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Improving speaking skills through presentation activities among the students of Advanced program at Hanoi University of Mining and Geology: a case study

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ABSTRACT

The students of the Advanced program at Hanoi University of Mining and Geology (HUMG) have to use English in all the subjects they study, so English is an essential tool for them. Besides Reading, Writing, and Listening skills, the students need to improve their Speaking skills in order to communicate fluently with their lecturers and classmates. In this research, the author conducts a case study about how presentation activities can help to improve the speaking skills of the students of the Advanced program at HUMG and its results.

Keywords: presentation; speaking skills; advanced program

1. Introduction

At HUMG, there is a high-quality training program called the Advanced Program, specializing in training well-rounded engineers majoring in chemical engineering. This training program is a collaborative one with UC - Davis in the US and has existed at HUMG for 13 years. Students of this program study all subjects in English according to the American curriculum framework. Therefore, they must be able to listen, speak, read, and write in English at a minimum pre-intermediate level. In addition to Listening, Reading, and Writing skills, students need to speak fluently in English to be able to exchange and present their ideas with professors and classmates. As an English lecturer in this special program for the past 8 years, the author has assigned students to present topics learned in their textbook to improve their Speaking skills. This paper describes a case study to evaluate the progress of students' speaking skills through presentations.

2. Literature review and methods of study

2.1. The methods of the study

The author uses the methods of observation, diary and case study. The study was applied to students of 3 courses of HUMG's advanced program (The number of students attended in it was 20; 18; and 8 for K63, K64, K67 respectively).

2.2. Review of literature

2.2.1. What is a presentation?

According to Britanical Dictionary, a presentation is “an activity in which someone shows, describes, or explains something to a group of people”. Therefore, giving a presentation can be understood as delivering a demonstration, illustration, or speech crafted to inform, persuade, inspire, or share a new idea to other people.

2.2.2. The importance of teaching and learning Speaking skills in learning a language

Speaking skills are essential in communication as they enable individuals to interact and exchange information effectively in real-life situations. This ability is crucial for conveying messages clearly and understanding others during conversations. Additionally, speaking skills play a vital role in helping learners improve their grammar and expand their vocabulary. When individuals speak, they naturally utilize sentence structures and vocabulary, which reinforces the knowledge they have acquired. This process of actively using language helps solidify their understanding and retention of grammatical rules and

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vocabulary, (Harmer, 2007). Furthermore, practicing speaking enhances students' pronunciation and intonation, two key elements for being understood clearly by others. Good pronunciation minimizes errors and builds confidence in communication. The clarity in speech that comes from well-developed pronunciation and intonation is essential for effective interaction. Moreover, learning to speak is closely tied to listening skills. As students improve their speaking abilities, they also enhance their capacity to understand language when listening to others. Correct pronunciation and articulation improve one's listening accuracy, which is important for engaging in meaningful and effective conversations.

Krashen (1985) proves that regular practice of speaking skills also boosts students' confidence in communication, particularly when learning a foreign language. This increased confidence is vital, as it helps them overcome shyness or fear when using the language in daily life or professional settings. Speaking skills contribute to the development of social interaction skills, such as listening, expressing opinions, and participating in conversations in a polite and effective manner. These skills are indispensable for engaging in successful social interactions and building relationships. Speaking also provides students with opportunities to practice critical thinking and articulate their opinions in a logical and coherent manner. This aspect is crucial for achieving fluency and effectiveness in language use, as it enables students to structure their thoughts clearly and communicate them persuasively (Brown, 2001).

When students experience success in communicating effectively, it boosts their motivation to continue learning the language. The ability to speak well often serves as a strong indicator of their progress and a source of encouragement, driving them to further improve their language skills. In both academic and professional settings, speaking skills are indispensable for presentations, discussions, and group work. Mastering the ability to speak a new language can significantly enhance students' learning experiences and open up numerous career opportunities, as it allows them to participate more fully and confidently in various contexts. (Lightbown and Spada, 2013).

