

DEVELOPING THE SPEAKING SKILL FOR STUDENTS IN THE PERSPECTIVE OF COMMUNICATION THEORY (THE CASE OF THE UNIVERSITY OF DANANG)

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Abstract: In real life, the speaking skill acts as a necessary tool for everyone. Having a good speaking skill, effective communication will give people the opportunity to express their ideas and take active positions in verbal communication situations. This article firstly shows the content and direction of developing the speaking skill for students in the perspective of communication theory, through the elements of the communication process, to build content and how to say to achieve the purpose is to communicate directly in words by the most optimal way.

Key words: speaking skill; communication; communication theory; effective; communicative situations.

1. Introduction

Comprehensive development of the ability to use the mother tongue for students is not only an important goal but also a necessary requirement today. Comprehensiveness in developing the ability to use the Vietnamese language requires the synchronization of four skills of listening, speaking, reading and writing for learners. Although these skills have their own characteristics, they interact with each other and promote each other. However, in practice teaching has shown that literacy skills are often emphasized, and the speaking skill is not properly focused. While this is a very necessary skill which not only helps students learn many subjects well, but also helps them develop communication skills - a kind of core competence that is important to everyone - so they can be more confident in joining in various activities of social life. Therefore,

learners. This article firstly shows the content and direction of developing the speaking skill for students in the perspective of communication theory, through the elements of the communication process, to build content and how to say to achieve the purpose is to communicate directly in words by the most optimal way.

2. Content

2.1. From communication theory to the development the speaking skill for students

2.1.1. Communication theory

The concept of communication is derived from the word “communis” in Latin, which is understood as “the process of creating a common understanding through communication, sharing information between one person and another” [1, p.2]. Communication is a basic human activity, using language and non-verbal elements to communicate information among members of the social community, thereby imparting knowledge, thought, and love, feeling, attitude to each other and to what is communicated. Activities, from basic things like cooking and giving exams to more complex ones like running an organisation and formulating laws and regulations all depend on communication. Communication has become an integral part of our everyday life in the competitive modern age. However, poor communication can lead to inefficiency and

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the study of role building as well as the contents of developing the speaking skill for students is very practical, for it not only meets the needs of learners but also contributes to ensuring the output standard for

disruption of activities. Thus, mere communication does not serve any purpose. It needs to be effective and clear.

The most important and most common means of communication is language. Languages exist in both written and spoken forms. So, if we split the communication based on the nature of the medium, we have communication in spoken language (verbal communication) and communication in written language (written communication). In particular, communication in spoken language is often instantaneous, arising immediately through the process of thinking quickly, so the speaker has good communication skills to avoid mistakes and to achieve high efficiency in communicating information to listeners. Effective communication refers to the process of sharing information between two or more entities which leads to the desired outcome. The information shared is conveyed and received efficiently without the intended meaning being distorted or changed. It includes skills like non-verbal communication, attentive listening, ability to understand and to control one's own emotions and managing stress. These skills need to be developed and refined.

2.1.2. Concept of speaking skill

The speaking skill is one of the four important language skills (listening, speaking, reading, and writing) that have instantaneous characteristics in life, study, and work. According to authors Sherwyn Morreale, Rebecca B. Rubin and Elizabeth Jones [8], speaking is the process of conveying human ideas and information in a variety of situations. The speaking skill includes actions to create messages with a variety of tones, standards of pronunciation, appropriate use of non-verbal cues to make effective communication. First of all, the speaker must determine the verbal content, choose the language to describe the content, then use the pronunciation device to transmit the defined speech sequence. The speaking skill is reflected in the achieved results of communication activities, in the knowledge, cultural level, courtesy of people expressed through words and non-verbal elements.

From the commentary, the selective inheritance of concepts of the speaking skill from different perspectives, we suppose that the speaking skill is a

form of expression of verbal communication, a form of action performed in a positive, self-conscious way based on a combination of linguistic knowledge (especially verbal language), cultural and social knowledge (relating to verbal communication) ... and the biological and psychological conditions of individuals participating in dialogues (needs, emotions, personal positivity,...) to achieve the purpose of communication poses.

