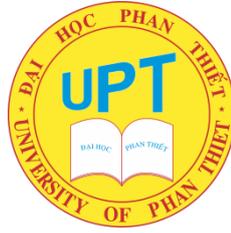


**MINISTRY OF EDUCATION AND TRAINING  
PHAN THIET UNIVERSITY**

---



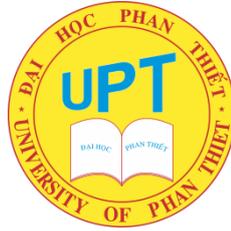
**TRẦN ÁI THUẬN**

**DIFFICULTIES AND STRATEGIES  
IN IMPROVING ENGLISH SPEAKING SKILLS FOR  
SENIOR ENGLISH MAJORS AT THE UNIVERSITY  
OF PHAN THIET**

**MASTER'S GRADUATION PROJECT  
MAJORED IN ENGLISH LANGUAGE**

**Bình Thuận Province - 2023**

**MINISTRY OF EDUCATION AND TRAINING  
PHAN THIET UNIVERSITY**



**TRẦN ÁI THUẬN**

**DIFFICULTIES AND STRATEGIES  
IN IMPROVING ENGLISH SPEAKING SKILLS FOR  
SENIOR ENGLISH MAJORS AT THE UNIVERSITY  
OF PHAN THIET**

**MAJOR IN ENGLISH LANGUAGE**

**CODE: 8220201**

**MASTER'S GRADUATION PROJECT**

**SCIENCE INSTRUCTOR'S NAME(s):**

**TRẦN THỊ QUỲNH LÊ, PH.D**

**Bình Thuận Province – 2023**

## **CERTIFICATE OF ORIGINALITY**

I certify my authorship of the Graduation Project for the degree of Master submitted today entitled:

**DIFFICULTIES AND STRATEGIES IN IMPROVING ENGLISH  
SPEAKING SKILLS FOR SENIOR ENGLISH MAJORS AT THE  
UNIVERSITY OF PHAN THIET**

Completed under the guidance and supervision of Trần Thị Quỳnh Lê, Ph.D at the University of Phan Thiet, this project represents the outcome of my personal research work and endeavors. All information, data, and opinions presented in this project reflect my individual perspective and research efforts on the presented topic. I confirm that this project does not violate any rules or guidelines related to copyright infringement or unauthorized copying. The reference materials, information sources, and other works are properly cited in the reference section of the project. I pledge that this project will not be published or presented elsewhere for any purpose other than my master's degree, and it will not be utilized in any other theses or works to achieve other degrees or honors.

Phan Thiết, August 2023

Trần Ái Thuận

## ACKNOWLEDGEMENTS

During the time of my internship at the Office of Foreign Languages, I overcame difficulties and hardships as well as times when I felt depressed. I would like to take this opportunity to express my deepest gratitude and appreciation to everyone who has supported me in the completion of my internship.

Firstly, I would like to thank Doctor Trần Thị Quỳnh Lê, for her guidance, support, and mentorship throughout the duration of my internship. With her patient and enthusiastic instruction, I received a lot of knowledge from her helpful feedbacks. Her expertise and dedication have been instrumental in helping me to achieve my goals.

I would also like to extend my thanks to the entire team of teachers at the Office of Foreign Languages - Phan Thiet University, for their warm welcome, encouragement, and support during my internship. Their willingness to share their knowledge and expertise has been a valuable asset to my learning experience. In addition, I would like to thank Ms. Nguyễn Thị Kim Yên - Assistant of Faculty of Foreign Languages who instructed me enthusiastically to do my internship at the office of Faculty of Foreign Languages and gave me important information, professional guidance and insightful comments.

Furthermore, I am also grateful to my family, especially my husband who has encouraged and gave me a lot good conditions to concentrate on my study. I also thank my friends who are willing to discuss and handle the lessons in a careful way. In a short period of time, all the informations of the graduation project are not ready and cannot be fully understood without the efforts of the members.

Finally, I would like to thank all the participants who participated in my study and generously shared their time and insights with me.

In short, I really thank all people who support me to complete this internship report.

Sincerely thanks,

Trần Ái Thuận

## ABSTRACT

English speaking skill is highly important moreover for English majors because it is one of human ability to take part in communicating and deliver information directly to other people by verbal in daily life and social interaction. However, many students still encountered problems in speaking activities due to some factors. Therefore, this research aimed to investigate the status of English speaking and difficulties in improving speaking skills which the Senior English majors at the University of Phan Thiet faced. In the academic year 2022-2023, the population of senior English majors from two classes amounts to 77 students. However, only 65 students (35 from K12NNA1 and 30 from K12NNA2) actively participated in responding to the research questions, while the last others were in various situations such as absenteeism, temporary leave, or personal private reasons. A mixed method design was adopted, questionnaires and interviews. Two data collection instruments were questionnaire and survey. The author analyzed the factors affecting on speaking skills concentrated on two problems such as: Linguistic factors (*lack of topical knowledge and ideas, have difficulty making completed sentences to express ideas, lack of vocabulary and grammar poor pronunciation ability, mother tongue comes first in mind, problem in choosing an appropriate word in different contexts*) and non- linguistic factors (*ineffective self-learning methods, fear of making mistakes, feeling shy and lack of confidence, lack of motivation, lack of practicing environment and teaching methods and Classmate's interaction is not good*). The findings gives some strategies as well as methods to help students improve and develop their speaking skills. That why, the author chose the topic: “Difficulties and Strategies in Improving English Speaking Skills for Senior English Majors at the University of Phan Thiet”.