Lastly, speaking serves as the most direct way for students to immerse themselves in the culture associated with the language they are learning. Through communication, students not only acquire the language itself but also gain a deeper understanding of the culture, customs, and lifestyle of native speakers, enriching their overall learning experience, (Richards & Rodgers, 2001).

2.2.3. The benefits of improving Speaking skills through presentation activity

Giving presentation can help increasing confidence. First, regular presentations help students overcome the fear of speaking in public. As they become more accustomed to presenting, their anxiety decreases, and their confidence grows. Secondly, when students do presentations, they also get feedback from their classmates and instructors which boosts self-assurance and encourages further participation, (Scrivener, 2011).

This activity also improves fluency in speaking. Frequent presentations provide ample opportunities for students to practice speaking. The more they speak, the more fluent they become. This activity also helps real-time adaptation and instant response. Presenting requires thinking on one's feet, which enhances the ability to adapt and respond in real-time, promoting smoother speech.

Furthermore, speaking in front of an audience may enhance clarity and coherence. Giving presentations requires structured speaking. Preparing for presentations teaches students to organize their thoughts clearly and logically. This skill translates into more coherent and understandable speech. Also, students raise their audience awareness. Knowing that they need to communicate effectively to an audience encourages students to be clear and articulate.

In addition, making presentations expands vocabulary and improves grammar of the speaker. Preparing for a presentation often involves researching new topics, which introduces students to new vocabulary and complex sentence structures. Students also get instant feedback in this activity. Speaking in front of an audience and receiving feedback helps students identify and correct grammatical errors, leading to better language use.

This activity is beneficial for pronunciation. Practicing presentations allows students to focus on their pronunciation and work on problem areas. When practicing presenting, students rehearse pronouncing words and reading outloud sentences thus correcting possible errors in intonation and pronunciation. One more benefit is that during the presentation, instructors and peers can point out mispronunciations, providing immediate correction and reinforcement for the presenters.

Making presentations develops non-verbal communication skills. Presenting in front of an audience improves one's body language and engagement with listeners through non-verbal cues enhances overall speaking skills. Presentations require students to use appropriate gestures, facial expressions, and eye contact, which are crucial components of effective communication.

Listening and critical thinking skills are enabled. Making presentations enables students to interact with classmates and instructors actively. Listening to others present encourages students to think critically about different speaking styles and techniques, which they can incorporate into their own presentations.

Presenting prepares the speakers to adapt to real-life situations. Presentations often mimic real-life situations (e.g., business pitches, academic conferences), providing practical speaking experience that is directly applicable outside the classroom.

3. The results of the study

3.1. The background

The students of the Advanced program have to use English all the time instead of Vietnamese. They listen to lectures, read documents, textbooks, communicate with Vietnamese and American professors and write assignments or exams in English. In the first year, they study English as a subject through an ESP textbook besides learning other subjects.

Since English is an essential tool for students, before attending the first semester at university, they have an intensive course of 300 credit hours in English and take a summative test using the Key English Test - a proficiency test provided by Esol Examination. Applying ACTFL's guidelines (2012), the researcher took the test's results in Speaking skills as reference to compare with those after practising presentation skills in their first semester.

Based on (Council of Europe, 2001), from the beginning of the semester, the students were given a list of 15 topics related to the textbook to prepare at home and present some randomly to the teacher and classmates. They had to make slides in Power Point then speak in front of the classmates and the teacher. This activity took place frequently during the semester so each of them had several chances to make presentations. Their peers listened and gave comments or feedback, ask for more information if necessary. The researcher took notes and wrote comments in every presentation session and at the end of the semester, the students were tested the Speaking skills again by the Key English Test. Then the researcher compared the results of the summative test above with the later one's to see their progress.

