental results.

3.2. Locality and subject of experimentation

3.2.1. Locality of experimentation

The Pedagogical experimentation was conducted in 3 colleges: The Hanoi pedagogical college, The Thaibinh pedagogical college, The Vinhphuc college.

3.2.2. The subjects of experimentation

The formal pedagogical students belong to 2 departments: Natural Science and Foreign Language. In round 1 (2012-2013) the objects of experimentation are: 227 students, including in 115 students belong to the experimental classes and 112 students belong to control classes. In round 2 (2013-2014), the objects of experimentation are: 228 students, including in 116 students belong to the experimental classes, 112 students belong to control classes.

3.3. The criteria of evaluating experimental results

3.3.1. The process of experimental activities organization

The criteria are defined to assess the results of the learning activities organizations: the degree of exercises completion, the quality of experimental lessons, the test scores that students achieve after ending experimentation.

3.3.2. The process of students' speaking skills awareness and practicing through the practical exercises

In the experimental class's lessons, lecturers need to stick to the criteria for evaluating each type of exercise corresponding to each partial speaking skill (these criteria have been mentioned in chapter 1). Lecturers based on the type of exercise to indentify, create and evaluate in order to apply these assessment criteria suitably.

The scale evaluation of these exercises: Based on the levels of the speaking skills implementation: not gain (not fluent), average (quire proficiency), pretty (fluent) and good (very successful proficient), lecturers evaluate the levels of each the corresponding criteria with the encoded symbols: 0,1,2,3.

3.3.3. The process of the students' speaking skills awareness and practicing through tests

3.3.3.1. Tests before experimentation

Each student performs about 30 minutes to solve test's tasks. Exercise 1 evaluates to the notifications skill, exercise 2 assesses to the persuasion skill, exercise 3 evaluates to the discussion skill.

2.4.2. Content of apply

The exercises system of the partial speaking skills developing for students: the introductory skill, the notifications skill, the discussion skill, the persuasion skill, the ending skill. From this basing, we develop the speaking skills totally.

2.4.3. How to apply

Depending on the actual conditions, lectures determine quantity exercises that can use, planning, preparing the necessary equipments to use exercises of the speaking skills development in the specific lessons. Faculties emphasis on positive teaching method to improve activity and creation of students. Checking, evaluating the performing result of students. Adjust the exercises that students practiced on the aspects: the requirement content, the ways of implementation, evaluation criteria... if necessary.

SUB SUMMARY CHAPTER 2

Towards to designing the exercises system of speaking skills developing for the pedagogical students, this thesis identified 5 the principles of building exercises system with our expectation: It is the right directions to building this system effectively. Aims to ensure the objectivity and scientific in designing the exercises system, this thesis determined the building process include in 6 steps. From this basing, we designed 108 exercises for 5 groups of skills and one a complex exercise group. Moreover, the exercises system that the thesis built as well as the apply directions is only the suggestions for teachers. In the lively practical teaching, addition and adjust is very necessary in order to exercises which using in each practicing lesson really attractive, improve maximizing their strength in fostering and improving the speaking skills for students.

CHAPTER 3: THE PEDADGOGICAL EXPERIMENT

3.1. The purpose, content, experimental procedures

3.1.1. The purpose of experiment

Testing the scientific hypotheses outlined in this thesis.

3.1.2. The content of empirical

Guide the students in the empirical classes to solving the exercise to enhancing the speaking skills that are integrated into some Practice Vietnamese lessons. Lecturers teach these classes will take part in evaluation the feasibility of the exercises, review the progress of students through the solved exercises and the test before and after experiment.

5. Research method

We use the group of theory research and retrospective materials, pedagogical experiments method and others: mathematical statistics, data processed by SPSS software, application of IT software to analyze experimental results.

6. Science hypothesis

Although speaking skills have important role for teaching profession, development of these skills have not been concerned properly. Therefore, if building the lessons system of developing these skills in practicing Vietnamese that ensure scientific, suitable to pedagogical students, we will contribute to enhancing speaking skills for students, improving the teaching effectiveness and robustness implementation of this module.