**Key words:** *English speaking skills, Senior English majors, factors, linguistic factors, non- linguistic factors, strategies.*

## CONTENT

CERTIFICATE OF ORIGINALITY .....	I
ACKNOWLEDGEMENTS.....	II
ABSTRACT .....	III
LIST OF TABLE .....	VII
LIST OF FIGURES .....	VIII
LIST OF ABBREVIATIONS AND SYMBOLS .....	IX
CHAPTER 1. INTRODUCTION .....	1
1.1. Background to the Study .....	1
1.2. Statement of the problem .....	2
1.3. Aims of the study .....	2
<b>1.4. Research questions</b> .....	<b>2</b>
1.5. Scope of the study .....	2
1.6. Significance of the study .....	3
1.7. Organization of the Study .....	3
CHAPTER 2. LITERATURE REVIEW .....	5
2.1. Overview of English speaking skills .....	5
2.2. Definition of speaking skills .....	5
2.3. The components of speaking skills .....	7
2.3.1. <i>Vocabulary</i> .....	7
2.3.2. <i>Grammar</i> .....	8
2.3.3. <i>Pronunciation</i> .....	8
2.3.4. <i>Fluency</i> .....	9
2.3.5. <i>Comprehension</i> .....	9
2.4. The importance of speaking skills .....	9
2.5. The meaning of speaking skills and communication skills.....	12
2.5.1 <i>The meaning of speaking skills</i> .....	12
2.5.2. <i>The meaning of communication skills</i> .....	12
2.6. Language acquisition competence .....	13
2.7. Speaking English Stages: 3 basics steps for speaking lessons .....	15

2.7.1. <i>Pre-Speaking</i> .....	16
2.7.2. <i>While-Speaking</i> .....	16
2.7.3. <i>Post-Speaking</i> .....	17
<b>2.8. Difficulties in improving English speaking skills</b> .....	<b>17</b>
2.8.1. <i>Linguistic factors</i> .....	17
2.8.1.1. <i>Lack of topical knowledge and ideas</i> .....	17
2.8.1.2. <i>Have difficulty making completed sentences to express ideas</i> .....	18
2.8.1.3. <i>Lack of vocabulary and grammar</i> .....	18
2.8.1.4. <i>Poor Pronunciation ability</i> .....	18
2.8.1.5. <i>Mother tongue comes first in mind</i> .....	19
2.8.1.6. <i>Problem in choosing an appropriate word in different contexts</i> .....	19
2.8.2. <i>Non-Linguistic factors</i> .....	20
2.8.2.1. <i>Ineffective Self-Learning Methods</i> .....	20
2.8.2.2. <i>Fear of making mistakes</i> .....	21
2.8.2.3. <i>Feeling shy and lack of confidence</i> .....	22
2.8.2.4. <i>Lack of motivation</i> .....	22
2.8.2.5. <i>Lack of practicing environment</i> .....	23
2.8.2.6. <i>Teaching methods</i> .....	23
<b>2.9. Some Strategies to improve learner's English speaking skills</b> .....	<b>23</b>
2.9.1. <i>Teacher should give more opportunities and construct students to practice speaking English</i> .....	24
2.9.2. <i>Motivating yourself: be encouraged, make enjoyable learning</i> .....	24
2.9.3. <i>Participating in practicing environment: join English club, make a public conversation, group discussion and presentation</i> .....	25
2.9.4. <i>Applying English speaking practice software or signing in to free sites to practice with friends and instructors on the site</i> .....	25
2.9.5. <i>Watching English movies</i> .....	25
2.9.6. <i>Imitating native speakers through podcast</i> .....	26
2.9.7. <i>Practice speaking regularly</i> .....	26
<b>2.10. Previous studies</b> .....	<b>27</b>

2.10.1. Vietnamese research .....	27
2.10.2. Foreigner research.....	28
2.11. Conceptual framework.....	30
<b>CHAPTER 3. RESEARCH METHODOLOGY .....</b>	<b>32</b>
<b>3.1. Research Design .....</b>	<b>32</b>
<b>3.2. Research Site.....</b>	<b>33</b>
<b>3.3. Research Participants .....</b>	<b>35</b>
<b>3.4. Methods of data collection.....</b>	<b>36</b>
3.4.1. Questionnaires .....	36
3.4.2. Semi-Structured Interview .....	37
<b>3.5. Research Instruments .....</b>	<b>37</b>
<b>3.6. Data collection procedures .....</b>	<b>39</b>
<b>3.7. Data analysis procedures.....</b>	<b>39</b>
3.7.1. Analysis of Questionnaires .....	40
3.7.2 Analysis of Interviews .....	40
<b>3.8. Ethical Considerations.....</b>	<b>40</b>
<b>3.9. Conclusion.....</b>	<b>41</b>
<b>CHAPTER 4: FINDINGS AND DISCUSSION .....</b>	<b>42</b>
<b>4.1. Analysis of survey questionnaires results .....</b>	<b>42</b>
4.1.1. Students' perspectives on the level of difficulty and the significance of speaking skills. ....	42
4.1.2. Answers to research question one: What difficulties do senior English majors commonly encounter in developing their speaking skills? .....	44
4.1.3. Answers to research question two: What are possible strategies to improve English speaking skills? .....	48
<b>4.2. Discussion.....</b>	<b>50</b>
<b>4.3. Result of interview the students.....</b>	<b>51</b>
<b>4.4. Discussion.....</b>	<b>56</b>
<b>4.5. Summary .....</b>	<b>58</b>
<b>REFERENCES.....</b>	<b>63</b>

## **LIST OF TABLE**

### **CHAPTER 4**

Table 1: Speaking difficulties related to linguistic factors

Table 2: Speaking difficulties related to Psychological factors

Table 3: Students' suggestions to enhance speaking skill learning

## **LIST OF FIGURES**

### **CHAPTER 4**

Figure 1: The important of speaking skills in English

Figure 2: Evaluation the difficult levels in speaking skill

Figure 3: The frequency of practice speaking English

## **LIST OF ABBREVIATIONS AND SYMBOLS**

UPT	University of Phan Thiet
EFL	English Foreign Language
SPSS	Statistical Package for the Social Sciences

## **CHAPTER 1. INTRODUCTION**

### **1.1. Background to the Study**

Today, English is one of the global languages being used by many countries around the world. English is considered a means of communication in various fields, including science, technology, diplomacy, and business. Therefore, speaking skills play a much more important role in modern English than ever before. Speaking is regarded as one of the most significant and crucial skills among the four language skills (listening, speaking, reading, and writing) (Ur, 2000; p.12). The fluency of speaking skills makes it easier to develop other skills. When we can speak any language well, we can better hear and understand what people are saying. This implies that we have a sufficient vocabulary to communicate effectively with others. It is apparent that speaking ability is the foundation for success in learning foreign languages.