2.1.3. Concept of skill development

The concept of “develop”, according to Vietnamese dictionaries, is “changing or making changes from little to many, narrow to wide, low to high, simple to complex” [7, p.973]. According to the Oxford Dictionary, the deciphered “develop” is “to grow or cause sb / sth to grow J; to become or make large sth, more advanced or more organized” [6, p.564]. Synonymous with “develop”, the English word “improve” is “to become or make sth better” [6, p.1038]. Here, we use the word “develop” because the survey results show that students' ability to communicate by words at different levels almost does not meet the communication effectiveness. Developing the speaking skill is not only a specific transformation activity but also brings together the most universal elements of a common skill development process. The development of the speaking skill for students is the process of creating a certain transformation in performing the act of making words when speaking effectively on the basis of combining language and social knowledge in communicative situations specifically. The purpose of the proposed solutions is to make students' speaking activities develop and develop methodically from communication theory. We think that these help learners to actively practise step by step to make their speaking skill become scientifically effective.

2.2. Factors affecting the development of students' speaking skill

As far as we are concerned, in order to develop the speaking skill, there are several aspects that need to be specifically concerned, such as the subject of development, the purpose of development, the content of development and the way of development.

2.2.1. The subject of development

The process of developing the speaking skill for students involves the participation of many factors such as the school, the lecturer, the documents, the content of the program, the forms of examination and evaluation,... These factors have a very important influence on the development of the speaking skill. However, the subject is the student himself in developing his speaking skill.

Speaking is a proactive act, so when and only if the individual is aware of the importance of the speaking skill, he or she will discipline themselves, motivate themselves to progress. In order to have a cognitive impact, we conducted a survey of the importance of the speaking skill and the level of achievement in the speaking skill with the observation that 200 students were unequally distributed according to the years 1, 2, 3, 4 studying at the University of Education, University of Foreign Language Studies and University of Economics of the University of Danang and the results are as follows: In terms of perception, the rate of return was quite good when almost 100% of students chose to completely agree that the speaking skill is necessary for students in society today and 71% of the students joining in the survey evaluated that the speaking skill is the key to the success of one's communication.

Our questionnaire also poses the problem of self-assessment of students' speaking skill as a prerequisite for examining the current state of students' speaking skill. In the face of the current state of the speaking skill, 74% of the students thought that they had difficulty in communicating with others or in front of the crowd, 57% of the students were afraid to ask questions during class discussions and 48% preferred to listen to lectures and take notes rather than engage in other interactive teaching forms. This result reflects a non-positive situation in the demand and quality of students' speaking skill. This can be the opposite of social networking, students can freely share and exchange information in the virtual world but it is difficult to make friends or chat with the opposite person.

However, this situation also indicates that if the students do not actively speak, in the class, the role and motivation of lecturers for the development of students' speaking skill is very important. The lecturer needs to design a lecture so that they have an environment for students to become acquainted and gradually more

confident in the process of exchanging articles, giving personal opinions or even criticizing the lecturers' views. It can be said that the impact of factors such as the way the teacher communicates or evokes, the form of assessment and examination or the environment of skill practice is a precondition or support for student self-confidence, which gradually builds up the speaking skill in front of the crowd.

2.2.2. The purpose of development

Being aware of the importance of speaking skill leads to the goal of creating a change that enables the subject to perform the action effectively. Maybe initially, the speaking skill is just bold talk. Then it gradually develops the skills of the department, non-verbal factors support the development of content as well as effective communication strategies. The process of skill formation is always a gradual transition, especially for speaking behavior. In order to participate well, students need the process of accumulating the linguistic state of consciousness from capital, language rules, and encyclopedic knowledge systems are basic for communication. Therefore, the goal of speaking skill development is to progressively and effectively improve verbal communication for each individual student.