7. The new contributions of this thesis

The exploration, selection, system, synthetic core issues of speaking skills and showing the ability to apply this knowledge to teaching Practicing Vietnamese at pedagogical universities/colleges to help lecturers and students have more aware of the scientific, the interest of subject, ensure the comprehensive development of using language skills (especially speaking skills) for students in teaching Vietnamese in order to contributing to improve the pedagogical competency for pedagogical students.

8. Structure of the thesis

Besides the introduction, conclusion and content, our thesis include in 3 chapters: Chapter 1: The basic scientific of building speaking skills development lessons system for pedagogical students in Practicing Vietnamese module. Chapter 2: The exercise system of speaking skills development in Practice Vietnamese module. Chapter 3: Pedagogical Experimental.

CHAPTER 1: THE BACSIC SCIENTIFIC OF BUILDING THE DEVELOPMENT SPEAKING SKILLS LESSONS SYSTEM FOR PEDAGOGICAL STUDENTS IN PRACTICING VIETNMASE MODULE

1.1. Theoretical basic

1.1.1. Some basic content of communication theory and modern teaching one have important significance for speaking skills developing for pedagogical students

1.1.1.1. Speaking skills developing for pedagogical students from perspective of communication theory

The concept of communication is derived from the Latin word “communis”, meaning “common”, “be shared”. It belongs to sympathetic communion, community. Therefore, communication is known as the process of creation general understanding through convey activities, sharing information between people and others. If separation of communication activities based on the nature of communication medium, we will have oral communication and writing communication. In our research scope, we are interested in oral communication, which is more specific speaking skills developing problem.

When researching on the concept on “speaking skills”, some others have discussed: Sherwyn Morreale, Rebecca B. Rubin and Elizabeth Jones, Dinh Thanh Hue, Nguyen Tri ...Basing on analysis and inherit the results of these authors, we have perception: *Speaking skills are the form of oral communication competence, the form actions is done positively, voluntary based on combination between knowledge and language (especially spoken language), the understanding of culture, social (related to oral communication activities)... and the biological conditions – psychology of each person (needs, emotion, willpower, positive person...) to achieve communication goals that set.*

The assessment of speaking skills based on 2 main elements is content and speaking way. The criteria of the content, depends on the speaking purpose reflected in the nature the speaking parts. The criteria of speaking ways were considered 3 aspects: effective using on – verbal elements; fluency verbal, appropriate volume, rhythm and tone; pronunciation correct standard spelling, not hinder listeners' information comprehension level.

1.1.1.1.2. From the element from communication activities to the implement steps speaking skill

The communication factors included in: purpose, context, means and method one. From analysis of these factors, we indentified the communication implement steps were: determining saying aim, survey listeners, limit topics, research speaking context, select means and speaking ways, saying effectively.

(Additional instructions: this exercise are practiced under group activities with the role: the homeroom teacher, representation of school leaders, pupils' parents about 10 people, the secretary's meeting).

*** Research exercise:**

- *The purpose of exercise:* students practice to apply the partial speaking skills into solving a problem that will meet the practical professional activities.

- *The form of exercise:* creation.

- *Orientation of solving:* Students need to identify their purposes and duties to choose using the partial speaking skills suitable to the specific time. Playing the role of the homeroom teacher, students need to run meeting confidence, show the mature style. The specific task are used according to the program.

- *Some notes when using exercise:* When preparing, students should understanding of how to implement the agenda, introductory of meeting in order to get the basic knowledge, the correct orientation before practicing. This exercise poses high demands (synthesis development of speaking skills, training organization of the specific program/plan, much time to perform tasks). Lecturer should reserve the extracurricular activities, the thematic sessions. Evaluated objects can be extended.

- *The deformation of exercises:* In the fact that there are many communication situations that speakers need to use the different speaking skills to achieve the purpose of communication. Lectures may consider choosing the practical situations, meaning students are educated to perform the role. In addition to, lectures can find the situation s that are close to students' age and psychology to students cultivate, accumulate the life experiences, the necessary lessons for themselves.