Senior English majors, especially, ought to prioritize improving their speaking abilities in order to better prepare for their professional careers, actively participate in scholarly endeavors, have the opportunity to study abroad or engage in international programs, boost self-confidence, broaden their global perspective, and excel in vocations requiring proficient communication.

However, many Vietnamese students who have graduated from university, including those majoring in English Language, still face various difficulties that may make them feel unconfident and passive when speaking English. In fact, senior English majors at the University of Phan Thiet still struggle to speak fluently and accurately during communication. This is a common situation among young people and is one of the reasons why learners miss opportunities to work in an international environment.

## **1.2. Statement of the problem**

At the University of Phan Thiet, there are ongoing issues related to English speaking skills, particularly among Senior English major students who often make various mistakes and lack confidence when communicating in English. The primary concern is the diminishing level of student-to-student and student-to-teacher interactions, resulting in a significant gap in their participation during speaking activities. In certain instances, students might possess the correct answer to a simple question but hesitate to express themselves, and they seem unwilling to respond orally. This reluctance contributes to challenges in utilizing English effectively in real-world communication. These challenges include having limited exposure to native English speakers and harboring a fear of making mistakes.

## **1.3. Aims of the study**

The primary objective of this study is to uncover the actual status of speaking skill acquisition among English language students at Phan Thiet University. The goal is to identify the underlying issues that hinder many students' enthusiasm for engaging in speaking activities within the English classroom. The study also offers recommendations and solutions to enhance students' speaking proficiency, facilitating a more natural use of the English language.

## **1.4. Research questions**

The study focuses on the research question as follows:

1. What difficulties do Senior English majors commonly encounter in improving their speaking skills?
2. What are possible strategies to improve English speaking skills?

## **1.5. Scope of the study**

The research centers on the challenges encountered by senior English majors at the University of Phan Thiet while acquiring speaking skills. Subsequently,

proposed solutions aim to enhance the efficacy of teaching and learning this skill. The study will not encompass investigations into difficulties or recommendations related to other language skills like reading, writing, and listening. The primary focus remains on improving the quality of English speaking skills.

### **1.6. Significance of the study**

The study aims to provide Senior English major students with a clear understanding of the challenges they encounter while developing speaking skills. By identifying these challenges, students can grasp the importance of speaking skills and take steps to adjust, engage in self-study, and practice speaking English.

Furthermore, the author seeks to underscore the role of teachers in guiding students and establishing a conducive and comfortable learning environment. This environment should not solely prioritize reading and writing but should also prioritize speaking skills. This is crucial due to the existing deficiency in practicing speaking skills. Students often lack opportunities to practice speaking and are hindered by shyness and a lack of confidence, contributing to the issue. It's essential to recognize speaking as a vital skill.

### **1.7. Organization of the Study**

This graduation project is divided into five main chapters. This introduction in chapter one, it presents the background of the study, statement of the problem, aims of the Study, research questions, scope of the study, significance of the study and organization of the study.

Following the introduction, the subsequent section initiates with a literature review encompassing an overview of English speaking skills. This includes definitions, components, and the importance of speaking skills, alongside language acquisition competence. The stage of speaking English is then expounded, comprising three fundamental stages: Pre-speaking, while speaking, and post-speaking. Following this, difficulties in acquiring English speaking skills are

illustrated, covering both linguistic and non-linguistic factors. Strategies for enhancing learners' English speaking skills are presented, followed by a discussion of previous research in this domain. Finally is a conceptual framework.

In chapter three, the research methodology includes: the research design, research site, participants, methods of data collection, research instruments, data collection procedures, data analysis procedures and ethical considerations are all briefly discussed. Finally is a summary of this chapter.

Chapter four presents the finding and discussion. The first analysis of the chapter also reveals the result finding and the result of the interview. In this chapter, the researcher includes the discussion for the research and a brief summary of this chapter.

Chapter five concludes with the conclusion, suggestion and limitation and for further research.

## **CHAPTER 2. LITERATURE REVIEW**

### **2.1. Overview of English speaking skills**

Speaking is one of the four language skills (reading, writing, listening and speaking). It is a way for students to interact with others and express themselves, as well as their thoughts, intentions, hopes, and viewpoints. Furthermore, individuals who are literate in a language are referred to as "speakers" of that language.

Speaking is also the language skill that is used the most in practically every context. Speaking is employed in communication two times as frequently as reading and writing, according to Rivers (1981).

English speaking skills refer to the ability to effectively communicate ideas, thoughts, and information using the English language. These skills are crucial for both social interactions and professional communication. They encompass various aspects of communication, including pronunciation, vocabulary usage, fluency, clarity, and appropriateness in different contexts.

Improving English speaking skills involves consistent practice, exposure to various accents and contexts, engaging in conversations, listening to native speakers, and seeking constructive feedback. As developing these skills, the learner will become a more confident and effective communicator in English.

### **2.2. Definition of speaking skills**

Speaking skills refer to a person's ability to communicate effectively and confidently using spoken language. These skills involve not only producing sounds and words, but also using appropriate grammar, vocabulary, pronunciation, and intonation to convey meaning and express oneself clearly in various contexts.

Effective speaking skills require the ability to listen actively, understand and respond appropriately to the needs and expectations of one's audience, and adapt one's speech style to suit different situations and purposes.

Speaking skills are essential in many aspects of life, including academic and professional settings, social interactions, and personal relationships. They are particularly important for learners of a second language like English, as they enable them to communicate with English speakers and to participate fully in English-speaking environments.

Many researchers from all around the world have focused their attention on spoken definitions. In language methodology, there are some definitions for speaking skills:

According to Tarigan (2008), "Based on the Competence-Based Curriculum, speaking is among the four fundamental skills that students should master effectively. It plays a crucial role in communication and is prominently present in the spoken cycle, particularly during the Joint Construction of Text stage."