2.2.3. Content of speaking skill development

In order to impact students to make a change in speaking activity, we think it should be derived from the perception of speaking behavior to the mind before speaking and practicing the speaking skill in specific situations. This content will be analyzed in more detail later in this article.

2.2.4. Method of development

The two most important elements of speaking skill development are building a sense of initiative for the students and a model as well as the environment of the training of the elements around the subject to support the subject's skill training. Possibly, the initial impact is merely to point out the meaning and importance of the speaking skill to the success of each person in social and work relations. After building consciousness, the creation of the environment is very important. Sometimes lecturers have to force students to say, even when they do not take initiative, thereby gradually adjusting to the specific parts of the skill. Finally, it provides a scale for assessing the effectiveness of rule

development and an interactive assessment environment for students in verbal communication.

2.3. From the elements of communication activity to the steps of the speaking skill

The factors in communication activities directly or indirectly affect the organization and construction of speech and have important influences on communication effectiveness in general and oral communication in particular. This issue was raised by Saussure in the determinant: The act of speaking is based on two main movements: selection and matching. Jakobson also mentioned in the article: Deux aspects du langage et deux types d'aphasies (Two aspects of language and two types of forbidden diseases). That is, when the person wants to speak or write a sentence, the person must first choose the word and then combine the words together in an order into a sentence that fits his will. Jakobson once saw this as a disease of stunting or banning, there are two different symptoms that are similar: correlation disorders and disorders of access correlation. From these, we think that in order to speak well and have inner meaning, the speaker needs to identify the communication factors in order, from which to choose, decide the organization, build the words. This has important effects on speaking efficiency.

2.3.1. Communication purpose

The purpose of communication is the result that the speaker wants to achieve after the communication. It can be classified into many specific purposes such as cognitive target, emotional target, behavior target; many conversations can have the same purpose. Defining that the purpose of communication is the first step in the preparation of speaking skill practice. According to Nick Morgan, an expert in the field of American communications, before answering a conversation, the speaker should answer the following questions to understand your purpose: - I want to announce, discuss or persuade? - Do I want the listener to understand, to learn or to take an action? - What commitment do I want from the listener? (By en.m.wikipedia.org).

Determining the purpose to reach before the communication takes place specifically as mentioned above, the speaker can think and consider the selection of the content and way of verbal communication to achieve the purpose. This also helps the speaker to limit

interference information or interfere with the process of achieving optimum communication.

2.3.2. Communication character

In verbal communication, the speaker (the transmitter) and the listener (the receiver) are called communication characters. In communication activity, if the transmitter is always one, the receiver is not always the same. Sometimes the receiver is one, but sometimes the receiver is a large one. Sometimes, effective communication depends on the receiver. So, when speaking or writing problems that the receiver feels difficult to understand or inappropriate, unpractical, communication is difficult to achieve the desired results. Understanding the interlocutor is the second step in the preparation of the speaking skill. Because communication is the interaction between the parties involved, it is important to understand the listener. One of the factors to consider is the interpersonal relationship of the communication characters. Interpersonal relationships are comparative relations in terms of social, understanding, and emotional relationships between characters who are communicating. This relationship is realized in two axes: The vertical axis is the social position axis due to social status, age, education, property,... . The horizontal axis is the axis of distance relations characterized by two poles: intimate and unfamiliar.

In a conversation, communication roles have cultural characteristics, life experiences, family circumstances, habits,... In general, each type of field communication has written or unspoken rules, that require the communicator to use the language, gesture and content of the dialogue fit with those rules. This shows that people have culture in communication. Understanding the rules of conversation is also part of the hypothesis encyclopedia at every communication to help the speaker calculate and build clear, effective communication.

2.3.3. Communication content

Communication content is the issue addressed in the conversation. After you have clearly defined your purpose of communication, understand the character of communication, the speaker needs to consider, select and implement the content of communication. The content of communication must originate from the

purpose of communication. Determining and deploying communication content should note the knowledge, interests and benefits of the listener. Speaking directly and continuously makes it easier for the speaker to go beyond the original purpose, diluting the subject matter, so it is extremely important to identify the key message and supporting arguments for the message. If the main messages have no arguments or supporting evidence, the ability to influence the listener will be very limited. Arguments are logical, strictly, the evidence must be true, reliable, it is enough to persuade the listener to communicate with the original purpose. The speaker does not only choose the content (what to say), but also limit the content (to where), account the constraints of speaking time (if any). Because the listener does not always have enough patience or time to listen to what the speaker is saying.