3.2. The research's results

3.2.1. Students' progress

Throughout a semester of practising presentation skills, the students in the study proved to get better in their Speaking skills through the test results. Many of them got higher marks (from more than a half to two thirds) in Speaking skills though some still did not. Below is a table showing the percentage of the students' improvement.

Table 1. Summative speaking test results after a semester

Course	Number of students	Number of students got higher marks	Percentage of improvement
K63	20	13	65%
K64	18	10	55%
K67	8	6	75%

3.2.2. Researcher's notes and comments

Here are some noticeable findings from researcher's observation:

The students made progress in their Speaking skills. They showed their confidence, improvement in pronunciation, intonation, fluency, and coherence.

They gained better communication skills in their body language, interactive skills such as eye - contact, listening actively, asking questions, and giving feedback to their peers.

The students improved their knowledge: They rehearsed the vocabulary and language structures of their field of study that they had learned, understood deeply the lessons and also updated new words. They knew how to make outline for speeches, and slides in Power Point.

Regarding learner's research skills: Students actively looked for necessary information for their presentations, which enabled their research skills. They learned how and where to look for appropriate information, and judge the reliable sources as well.

By brain - storming ideas for presenting performance, asking and giving feed back to their peers, the students raised their critical thinking impressively.

This activity was really a change compared to the common ones of answering teacher's questions or pairwork in class. Students did this enthusiastically and seriously.

Being given a little bit more challenging task, the students invested more efforts and felt rewarded after fulfilling it.

4. Conclusion

The study proved that preparing for and making presentations can be beneficial for students' speaking skills especially for those at the intermediate level of English. This activity also helps upgrade their academic and other communication skills.

Asking students to make presentations encourages them to self – study and do research which are really helpful at the undergraduate level.

Teachers need to apply different teaching methods and design or assign various tasks and activities for their students. Those tasks or activities should be a little more demanding than the students' average level to encourage them to attempt.

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TÓM TẮT

Cải thiện kỹ năng Nói tiếng Anh cho sinh viên chương trình tiên tiến Trường Đại học Mở - Địa chất qua hoạt động thuyết trình

Nguyễn Hồng Vân

Trường Đại học Mở - Địa chất

Tại Trường Đại học Mở - Địa chất, sinh viên chương trình tiên tiến cần sử dụng tiếng Anh như ngôn ngữ chính thức trong tất cả các môn học. Vì vậy, tiếng Anh của họ cần đạt tối thiểu trình độ tiên Trung cấp để có thể nghe, nói, đọc và viết thành thạo. Trong các kỹ năng trên, sinh viên cần nói tiếng Anh trôi chảy để có thể thảo luận với bạn học và làm việc với các giảng viên. Bài báo này miêu tả một nghiên cứu thực nghiệm để đánh giá tiến bộ trong kỹ năng Nói của sinh viên thông qua hoạt động thuyết trình và các kết quả đã đạt được.

Từ khóa: thuyết trình; kỹ năng nói; chương trình tiên tiến

Is bilingualism an asset or burden among children?

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ABSTRACT

Being able to speak more than one language seems to be an advantage to many in a flat world. But is this really true or are bilingual / multilingual children facing some problems in their education and social life? This paper uses document analysis and synthesis to look into the impacts of bilingualism both positively and negatively among children on their literacy development, social interactions and cultural awareness.

Keywords: bilingualism; children, advantages; disadvantages

1. Introduction

Bilingualism is not something strange in a world of globalization and integration today. People who can speak two or even more languages are supposed to have a lot of advantages and privileges compared to those who can not. Bilingual children may be raised in a family where their parents speak different languages or they are taught two or more languages. Bilingualism facilitates education, travelling, job opportunities and communication. However, bilingual people may encounter with some difficulties in life like the imbalance in using the two languages, confusing and mixing of the two cultures and languages. This article investigates the advantages and disadvantages in bilingual children's development in terms of education, culture, and social interactions.