2.4. The orientations of applying the exercises system of the speaking skills developing for pedagogical students into practical teaching in Vietnam

2.4.1. Purpose and requirement of applying

- *The purpose of applying:* Apply exercises to develop the partial speaking skills for pedagogical students to help them perform communication activities well.

- *The requirement of applying:* Lecturers need to base on the objectives of the lessons, choose the exercises, the ways of solving the exercises, note encourage and consult and help students when they encounter problems in the process of solving exercises.

the performing implementation, lecturers need to consider the way which speakers do while ending the lesson. The criteria of ending skill evaluation can quantify follow to the rates or distribution of the specific scores to increase accuracy.

- *The deformation of exercise:* ending skill are used by teachers in many situations like: ending of the lessons, ending presentation in workshop/conference, ending the meeting with pupils' parents... Depending on the purpose of ending skill developing for students in teaching or education, lecturers can use these situations or the same situations to design the exercise.

2.3.6. Complex exercise group of speaking skills developing

Illustrating exercise: Assuming you are the homeroom teacher of grade 8 A at Vo Thi Sau secondary school. You has the task of implementing a pupils' parents meeting to sum up 2012- 2013 year school. Please apply speaking skills to run meeting effectively with the specific program:

SN	Times	Contents	Moderations
01	8h30-8h40	- Declare reasons, introduce delegates. - Propose a secretary's meeting. - Announce the working program.	The homeroom teacher
02	8h40-9h20	- Report on the implementation of learning and teaching tasks in grade 8 A	The homeroom teacher
03	9h20-9h30	- Representation of school leaders express their opinions.	The school leadership
04	9h30-9h45	Report on the implementation of funding collecting and spending	Representation of the pupils' parents.
05	9h45-10h15	- Parents discuss on the content of reports	The homeroom teacher; the pupils' parents
06	10h15-10h25	- The homeroom teacher acquire and solve the comments	The homeroom teacher
07	10h25-10h35	- Ratify meeting's documents	The secretary's meeting
08	10h35-10h40	- Sum up and close this meeting	The homeroom teacher

1.1.1.1.3. *From the process of creating and receiving verbal in communication activity to determine the relationship between speaking skills and listen one.*

Each communication consist of 2 types of activities: creating and receiving speech. The speaking skills belong to creating activity and listening speaking is of receiving. The fact that speaking skills and listening one have interconnect relationship, good listening is basic to good speaking and in contrast. Because of this close relationship, although this thesis building the speaking skills for pedagogical, in the fact that we are not also integral to developing listening skill.

1.1.1.2. *Develop speaking skills for pedagogical students from perspective of modern teaching theory*

1.1.1.2.1. *The concept of speaking skills developing for pedagogical students.*

Within thesis's research scope, speaking skills developing was approached under Vietnamese language mainly, associated with the particular career of pedagogical students in the future. Therefore, our view: speaking skills developing for pedagogical students is process that creative certain change (increases in substance) in a activity form, based on clever combination between knowledge and language (especially spoken language), understanding of culture, social, (related to oral communication) and biological, psychology conditions of each pedagogical student (needs, emotion, willpower, positive's person) to implement effective speaking actions (speech products) follow requirement and purpose that set.

This concept refers to the following issues of the development of speaking skills: object, aim, content, way

1.1.1.2.2. *Developing speaking skill for pedagogical students in teaching Vietnamese in trend innovative content of teaching curriculum.*

Vietnamese subject at school, many scientists have confirmed that this subject is not only contribute to the formation and development the specific competencies (using language), but also contribute to the formation and development the common competence that need for many activities fields. Among the general competence, the most prominent advantages of Vietnamese subject

are developing communication competence for learners. The core of communication is listening and speaking. Therefore, the development of speaking skills' basic is towards to enhancing communicative competence.

For pedagogical students, speaking skills developments has a very important role because the dominance of specific occupation and career standard. So, we can consider developing speaking skills for pedagogical students in teaching Vietnamese as a target that consistent with the trend of innovative content of teaching curriculum in the current period.