In some communicative situations, the listener may make a disconnect, refuse the issue, and divert the conversation to another issue (relevant or unrelated) depending on the need and level of their interest. Therefore, the speaker must have extensive knowledge of the scope of the communication content, ability to adjust and add content to communicate in accordance with specific situations.

2.3.4. Communication context

Communication, as well as all human activities, always take place in a certain context. Communication contexts include spatial, temporal, social, psychological, and cultural factors in which communication occurs.

On a large scale, the context of communication ranges from the social context to the natural context, from the general psychological context to the historical, time, economic and political context of the community. On a narrow scale, the context of communication includes understanding and behavior about the time, place, form of communication, the condition of the person's health, the psychology of the communicator, what happens around the communication process. That plays an important role, influencing the reception of the listener's message. Therefore, the speaker should determine whether the situation is formal or informal; at this point, is there any advantage, difficulty for the message transmission? What adjustments need to be

made in selecting and limiting the topic to fit the context of communication?

Taking advantage of the context of communication that is beneficial for the purpose and content of communication helps the speaker actively control the content of the conversation to obtain convenient and effective communication.

2.3.5. Means and methods of communication

Selecting means and methods of communication is the final step in the preparation of the speaking skill. This choice should consider the appropriateness of the communicator's habit of preferring the language. There are people who prefer flattering and politeness; straightforward people prefer speaking straight; simple people, profound people have their own ways. If a speaker determine that, he or she could select appropriate words and expressions. When creating words, the speaker should note to express the content effectively, choose the word close to the meaning, coherent, but concise and short, noting intonation when speaking to show the content effectively. In speaking, the speaker should note non-verbal media (especially when showing presentations, rhetoric in front of a big audience). When speaking, the speaker needs to observe and be sensitive to detect and respond to the feedback from the listener, use techniques that engage the listener to communicate in order to achieve communication purposes.

Identifying the communication factors in the above order will determine the organization, speech construction and have important effects on listeners. Initially, for newcomers who begin to practise the speaking skill, identifying the content takes a lot of time, the biggest barrier is the psychological barrier of the speakers, who are afraid to plan, build the communication factors because of cumbersomeness and complexity. However, through the process of practice, the identification of these factors will become faster and more effective. A equally important factor is that if the speaker speaks and appreciates the quality of his or her own improvement when applying the above content, they will be active and self-conscious.

2.4. Experimental result and some scientific proposals

As mentioned above, we conducted a survey on the awareness of the importance of the speaking skill and the level of achievement in the speaking skill of students, with the observation of 200 students to make a premise for assessing the current state of the speaking skill. After the observation, we selected 50 students who really need to develop their speaking skill to experiment in the following basic steps:

1. Providing some basic language knowledge for the students in order that they have understanding of the nature and function of the language, giving them a foundation in phonetics, vocabulary, grammar and semantics to create the best speech.

2. Selecting some dialogues in different forms, gathering students to analyze and evaluate the effectiveness of using the language units on the basis of clarifying purpose, content, character and the method of character communication in sample conversations.

3. Building a number of situations for the students to attend lectures, especially debates; providing opportunities for students to practise speaking subskills such as the introductory skill, the persuasion skill, the interactive skill, the critical skill, the concluding skill,... When performing situations, groups of students have to shoot videos to have the products of speech activity to analyze, to learn from experience and to assess the level of development after training.