2. Literature review and methods of study

2.1. Literature review

2.1.1. What is bilingualism?

Bilingualism is defined by Hammers and Blanc (2000:6) as, "the state of an individual or a community characterized by the simultaneous presence of two languages,"

Weinrich (1968:1) states that bilingualism is the practice of alternatively using two languages. When using the two or more languages, the speakers do not need to master them equally. In other words, one language can outweigh the other to some extent. However, the second language's role is only to facilitate the interaction process in conversation. Richards et al., 1992: 34 and Hammers and Blanc (2000) agreed that bilingualism involves society and personal. The detailed definition by Hammer and Blanc (2000:6) including the term bilinguality in bilingualism, confirms that, "bilinguality refers to the psychological state of an individual . . . and bilingualism refer to the state of a linguistic community."

Hammers and Blanc also mention psychological, cognitive, psycholinguistic, social psychological, social psychological, social sociological, sociolinguistic, socio-cultural and linguistic dimensions which form bilingualism.

Bilingualism indicates the ability of using two languages in everyday life. Bilingualism has gained its popularity and is on its continually development in many areas of the world, with approximately one in three people being bilingual or multilingual (Wei, 2000). Contact between two languages is typical in regions of many continents, including Europe (Switzerland, Belgium), Asia (India, Philippines), Africa (Senegal, South by 2035, it is expected that over 50% of children enrolled in kindergarten will have grown up speaking another language besides English (García et al., 1995. Similarly, in some urban areas of Canada such as Toronto, nearly half of students have a native language other than English (Canadian Council on Learning, 2008).

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2.1.2. Children's language learning features

Language affects children and adults in different ways due to their distinct developmental stages, cognitive abilities, and life experiences. Overall, while language is a fundamental aspect of human development and communication across the lifespan, its impact on children and adults varies based on developmental stage, social context, and individual experiences. Children actively acquire language, a process that is essential for their cognitive and social growth. This early language acquisition shapes their understanding of the world and their ability to communicate with others. In contrast, adults typically focus on refining their language skills or learning new languages, with an emphasis on practical use rather than mastering the fundamental structures. (Chomsky, 1959)

According to Vygotsky (1986), language plays a crucial role in cognitive development. For children, it helps organize thoughts, solve problems, and grasp abstract concepts. As adults, language continues to support cognitive processes, aiding in complex reasoning, critical thinking, and decision-making.

Social interactions and relationships are deeply influenced by language. In children, language facilitates interactions with peers and helps them build social connections. For adults, language is vital for maintaining relationships and navigating professional communication. (Slobin, 1996)

Proficiency in language is critical for both academic and career success. Children rely on language skills to learn, communicate, and follow instructions in educational settings. For adults, language proficiency can significantly impact job prospects, professional networking, and career advancement. This is written by Collier and Thomas (2004)

Kramsch (1998) states that language also shapes personal identity and cultural expression. Children develop their linguistic identity as they learn and use their native language(s), while adults continue to express their identity and navigate various cultural contexts through language.

Finally, Giles and Clair (1979) claim that language is essential for emotional expression and accessing healthcare. In children, it aids in emotional regulation and self-expression. For adults, language impacts mental health, interpersonal relationships, and the ability to seek and understand health information and support.

2.1.3. Children's effort in language learning and learning language rules

Schumann (1978)'s research indicates that children excel at unconsciously learning new language rules through passive exposure, without being aware of what they are learning. Therefore, their language learning seems to be effortless. In contrast, adults are better at learning when they are fully aware of the process. However, learning with full attention can lead to forgetting new rules and interference with existing knowledge. For example, adults often translate from their first language when learning a new one, trying to apply familiar linguistic rules that may contradict the new ones, resulting in less stable memory consolidation. Children, on the other hand, unconsciously apply new language rules and use new words in daily activities, such as playing or communicating with peers, which helps with long-term memory consolidation. (Krashen, 1982)

2.2. Methods of study

The paper uses document analysis and synthesis.