1.1.1.2.3. Develop speaking skills for pedagogical students in teaching Vietnamese in trend of renewing the teaching methods

Core spirit of innovation teaching methods is positive learners' learning, promote the autonomy of learners, not teachers. In Vietnamese subject at school, the renewing teaching methods oriented teaching standpoint with communication point, teaching through activities and teaching by activities. Interoperability of speaking skills development for pedagogical students in teaching Vietnamese aim and teachers select teaching methods that enhance the learners' active is very clear.

1.1.1.2.4. Speaking skills Development for pedagogical students in teaching Vietnamese in trend of innovative learning outcomes assessment methods.

Evaluate learning outcomes is final stage of completing the teaching process but has a very strong repercussions in all other phases. Therefore, if practicing Vietnamese focuses on evaluation of speaking skills of learners, we will reach the very important double aims. Firstly, it is suitable to the trend of renewing toward learner competency assessment. The second, we can match the level of subjects achieving in order to consider to adjusting content, teaching methods, to improve the quality of teaching in each module.

1.1.2. Determine the need partial speaking skill to develop for pedagogical students

1.1.2.1. Pursuant to identify partial speaking skills

3 bases were identified are: originating from structural characteristics of dialogue in communication; deriving from speaking

audience was not deliberate, not understanding audiences' psychology and the theme; The way of persuasion is not effective really. Teacher also creates sympathy from pupils

- *Some notes when using exercise:* To solve the requirement of exercise well, besides mastering the assessment criteria of persuasion skill, students must raise their experience, image the key issues in the situation to get satisfactory comments. They need to dissect, explain and identify about reasons and the ways to overcome these limitations. Lecturers can organize activities with group or require students do exercise under individual products, can use in practicing lessons or self - learning are suitable. When evaluating the exercise performing result, lecturers should note to the responses show exactly in particularly, making the appropriate adjustments resulting recommendations.

- *The deformation of exercise:* reaching the aim that students give the accurate feedbacks on implementation of speaker's persuasion skill, lecturers can building the same situation exercise. Such as: requiring students self - evaluation of their or their friends performing persuasion skill through some the specific products. Lecturers can also choose collection, writing the process of persuasion skill implementation of somebody to use corpus that build evaluation exercises.

2.3.5. Exercises group of ending skill developing

Illustrating exercise: You use ending skill to end a lessons that belongs to secondary school in 2 minutes (choose your major).

*** Research exercise**

- *The purpose of exercise:* Practicing about a situation which students will perform in the future.

- *The form of exercise:* creation.

- *Orientation of solving:* Students need to understand the criteria of ending skill, noticing the implementation steps. Depending on students' major and selected lesson, the content of presentation will be difference.

- *Some notes when using exercise:* Students choose a lesson in secondary school with their major. Before performing ending skill, they need to introduce about this lesson shortly. Lecturers had better to note performing the criteria of ending skill well, the ways of speaking, care for more the criteria of the criteria that attainment isn't high. Lecturers guide students perform with play role method, stating the specific requirements for students when doing. When evaluating

*** Research exercise**

- *The purpose of exercise:* checking understanding knowledge of discussion skill and connecting this knowledge with the real activities.

- *The form of exercise:* identify

- *Orientation of solving:* Students need to keep the criteria of discussion skill closely, apply knowledge from in the present to solve exercise's requirements.

- *Some notes when using exercise:* To promote the benefit of exercise, students should not stop listing their weakness. They had better to compare with the assessment criteria of discussion skill, consider reasons and limitations to overcome. Lecturers need to equip students with the basic knowledge of discussion skill, in which emphasizes the evaluation criteria to supply the students' practical knowledge clearly. The evaluation need to consider to the popularity and important level of limitations that students choice to analyze.

- *The deformation of exercise:* Lecturers can compile the same exercises to help students master both basic knowledge of discussion skill and connect with practical problems. Such as: lecturers will ask to achieve one or more specific criteria in the students' practical applying or problems/difficulties of lecturers or students when performing discussion skill; noticing help speakers performing well.