Speaking skills are defined as the ability to produce coherent and fluent speech, using appropriate grammar, vocabulary, pronunciation, and intonation (Nunan, 2003, p.48)

Speaking in a second language, according to Nunan and David (2001), entails the development of a specific form of communication skill. It has a long history in language education, and in the last two decades, it has begun to develop as a distinct field of teaching, learning, and assessment, rarely concentrating on the creation of spoken conversation.

Speaking is defined as the productive use of language for the purpose of conveying meaning to others through vocalization, including the production of speech sounds, words, sentences, and extended discourse (Canale & Swain, 1980).

"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994; Burns & Joyce, 1997)

Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts" (Chaney, 1998, p. 13)

Spoken language is defined as a dynamic, process-oriented system of communication that involves a range of interactive skills, including listening, speaking, negotiating, and compromising (Brown & Yule, 1983).

Speaking is a participatory process of building meaning that involves both producing and receiving information. Its shape and meaning are determined by the context in which it takes place, which includes the participants, their shared experience, the physical surroundings, and the goal of speaking (Florenz, 1999).

These theories lead to the conclusion that speaking ability is linked to communication. Speaking is the ability to communicate effectively by using words to express one's ideas, beliefs, or feelings in order to provide or receive information and knowledge from others.

### **2.3. The components of speaking skills**

Harmer (2007: 343) stated that speaking is a complex skill due to its reliance on elements such as grammar, vocabulary, pronunciation, fluency, and comprehension, all of which need to function cohesively.

#### **2.3.1. Vocabulary**

Vocabulary, together with grammar and pronunciation, constitutes one of the essential elements for mastering a language. Heibert and Kamil (1995) define vocabulary as "the knowledge of word meanings." Furthermore, a robust vocabulary is essential for foreign language learners aiming to speak clearly and fluently. Various vocabulary-related terms include prefixes, suffixes, word roots, synonyms, antonyms, denotation, connotation, and homonyms.

For a second language learner who has not learned a particular vocabulary word, vocabulary functions in a similar way. If they are unfamiliar with a piece of vocabulary, they may be unable to convey their message effectively. Consequently,

vocabulary knowledge is widely considered the most critical element in a person's ability to speak a foreign language. Even if speakers have a minimal understanding of a language and do not have a grasp of its grammar, they can still communicate effectively.

### **2.3.2. Grammar**

According to Oxford Learner's Dictionaries, grammar refers to the entire system and structure of a language, or of languages in general. This includes syntax and morphology (including inflections), and sometimes phonology and semantics.

Grammar is essential for students to construct proper sentences in both written and spoken forms of communication. It is regarded as a methodical approach for determining and predicting the level of language proficiency of both speakers and listeners. This is accomplished by the application of a set of guidelines or principles that can be applied to produce all properly formed or grammatical utterances in the language (Purpura, 2004:6).

### **2.3.3. Pronunciation**

Wikipedia The Free Encyclopedia indicates the definition of pronunciation that pronunciation is the way in which a word or a language is spoken. This might relate to a person's distinctive pronunciation of a word or language, or it can simply refer to the generally accepted sequences of sounds used in pronouncing a certain word or language in a specific dialect.

Besides, the correct pronunciation in the primary Dictionary such as Cambridge Dictionary or Oxford Learner's Dictionaries can imitate the way to speak that sound.

According to Morley (1991) and Florez (1999), the components encompassed within this concept consist of:

Sounds: These encompass consonants, vowels, and consonant clusters.

Intonation: This pertains to the pattern of fluctuations in pitch. It can be categorized into two fundamental patterns: rising and falling.

Rhythm: This is formed based on the position of emphasis within an individual word or a cluster of words. While stresses within words maintain fixed positions, those within groups of words can shift in accordance with meaning.

Linking and Assimilation: In spoken language, the connection of sounds results in alterations due to the impact of adjacent sounds.

#### ***2.3.4. Fluency***

According to Pollard (2008:16), Fluency is the capacity to communicate effectively, smoothly, and precisely while speaking. It typically denotes the ability to express oneself verbally without any hindrance. When evaluating students' fluency during the teaching and learning process, teachers encourage them to speak without interruption. The objective is to assist students in speaking fluently and comfortably. Teachers do not provide immediate correction because it may disrupt the natural flow of conversation.

#### ***2.3.5. Comprehension***

Comprehension refers to the ability to understand and interpret written or spoken language, including the meaning of words, phrases, sentences, and entire texts. It involves grasping the context, extracting information, making inferences, and connecting ideas to derive a coherent understanding of the content. Comprehension is a crucial skill for effective communication and learning, enabling individuals to engage with and extract meaning from various forms of written and spoken communication.

As a result, in order to become proficient English speakers, learners must fulfill the aforementioned requirements.

### **2.4. The importance of speaking skills**

Speaking skills are a key component of effective communication and play a critical role in personal and professional success, such as, Expressing ideas and opinions, Building relationships, Negotiating and Persuading, Problem-solving, Enhancing career prospects, Cultural awareness.

Language is a tool for communication. We converse with one another to share our perspectives and understand one another's viewpoints. There is communication whenever there is speech. Without speaking to one another, we cannot communicate. Speaking abilities are therefore extremely important for anyone learning a language. When a language is speechless, it is reduced to a script. Language use is a private activity that happens within our group. Many contexts include the use of language. Any communication gap leads to misunderstandings and problems.

Speaking is the most frequently used linguistic ability (Morley, 1999; Scarcella - Oxford, 1992). The importance of speaking in both the classroom and in daily life could not be disputed. There is communication wherever there is speech. Without speaking to one another, we cannot communicate. As a result, speaking skill is crucial for language learners in any language. When a language is speechless, it is reduced to a script. Language use is a private activity that happens within our group. There are several circumstances in which language is utilized.

Speaking ability is seen as both one of the most crucial and difficult for learners. The most typical method of establishing interpersonal relationships is oral communication. Speaking is crucial if we want to accomplish tasks, obtain information, or offer instructions.