3. The results of the study

3.1. Advantages of bilingualism on children's development

Bilingual children have been proved to exhibit enhanced cognitive development compared to their monolingual peers. They demonstrate improved cognitive flexibility, better critical thinking, problem-solving skills, and executive function. These cognitive advantages arise from the diverse linguistic environments they navigate. Each language carries a unique mindset and cultural perspective, enabling bilingual children to assess situations from multiple angles and solve problems more effectively (Bialystok and Craik, 2010).

In terms of academic development, bilingual children often perform better academically, particularly in language and reading skills, than those who only speak one language. This is because they have a broader approach and easier access to information in both languages, which enhances their learning experience (Collier and Thomas, 2004), (Cummins, 1981). Growing up in a bilingual environment also fosters open-mindedness in children. They tend to think and behave more flexibly, as they absorb different cultural perspectives and mindsets. This flexibility enhances their ability to understand and appreciate diverse viewpoints. As these bilingual children enter adulthood, they often have greater job opportunities, especially in fields that require deep cultural understanding and language fluency, such as

interpreting, translating, or guiding tours. Their bilingual skills give them a competitive edge in these professions.

Furthermore, bilingual children naturally become more multicultural. From birth, they are exposed to at least one language, usually the one spoken by their parents and community. As they learn a language, they also absorb the associated cultural values, norms, and social practices (Kramsch, 2000). For instance, when a child learns the expression "Good Morning," they also learn its appropriate usage and associated behaviors. In Japanese, saying "Ohayo Gozaimasu" often involves bowing, while in Central Java, Indonesia, a child may nod their head. These cultural practices become ingrained, teaching the child politeness and helping them integrate into their social network. As a result, bilingual children develop a broader cultural awareness, promoting empathy and understanding across different cultures (Hammers and Blanc, 2000).

3.2. Disadvantages of bilingualism

Children who are bilingual often experience language confusion, making it difficult for them to distinguish between the languages they speak. They may mix languages within a sentence, mispronounce words, or sometimes fail to recognize which language they are using. According to Collier and Thomas (2004), bilingual children may take longer to reach language development milestones because they are navigating between two languages. Although it doesn't take twice as long to acquire two languages, it does require more time and effort. Additionally, maintaining a balanced use of both languages can be difficult.

Bilingual children may also encounter learning difficulties. They might struggle with acquiring academic skills in one or both languages because their brains need time to process information and switch between languages. This can result in delayed understanding in their studies (Collier and Thomas, 2004).

Some studies have suggested that bilingualism may reduce cognitive development. Research has indicated that bilingual children tend to have lower IQ scores compared to their monolingual peers (Hakuta, 1986).

Bilingualism can also lead to social and emotional difficulties. Bilingual children might feel caught between two cultures, leading to confusion about their identity. This can result in uncertainty and inconsistent behavior in different cultural situations (Bialystok and Craik, 2010).

4. Conclusion

Bilingualism in child development presents both advantages and challenges. On the positive side, it can enhance cognitive skills like multitasking, problem-solving, and critical thinking. Additionally, bilingualism exposes children to diverse cultural and social experiences, which can broaden their perspectives. This linguistic ability also provides career advantages in a globalized world, where fluency in multiple languages is increasingly valuable. However, bilingualism can sometimes result in language confusion, where children mix languages or have difficulty distinguishing between them. It may also cause delays in language development as children navigate two linguistic systems, potentially leading to learning difficulties, reduced cognitive performance, and social or emotional challenges as they balance multiple cultural identities.

It is important for parents and educators to understand the potential impact of bilingualism on child development and provide support and resources to help children navigate and overcome any challenges they may face. Being in a supportive and educational environment, children can maximize the benefits of bilingualism and develop into well-rounded, bilingual individuals. At home, raising multilingual and bilingual children require ongoing dedication. To foster multilingualism effectively within families, daily actions are essential, alongside long-term planning.