2.3.4. Exercises group of persuasion skill developing

Illustrating exercise: Some male pupil at grade 8 said that: The benefits of playing game online are quite clearly, but parents and teacher often deny that. Teacher A tried to convince pupils: playing game online didn't useful as they thought; in contrast it was very harmful and potentially risk. In your opinion, did teacher A perform persuasion skill? Why?

*** Research exercise**

- *The purpose of exercise:* Provide some accurate feedback on speaker's some limited when performing persuasion skill.

- *The form of exercise:* evaluation

- *Orientation of solving:* Students need to keep the criteria of persuasion skill clearly, the implement steps of persuasion skill (determine purposes, limit themes, learn listeners...) to get the exact comments. In this case, it is difficult to success for teacher A, because: Proof and argument that teachers presented that isn't convince for listeners; Choosing the appropriate message to the

training orientation of pupils – students; starting from pedagogical students' needs and faculties' recommendations.

1.1.2.2. The need partial speaking skill to develop for pedagogical students

Five skills developing for students: the introductory skill, the notifications skill, the discussion skill, the persuasion skill, the ending skill

1.1.3. The concept of exercise and the role of the speaking skills developing exercise system for pedagogical students

1.1.3.1. The concept of exercise and speaking skills developing exercises

- The concept of exercise: exercise is the learning tasks that teachers set for students, is presented in form of questions or the operation requirements force learners to reproduce knowledge, solve problems based on the understand of connect knowledge, problem solving through finding new methods in order to master the knowledge, training and skills developing.

- Developing of speaking skills exercises: is type of exercise toward to aim of expand, improve speaking skill for students through applying knowledge of language, culture, social...to create change in the quality (value) in perception and action while performing speaking skill.

1.1.3.2. The role of the exercises system to speaking skills development for students

- The concept of exercises system: a collection of many different exercises that are classified into groups according follow to a certain self intentionally. Normally, in order to ensure scientific cognitive process, exercise system will be arranged in order to from easy to difficult, from simple to complex, from individual knowledge to complex ones to train, improve these specific skills for learners.

- The role of exercises system to development speaking skill: The most effective path to develop speaking skill is practicing and training. Therefore, practicing exercises system is considered the most effective means to achieve this goal. This system contributes to enhance speaking skills to students that is the exercise type that is used in practicing Vietnamese module.

1.2. The factual basic

1.2.1. About Practicing Vietnamese module in pedagogical universities/colleges

Practicing Vietnamese is the module that taught in many departments at pedagogical universities/colleges, in 2 credits. 2 main aims of this module are: develop Vietnamese using skills (mostly written and oral) for students; contribute to training scientific thinking for students. To accomplish these specific objects, content of curriculum was built included in the following problems: train creating and receiving documents, hone setting sentences, practice using word and spelling skills. Thus, from aims and especially practical of this subjects showed that this is module that has many potential to develop speaking skills for students.

1.2.2. About the status of constructing speaking skills development student exercises system for pedagogical students in practicing Vietnamese module

We focus on surveying the exercises system in 3 textbooks that were used popular at pedagogical universities/colleges. There are: 1/ "Practicing Vietnamese" (Nguyen Minh Thuyet – Nguyen Van Hiep); 2/ Bui Minh Toan, Nguyen Quang Ninh (textbook of pedagogical colleges). From these data statistics, combined with the analysis of the structure, we draw some the following comments:

- *About the advantages:* Firstly, the exercises system are designed to close with curriculum, content of Practicing Vietnamese module and are presented with logic structure of this module. Second, it is relatively abundant in quantity and type, covers all aspects of the subject content, quite suitable to the levels of students. Third, the structure of these pedagogical college evaluation exercises is very diverse of learning goals, stimulate thinking and train learners' persistence.

- *About some shortcomings:* Firstly, the exercises system in these textbooks is unbalanced, prone to practice writing, reading skills (85.4%). The type of complex exercises type of language skills accounted the modest proportion (14.6%). Exercises type of speaking skills developing for students has not been mentioned. Second, in some exercises, the authors are not really noted to selecting, using materials, so the quotations are relatively long or mainly provide

- *The deformation of exercise:* Introductory skill is used may different situation: when speaking the introducing speech in meeting pupils, parents, colleagues in order to solve a educational problem that relate to teachers' functions, duties; introducing the lesson; opening a presentation in meeting, discussion, conference...