"The importance of speaking skills cannot be overemphasized, as they are essential for success in academic, professional, and personal domains" (Kasper & Rose, 2001).

Speaking skills are critical for academic success: Many academic disciplines require students to engage in oral presentations and discussions, and to communicate

their ideas and research findings effectively in spoken form. Developing strong speaking skills is therefore essential for academic success.

Speaking skills can facilitate cultural exchange: In an increasingly globalized world, the ability to communicate effectively with people from diverse linguistic and cultural backgrounds is becoming increasingly important. Speaking skills can help individuals bridge linguistic and cultural barriers, facilitating cross-cultural communication and understanding.

In order to provide a more precise breakdown of the purposes of spoken communication, Kingen (2000: 218) merges both the transactional and interpersonal goals of oral interaction, extensively arranging them into twelve distinct categories as delineated below:

**Personal:** Expressing individual emotions, viewpoints, convictions, and concepts.

**Descriptive:** Depicting individuals or objects, regardless of their actual existence or being products of imagination.

**Narrative:** Constructing and narrating stories or events in a sequential order.

**Instructive:** Furnishing guidance or instructions with the aim of achieving a specific outcome.

**Questioning:** Formulating queries to gather information.

**Comparative:** Drawing parallels between two or more objects, individuals, ideas, or perspectives to form judgments.

**Imaginative:** Expressing mental images of individuals, locations, events, and items.

**Predictive:** Anticipating potential future occurrences.

**Interpretative:** Exploring meanings, formulating speculative deductions, and contemplating implications.

**Persuasive:** Modifying the viewpoints, attitudes, or standpoints of others, or influencing others' behavior in some way.

**Explanatory:** Elaborating, clarifying, and substantiating ideas and perspectives.

**Informative:** Distributing information to others.

## **2.5. The meaning of speaking skills and communication skills**

### ***2.5.1 The meaning of speaking skills***

Speaking skills are a highly significant aspect of learning a new language, much like when you're attempting to grasp a language different from your own. It's similar to how you communicate and exchange ideas using words and body language in various situations. When we encounter someone, our initial observation centers around their proficiency in speech. In today's world, during job interviews, the quality of one's speech holds considerable importance. Additionally, effective speakers can capture the attention of others and maintain their interest during conversations. Frequently, securing a job hinges on your ability to communicate well, especially verbally.

Speaking skills in English imply the capability to convey messages, listen actively, and comprehend others during dialogues. This involves using words in a coherent and organized manner to express thoughts and emotions. Proficient speaking also entails grasping the meaning behind others' words and being attentive to their nonverbal cues. To achieve this, an individual should have a solid grasp of the English language and an understanding of the cultural context of their conversation partner.

Regularly practicing English speaking can significantly enhance your skills. However, if you struggle to comprehend what others are saying, it can lead to challenges in conversations and relationships. Therefore, it's essential to focus on developing effective communication skills in English to mitigate these potential issues.

### ***2.5.2. The meaning of communication skills***

Communication skills in English refer to the ability to use words to express thoughts, ideas, and feelings clearly and effectively. It's comparable to a bridge that

links the person speaking to the person listening. When we communicate effectively, it enables us to have meaningful two-way conversations.

Despite our understanding of the significance of strong English communication skills in our daily lives and careers, many individuals struggle to learn how to communicate effectively. Some people find it challenging to articulate their thoughts and ideas clearly during conversations. This difficulty can hinder their performance at work and impede their career growth.

As stated by Ahmad (2016), the National Curriculum Framework of 2005 emphasized the importance of communication in English. English allows us to share our culture and beliefs with people all around the world. Therefore, it's evident that being proficient in English communication holds substantial value. When we communicate effectively, we foster improved relationships and convey respect to others. This paves the way for new friendships and enhanced opportunities in both personal and professional life.

Possessing strong English communication skills is indispensable, particularly in roles related to business, tourism, and customer service. It contributes to building relationships with individuals from different countries. While technical skills are undeniably important, communication skills are fundamental to achieving success. Being a skilled communicator not only boosts your confidence and garners respect but also unlocks more avenues for advancement and career development (Ahmad, 2016).

## **2.6. Language acquisition competence**

Language acquisition competence refers to an individual's ability to learn and use a language effectively. It encompasses a wide range of skills and knowledge, including understanding and producing grammatically correct sentences, using appropriate vocabulary, comprehending and generating spoken and written texts, and engaging in effective communication with others.

The process of language acquisition competence involves developing a wide range of linguistic and cognitive skills over time. It typically begins with exposure to the language, either through formal instruction or immersion in a language-rich environment. This exposure allows learners to develop basic language knowledge, including vocabulary, grammar, and pronunciation.

As learners progress in language acquisition, they develop more advanced linguistic skills, such as understanding and producing complex grammatical structures, using idiomatic expressions and collocations, and employing appropriate discourse markers and connectors to convey meaning effectively.

Simultaneously, learners also develop cognitive skills that support language acquisition, including attention, memory, and problem-solving. These skills are crucial for processing and comprehending encountered language and applying knowledge effectively.

Throughout the language acquisition competence process, learners also develop communicative competence, enabling effective language use in social contexts. This involves understanding social and cultural norms governing language use and employing language appropriately in various social situations.

Overall, language acquisition competence is a complex and ongoing process that entails developing a wide range of linguistic and cognitive skills and understanding the social and cultural contexts of language use. It requires learners to actively engage with the language, be receptive to feedback and correction, and remain persistent and motivated in their efforts to learn and use language effectively.

Numerous researchers have studied language acquisition competence and offered insights into its intricate nature.

Stephen Krashen (1981) proposed that optimal language acquisition competence is achieved through exposure to language slightly beyond the learner's current level of competence, a concept he termed the "i + 1" input hypothesis.

According to Krashen, this input should be comprehensible and engaging, acquired unconsciously through language exposure and interaction.

Noam Chomsky (1965) argued that language acquisition competence is innate, with humans born possessing universal grammar enabling them to learn any language they encounter. Chomsky's theory underscores the brain's role in language acquisition, suggesting that learning occurs via hypothesis testing and rule formation.