In the five months of experimentation, the major change that we expect is the change in the perceptions of the students, whereby we establish the necessary requirements of the speaking skill as well as the scale of the effectiveness of the speaking skill. After the experiment, 75% of the students in the experimental group responded more confidently, more actively when speaking, 67% of students have knowledge of communication factors to establish speech effectively and 100% of them think that equipping language knowledge and practising skills is paramount to develop the speaking skill. For us, this result is not beyond the scientific and educational orientation of this experiment.

So, based on the results of theoretical research and the experiment, we propose a number of prerequisite and specific contents for the development of students' speaking skill as follows:

4. When building content, teaching methods, evaluation in the school should clearly show the focus on the development of listening and speaking skills. Each module should consider the form of the final examination or between the subjects, and encourage students to present the problem in front of the class or the crowd to promote their speaking skill.

5. Adding linguistic and psychological knowledge for students to use in communication activities. These skills are the basis for students to have a variety set of communicative elements as well as rich encyclopedic knowledge for applying to specific communication situations, helping to shape and develop the speaking skill in depth.

6. Enhancing the use of highly interactive teaching methods, reducing the status "the lecturer teaches - the students just listen to the lecturer", to increase opportunities for communication, presentation, and speaking in front of the class for students. The lecturer is always a model about teaching for pedagogical students, so during the class, lecturers should pay attention to the way of presenting their lectures so that they can make a model in a humorous and lively way. At the same time, when a student speaks or answers a question, the lecturer should pay attention to evaluate his or her speech, including presentation skills, intonation or expression instead of just attention to the content.

7. Besides studying activities in class, units and mass organizations, we need to pay attention to extracurricular activities that can be discussed, exchanged, dramatized to solve situations,... to give more opportunities for students to speak. Because these activities not only help students to present their content, but also develop other forms of the speaking skill such as opening, discussion, persuasion, debate, and concluding. This opportunity helps students overcome communication complexity easily to become more confident and more effectively in communication.

3. Conclusion

All four skills of listening, speaking, reading and writing are very important for everyone, but modern social activities are asserting the position of the speaking skill. In real life, the speaking skill acts as a necessary tool for everyone. Having a good speaking

skill and an ability to communicate effectively will give people the opportunity to express their ideas and take active positions in verbal communication situations. For students, workers in the future with more and more strict demanding careers, the training and development of the speaking skill becomes more and more necessary. Therefore, using language effectively and convincingly creates powerful and profound effects on the emotion and perception of listeners in many subjects and circumstances, which will help students not only learn well, but also create a foundation for many achievements in future work.

This article has shown the most basic and general direction for developing a student's speaking skill from communicative theories based on specific research and experimental results. However, within the scope of an article, the research results are only at the level of orientation, we suppose that this is a necessary research direction and we hope to return with a more detailed research.

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PHÁT TRIỂN KỸ NĂNG NÓI CHO SINH VIÊN DƯỚI GÓC NHÌN CỦA LÍ THUYẾT GIAO TIẾP (TRƯỜNG HỢP KHẢO SÁT SINH VIÊN ĐẠI HỌC ĐÀ NẴNG)

Tóm tắt: Trong thực tế cuộc sống, kỹ năng nói đóng vai trò như một loại công cụ cần thiết với tất cả mọi người trong hoạt động giao tiếp. Sở hữu kỹ năng nói tốt, thực hiện giao tiếp hiệu quả sẽ giúp con người có cơ hội thể hiện ý tưởng của bản thân, giữ vị trí chủ động trong các tình huống giao tiếp bằng lời. Bài viết này bước đầu chỉ ra những nội dung và đường hướng phát triển kỹ năng nói cho sinh viên dưới góc nhìn của lý thuyết giao tiếp, thông qua các yếu tố của quá trình giao tiếp để xây dựng nội dung và cách thức nói sao cho đạt mục đích giao tiếp trực tiếp bằng lời một cách tối ưu nhất nhằm giúp sinh viên có thể đạt hiệu quả tốt hơn trong học tập và làm việc trong môi trường công việc có nhiều thách thức như hiện nay.

Từ khóa: kỹ năng nói; giao tiếp; lý thuyết giao tiếp; hiệu quả; tình huống giao tiếp.