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TÓM TẮT

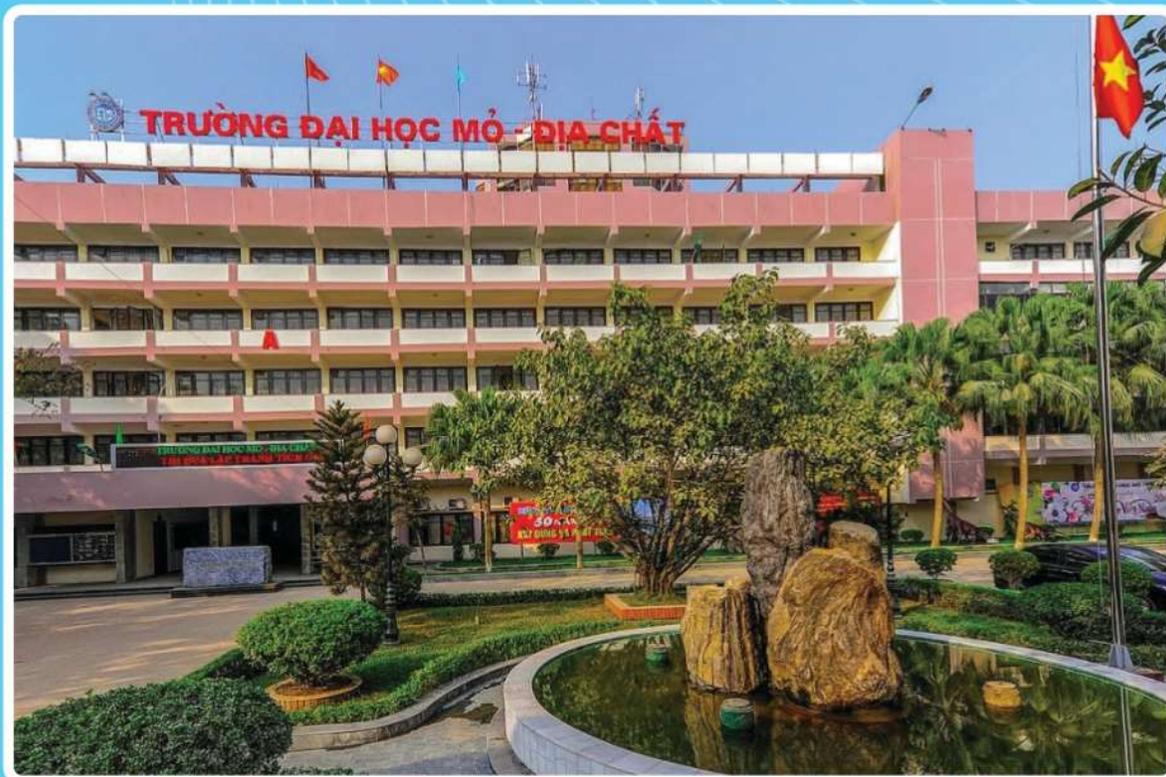
Có khả năng nói song ngữ là tài sản hay gánh nặng với trẻ em?

Nguyễn Hồng Vân
Trường Đại học Mở - Địa chất

Việc có khả năng nói nhiều hơn một ngôn ngữ dường như là một lợi thế đối với nhiều người trong một thế giới phẳng. Nhưng liệu những đứa trẻ nói được nhiều ngôn ngữ đang phải đối mặt với các vấn đề trong học tập cũng như đời sống xã hội? Nghiên cứu này sử dụng phương pháp tổng hợp và phân tích tài liệu nhằm tìm hiểu những ảnh hưởng tích cực và tiêu cực của song ngữ đối với quá trình học tập, tương tác xã hội và nhận thức về văn hóa của trẻ em.

Từ khóa: song ngữ; trẻ em; lợi thế; nhược điểm

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