Jean Piaget (1952) defined language acquisition competence as closely tied to cognitive development, with children progressing through stages in language development concurrent with acquiring new cognitive abilities. Piaget's theory highlights cognitive processes' role in language acquisition and the interconnectedness of language learning and overall cognitive growth.

B.F. Skinner (1957) noted language acquisition as a result of reinforcement and conditioning, with children learning language through imitation and repetition. Skinner's theory underscores the environment's role in language acquisition, implying language learning is a behavior shaped by external stimuli.

Lev Vygotsky (1978) argued that language acquisition is a social process intricately linked to social interaction and cultural context. Vygotsky's theory emphasizes social interaction's role in language development, suggesting language learning and the development of social and cultural identity are intertwined.

Michael Halliday (1975) proposed language acquisition as a process of "making meaning," where learners acquire not only a language's grammatical structure but also the social and cultural meanings associated with words and phrases. Halliday's theory underscores social and cultural context's importance in language acquisition, indicating its deep connection to developing cultural competence.

## **2.7. Speaking English Stages: 3 basics steps for speaking lessons**

In a lesson with the objective of practicing speaking, there are typically three stages: "pre," "while," and "post." According to Brown (2007), a perfectly structured teaching speaking lesson must include the three stages listed below.

### ***2.7.1. Pre-Speaking***

The pre-stage usually involves reading and listening. Students engage in pre-speaking exercises before speaking. These exercises help students plan, organize their speech, and add thoughts and reflections to the conversation.

### ***2.7.2. While-Speaking***

The while-stage is where the actual speaking takes place. Students practice speaking or specific aspects of speaking during this stage. They engage in conversations with each other, acquiring the skills and information necessary for speaking in front of an audience. While-speaking is a technique used to convey ideas, opinions, and narratives.

Students must participate in various formal and informal speaking scenarios, depending on their purpose for speaking, in order to interact and communicate effectively with others. Here are some compelling reasons for speaking:

Expressing personal feelings, ideas, or viewpoints

- Telling a story
- Entertaining or amusing
- Describing
- Informing or explaining
- Requesting
- Inquiring or questioning
- Clarifying thinking
- Exploring and experimenting with various ideas and formats

- Conversing and discussing

### ***2.7.3. Post-Speaking***

The post-speaking stage is a time for reflection and goal-setting. After formal and informal speaking experiences, students should reflect on their performance. The post-stages provide learners with feedback on their performance and the conclusion of the task. This often includes some reading or writing. Many coursebooks use this format for speaking and writing lessons.

Reflection on performance: Allowing students to reflect on their speaking experiences in light of predetermined criteria improves their ability to communicate effectively.

Setting goals for improvement: When students reflect on their performance, they can identify their strengths and areas that need improvement. This helps them set goals for their ongoing language development.

## **2.8. Difficulties in improving English speaking skills**

From what I've learned through my studies and the writings of many authors I've come across, it seems that problems with speaking can be traced back to those reasons:

### ***2.8.1. Linguistic factors***

These are problems related to the language itself, such as pronunciation, vocabulary, grammar, and syntax. Learners may struggle to produce correct sounds, recall words, use grammar structures accurately, or organize their thoughts into coherent sentences.

#### ***2.8.1.1. Lack of topical knowledge and ideas***

"Lack of topical knowledge and ideas" refers to a situation where an individual or a speaker does not possess enough information or understanding about a specific subject. This can result in difficulties when trying to engage in discussions,

presentations, or conversations related to that topic. When someone lacks topical knowledge, they might struggle to provide accurate and relevant information, leading to incomplete or inaccurate communication. Additionally, the absence of ideas means they may find it challenging to generate meaningful points or contribute meaningfully to a conversation or presentation.

#### *2.8.1.2. Have difficulty making completed sentences to express ideas*

Struggling to form complete sentences can greatly hinder effective communication. This challenge isn't limited to one type of communication—it impacts both spoken and written forms. People facing this issue find it tough to arrange words in a coherent and grammatically correct way to convey thoughts effectively.

Incomplete sentences cause confusion when speaking. Listeners struggle to fill in missing parts and understand the intended message. In writing, incomplete sentences weaken arguments and clarity. This challenge affects communication in all contexts, formal essays, and casual conversations alike.

#### *2.8.1.3. Lack of vocabulary and grammar*

Limited vocabulary makes expressing complex ideas and specific details difficult. With fewer words, conveying thoughts becomes a challenge. This is especially noticeable when discussing intricate topics, sharing personal experiences, or having intellectual conversations. A strong vocabulary helps convey thoughts precisely, fostering better understanding between speakers and listeners.

Solid grammar is essential for effective communication. Mistakes in verb tenses, subject-verb agreements, and sentence structure alter sentence meanings. These errors confuse and disrupt communication flow. Proper grammar ensures logical and coherent sentences, enhancing clarity and accuracy.

#### *2.8.1.4. Poor Pronunciation ability*

Struggling with poor pronunciation hinders effective communication. Pronunciation involves how we say words, sounds, and syllables in a language. If our pronunciation is off, it might not match norms or be easily understood by others. This affects communication in various ways: misunderstandings, breakdowns, confidence impact, reduced engagement, cultural sensitivity, and the road to improvement.

Recognizing the importance of good pronunciation is the first step toward improvement. Seeking guidance from language instructors, practicing with native speakers, and utilizing pronunciation resources and tools are effective ways to refine pronunciation skills. It's important to note that having an accent is not necessarily a sign of poor pronunciation; accents can be charming and unique. The primary goal should be clear and intelligible speech, rather than striving to eliminate all traces of an accent.

#### *2.8.1.5. Mother tongue comes first in mind*

Overusing the mother tongue while speaking English" refers to relying excessively on one's native language when communicating in English, which can hinder English language skill development. Constantly switching languages disrupts conversation flow and fluency, while limited English practice may occur, leading non-native speakers to misunderstand meanings.