2.3.2. Exercises group of notifications skill developing

Illustrating exercise: Assuming you belong to the 9th grade homeroom teacher. You will introduce pupils in 15 minutes about: the self-learning method. Please determine what need to prepare for your upcoming presentation.

* Research exercise

- *The purpose of exercise:* Students need to visualize the necessary preparation for effective presentation.

- *The form of exercise:* indentify

- *Orientation of solving:* Students apply knowledge of speak skill and professional one to solve exercise's requirement to practicing notifications skill. Such as: determine purposes, limit themes, learn listeners...

- *Some notes when using exercise:* It is exercise that prepares to practicing notifications skill - belongs to the period of before-speaking. Students need to visualize the necessary preparation for effective presentation. Lecturers can communicate this exercise to each student or group of students to perform in the self-learning. If using in practicing lessons, they should presented with the groups. Each group will prepare the products. Others monitored together, review, supply to the best final products. Assessment should be considered in full levels, detail of the individual student/group of students hat expected.

- *The deformation of exercise:* Exercise was prepared before performing notifications skill, can apply into many varied situations in teachers real professional activities or pedagogical students' life and learning. For example: Teacher are tasked to introduce their school in the first – year parent conference, diffuse some important contents in collective activities (week saluting hours, extracurricular hours, meeting of professional groups, teaching theoretical lessons by presentation method...).

2.3.3. Exercise groups of discussion skill developing

Illustrating exercise: You mention the specific knowledge of students' three common drawbacks when performing discussion skill in learning method: teamwork, seminar.

Checking exercises system is a job that is necessary but rather complex, relates to implement conditions, such as: time, resources, funding...In research scope, we only tested small number of exercises. Our aim: results that we reach, is initially suggestive for the next steps.

2.3. The exercises system of development speaking skills for pedagogical students in practicing Vietnamese

Our exercise system has 6 groups, 108 exercises, illustrate 3 types: identification, creation and evaluation. Specific number is: exercises of developing introduction skills: 12 items; exercises of enhancing information skill: 24 items; exercises of improving skill: 24 items; exercises of developing discussion skill: 24 items; exercises of improving persuasive skill: 24 items; exercises of developing ending skill: 12 items; exercises of enhancing complex skill: 12 items.

2.3.1. Exercises group of introductory skill developing

Illustrating exercise: You use the introductory skill to introduce about a lesson that you teach in secondary school in 2 minutes (major that is chosen, is your training)?

*** Research exercise**

- *The purpose of exercise:* Students practice introductory skill about a situation will encounter in the profession activities in the future.

- *The form of exercise:* creative, use knowledge of introductory skill and professional one to introduce new lessons when teaching.

- *Orientation of solving:* Students apply knowledge of introductory skill and professional one to solve exercise's requirement. They can choose the following contents to introduce: greeting, tell something relates to the lesson, introduce the lesson's content, etc...

- *Some notes when using exercise:* Students choose lessons at secondary school that suitable to their major. They should introduce to the lessons shortly before performing the lesson's requirement (teaching about something, semester, grade, purpose of lessons...). Faculties can use the method of working in small group, a student play role of teacher, others play role of observer to assess their classmate's presentation together into comments card. Lecturer need to base on criteria of introductory skill to evaluate student's implement.

information in literature areas. Third, some exercises don't create to attract to student, the difficult levels are not really appreciate and are not really stick the lively factual education at schools.

1.2.3. About the status speaking skills of student at pedagogical universities/faculties

The survey was conducted with 26 lecturers who have been teaching Practicing Vietnamese and 118 pedagogical students at universities/colleges: Hanoi pedagogical college, Thaibinh pedagogical college, Vinhphuc pedagogical college. The methods of survey through 2 main forms: 1/ evaluate the speaking skills of students through the speaking test; 2/ evaluate the students' expression levels of the speaking skills by questionnaires for students and lecturers. From data that we collected from tests, combined with discussing method, interviews, observations, gathering information from the questionnaires, initially we draw some general conclusions:

Firstly, when compared with the criteria of pedagogical students' each partial speaking skill, we can assess pedagogical students' speaking skills at the average level. Second, teachers' evaluation and students' self- assessment are uniformity of the most outstanding and limitation partial speaking skills' rank. Third, quantitative point show that trend of teachers' evaluation is more closely than the self-assessment of students.