Overusing of the mother tongue results in limited English practice. Language proficiency thrives on consistent practice and immersion in the target language. When individuals resort to their native language as a crutch, they miss out on opportunities to improve their English language skills.

Misunderstandings and ambiguity are also common outcomes of mixing languages. Native language words or phrases may lack direct equivalents in English, leading to confusion and incorrect interpretations by both the speaker and the listener. This can hinder effective communication and lead to frustration.

#### *2.8.1.6. Problem in choosing an appropriate word in different contexts*

Choosing the right words for different situations is a common language challenge. It happens when people struggle to pick the best words to convey their meaning accurately. This can lead to confusion in both speaking and writing.

Selecting the right words for various situations is a common language challenge. It arises from the need to tailor language to specific contexts, audiences, and tones. This challenge includes considering synonyms, idiomatic expressions, cultural sensitivities, and emotional impact. Effective word choice enhances communication accuracy and clarity but requires an understanding of context and audience. Developing this skill is essential for effective speaking and writing.

### ***2.8.2. Non-Linguistic factors***

These are problems related to learners' attitudes, emotions, and beliefs about speaking English. For example, learners may feel anxious, self-conscious, or embarrassed when speaking English, which can lead to avoidance or reluctance to speak. Learners may also have negative self-talk, such as "I'm not good enough" or "I'll never be able to speak like a native," which can undermine their confidence and motivation.

The primary psychological aspects impacting students' English speaking performance were demonstrated through factors like the fear of committing errors, shyness, hesitancy, and a deficiency in self-assurance. Negative

Brown (2001) has mentioned that various psychological elements, such as shyness and anxiety, are regarded as the primary underlying reasons for students' reluctance to engage in speaking activities.

#### ***2.8.2.1. Ineffective Self-Learning Methods***

When it comes to speaking, learners may encounter various challenges. The first problem is ineffective learning methods. Learners must learn correctly when attempting to master something. Learners who adopt incorrect methods may adversely affect their long-term speaking abilities, as they encounter failures from the

outset. Learning to speak is a sequential process that must be undertaken comprehensively to avoid future mistakes.

#### *2.8.2.2. Fear of making mistakes*

Fear, particularly fear of error, is one of the challenges that all students will encounter in the future. Students are afraid of speaking incorrectly in class because their teacher would be upset or disappointed, and their classmates may laugh at them. The anxiety becomes bigger and bigger with each passing day, and students eventually lose their confidence. As a result, students would stop developing their speaking skills in group activities. Students are uncertain whether what they say is correct or incorrect, and they will not say it out loud or even hide it from others, so they will never know the answer. As a result, it is essential for students to understand that making mistakes is not a bad thing, instead, it is about learning from them and improving their skills.

Anxiety is defined as a sensation of tension, apprehension, or worry connected with learning a foreign language (Horwitz et al., cited in Nascente, 2001). Moreover, anxiety stands out among other affective variables as one of the most significant barriers to effective language learning. In other words, anxiety has an impact on students' language learning. As a result, paying attention to this aspect of learning should also be considered. According to the researcher like Horwitz (1991), he believes that “anxiety about speaking a certain language can affect student performance”. It has the potential to lower the quality of oral language production and make people appear less fluent than they are.

In some cases, linguistic difficulties can lead to psychological difficulties. For example, if learners repeatedly make mistakes or struggle to communicate, they may feel frustrated or embarrassed, eroding their confidence and making them less willing to speak. Similarly, if learners hold negative beliefs about their ability to learn English or feel overwhelmed by the task, they may become anxious or demotivated, hindering their progress.

### *2.8.2.3. Feeling shy and lack of confidence*

Students' loss of confidence is often considered to happen when they realize their conversation partners have not understood them or when they do not understand other speakers. In this case, they would rather stay silent while others talk, indicating that the students lack confidence in their ability to communicate. In response to this, Nunan (1999) says that students who lack confidence about themselves and their English necessarily suffer from communication apprehension.

Shyness is an emotional state that many students encounter when they are required to talk in English class. This indicates that shyness could be a cause of difficulties in students' classroom learning activities, particularly in speaking classes. As a result, paying attention to this aspect is also essential in order to assist students in reaching their best performance in the classroom (Gebhard, 2000). According to Baldwin (2011), speaking in front of a group is one of the most common phobias among students, and the feeling of shyness causes their brains to go blank or leads them to forget what to say. As they explain, their ability to show their speaking ability is heavily influenced by their feelings of shyness. In other words, shyness might be said to play an important effect in students' speaking performances.

### *2.8.2.4. Lack of motivation*

Nunan (1999) emphasizes that motivation is important to notice in that it can affect students "reluctance to speak in English". In this sense, motivation is an important factor in determining whether or not students are ready to communicate. Motivation, according to Zua (2008), is an internal energy. She says that no matter what type of motivation the students have, it will increase their desire in studying. Many studies have shown that students with a strong desire to succeed may persevere in their studies and achieve higher grades than those with a lower desire to succeed. Motivation is essential to achieve success in any activity, including learning something new. A student needs motivation when learning a language because it will encourage him or her to attempt new things and improve his or her knowledge.

#### *2.8.2.5. Lack of practicing environment*

Students find it challenging to learn to speak in a non-practicing environment. Students are only taught theory in school, but they need to practice more, particularly speaking. Other people may think the students are trying to impress others by using English in public while they practice at school or in public. Students would lose confidence in their skills as a result, and they would be unable to develop their speaking skills.

#### *2.8.2.6. Teaching methods*

Teaching methods can significantly impact students' speaking skills if they do not provide realistic, interactive, and English-immersive opportunities in a suitable learning environment such as: lack of focus on real communication, limited interaction, insufficient English immersion, inadequate practice opportunities.

### **2.9. Some Strategies to improve learner's English speaking skills**

O'Malley (1985, p.23) presents an extensive interpretation of language learning strategies as "any sequence of actions or steps employed by a learner to enhance the acquisition, retention, retrieval, or application of information." Meanwhile, Griffiths (2008) defines learning strategies as "deliberate activities consciously chosen by learners to oversee their own language acquisition process (p.87)." Furthermore, Nunan (1999, p. 171) characterizes "learning strategies as cognitive and communicative methods utilized by learners to acquire and utilize language." According to the research by Brown (2001), oral communication can be sustained through three elements: fluency, accuracy, and pronunciation.