SUB SUMMARY CHAPTER 1

Chapter 1 researched and collected the basic theories problems about speaking skills from communication theory and modern teaching theory, set these partial skills that need to develop for pedagogical students, and built the specific criteria to evaluate each skill. From status exercises system in Practicing Vietnamese, pedagogical students' expression levels of speaking skills, this thesis initial contributes imagine exercises system supplement gaps in current one and overcoming limitations of pedagogical students' speaking skills. These are these important theoretical and practical basic that will trend to building independence exercises system to develop speaking skills for pedagogical students in Practicing Vietnamese in the following chapters.

CHAPTER 2. EXERCISES SYSTEM OF SPEAKING SKILLS DEVELOPMENT IN PRACTICING VIETNAMESE MODULE

2.1. Principles of construction of practical Vietnamese exercises system

2.1.1. This system has to contribute to performing the goal of speaking skills development teaching

The exercises system had better to be done this mission. This is the overarching principles in the design this system in teaching Vietnamese process.

2.1.2. The exercises system of practicing Vietnamese has to ensure system, accuracy and scientific in development of speaking skills for students

Applying the system perspective in general educational science research, we consider speaking skills as skills belong to pedagogical skills of teacher. Besides system, exercises system need to scientific accuracy that was demonstrated in areas of knowledge, skills which the system supplied, construction ways of teachers' building exercises and questionnaires.

2.1.3. The exercises system of development speaking skills has to be suitable to students' levels as well as ensure diversity to create attraction

Therefore, when building the exercises system of development speaking skills for students, lecturers need to focus on the diversity and relevance of difficulty to promote positive students.

2.1.4. The exercises system of speaking skills development has to show the positive teaching method

With the type of development speaking skills exercise, this requirement becomes more necessary and important because speaking skills can only get through practical, training. Through practicing, students will be confidence, find to develop their advantages and overcome their weaknesses in order to implement speaking skills effectively.

2.1.5. The exercises system of development of speaking skills needs to reflect the teachers' professional practices at school

Development speaking of students in practicing Vietnamese through real situations not only to shorten the distance between pedagogical universities/colleges, but also create useful opportunities

for students to adapt the essential requirements of their profession in the future.

2.2. The process of building development speaking skills exercises system in practicing Vietnamese module

2.2.1. Determine the purpose of building exercises system

In research scope, we determined exercises system was designed in practicing Vietnamese module to towards enhancing speaking skills for pedagogical universities/colleges, contribute to improving communication effectiveness, help them meet professional requirements in the future better.

2.2.2. Identify the topic of exercises system

The topic of exercises system is speaking skills development for pedagogical students. Corresponding 5 partial speaking skills is 5 groups: group of developing information skill, group of enhancing discussion one, group of improving persuasive skill and developing ending one. In addition, we also built exercises group of synthetic to develop at the same time these partial skills.

2.2.3. Identify the types of exercise that will be built

Based on the requirement of speaking skills development teaching and recommends about the last authors' methods of designing Vietnamese exercise, we determine 3 forms of exercise, include in: identification exercises, creation exercises, evaluation and repairing exercises.

2.2.4. Building matrix of exercises system

Based on exercises system structure of speaking skills developing in practicing Vietnamese that was determined in thesis' chapter 1, we had designed matrix of exercises system include in: groups of exercises, exercise quantity of each group, requirements of knowledge, skills of each exercises group.

2.2.5. Perform to building the exercises system of practicing Vietnamese

Based on the direction suggests, the collected resources, we continue to adding and researching to design exercises system to meet the goals of teaching practicing Vietnamese at pedagogical colleges/departments.

2.2.6. Testing and tuning exercises system