According to Rahmadeni, Amri, and Adnan (2013, p. 413) suggests that students can enhance their language learning experience by developing a heightened awareness of available strategies for language acquisition and usage. Cohen asserts that self-improvement in language skills is achievable when students are conscious of the techniques that facilitate the most effective learning of the studied language.

These strategies have improve English speaking skills not only helps learners become more proficient in communicating in English but also instills confidence in various communication situations. Strong communication skills open doors to numerous educational and career opportunities in the future, as English is often regarded as an international language and a crucial factor in various fields, ranging from employment to education and social interaction. This can enable learners to engage in a broader world, interact with diverse individuals, and gain a deeper understanding of cultures and knowledge. It can be said that developing English speaking skills is a significant step in building a successful and exciting future.

### ***2.9.1. Teacher should give more opportunities and construct students to practice speaking English***

Educators should increase the number of speaking activities provided to students for practice, creating abundant opportunities for them to refine their speaking skills.. They should consistently establish an English-speaking environment during class and use English as the primary language for communication. Moreover, educators should encourage students to use English in communication based on their acquired knowledge, without overly focusing on students' errors while speaking, but rather allowing them to listen and speak naturally. Teachers should refrain from interrupting students while they are trying to express their thoughts in English, as doing so can make students feel anxious about speaking. It's important to guide students in effective speaking practice methods, encouraging them to use English at all times and in all places whenever possible.

### ***2.9.2. Motivating yourself: be encouraged, make enjoyable learning***

Motivation holds a pivotal position in determining the outcome of learning a second language, particularly within the context of speaking classes. Students driven by motivation tend to exhibit enhanced effectiveness and even accelerated progress compared to their less motivated counterparts. Within a specific learning

environment, those who lack motivation are susceptible to losing focus, displaying disruptive behavior, and contributing to disciplinary challenges.

To infuse a captivating element into this scenario, incorporating interactive games can prove highly engaging, especially those designed to amplify speaking skills. Certain games not only contribute to refining spoken language abilities but also serve as a catalyst for boosting students' enthusiasm and rendering the learning experience more gratifying.

### ***2.9.3. Participating in practicing environment: join English club, make a public conversation, group discussion and presentation***

Students get the opportunity to share their unique viewpoints with their classmates, which completely alters the classroom environment. In addition, in order to reach a consensus, students must consult with their companions after sharing viewpoints. As a result, speaking ability may be enhanced because of the dialogues that students have during the discussion.

All activities at school or at home support students' speaking skill so it will be wasted if students abandon them. Therefore, I recommend some activities that would be useful for students to improve their English skills, especially speaking skills.

### ***2.9.4. Applying English speaking practice software or signing in to free sites to practice with friends and instructors on the site***

Students can practice this method whenever and wherever it is convenient, as it is adaptable and simple. The majority of practice topics are straightforward, inexpensive, and narrated. They offer suitable language and sentence construction that is helpful for speaking about various themes

### ***2.9.5. Watching English movies***

Watching English movies is a popular and enjoyable way to boost English speaking skills. It offers numerous benefits that enhance language proficiency and communication abilities.

Movies hold great potential for educational purposes. Teachers can utilize short films to save lesson time and prompt students to watch specific movies to enhance their English vocabulary and speaking skills. Incorporating movies into learning adds fun to the classroom and captures students' interest.

Movies communicate visually through moving images and captivating stories (Summer and Della, 2005). English movies not only inform but also entertain with their narratives.

English movies can greatly aid in improving speaking skills. Observing native English speakers, portrayed by actors and actresses, conversing naturally in their language provides a clear understanding of language usage. Additionally, watching movies with peers in a learning environment makes the process enjoyable and engaging.

Kalean (2013) advocates for using movies, particularly for language learners, as an effective teaching strategy. English movies serve as a valuable resource for students to enhance their language abilities by closely observing how dialogue is delivered by actors and actresses in the film.

#### ***2.9.6. Imitating native speakers through podcast***

Imitating native speakers through podcasts is a great way to improve English speaking. Podcasts let you copy how people talk – their tone, words, and expressions. It's like learning by copying, just like kids do. By imitating what you hear, you get better at speaking naturally.

Podcasts are easy to listen to anywhere, like while commuting or exercising. Regular listening helps you understand how English sounds and how people talk in real life. Plus, podcasts cover various topics and accents, so you get used to different styles of speaking.

#### ***2.9.7. Practice speaking regularly***

Regular speaking practice enhances pronunciation, gradually reducing errors and improving clarity. Learners also acquire a broader vocabulary and better language comprehension through consistent conversations. This exposure to new words and phrases allows for effective communication in various contexts. Moreover, frequent practice fosters fluency, enabling learners to formulate thoughts and responses seamlessly. Prior to conversations or speeches in English, it's beneficial to prepare and get accustomed to the language's sounds.

## **2.10. Previous studies**

Numerous researchers have been conducted on the factors that impact learners' speaking skills in language education, both in Vietnam and the world. However, there is a scarcity of research focusing on the elements that influence learners' fluency in oral communication during speaking lessons.

### ***2.10.1. Vietnamese research***

In a study conducted by Nguyễn Thị Thu Hương (2022), the researcher explored the issues that first-year regular students at Thai Nguyen University of Pedagogy encounter when speaking English, as well as the underlying causes of these problems. The findings revealed that all students experienced certain challenges during the process of acquiring speaking skills, although the nature of these challenges differed. Most students faced difficulties related to vocabulary and grammar. The primary factor contributing to these challenges was the limited exposure to English and insufficient time dedicated to practicing speaking. Additionally, personal factors like shyness, lack of confidence, and fear of making mistakes were also identified as common hurdles.

Trần Thị Thảo, Vi Thi Trung (2022), the researcher delved into the challenges encountered by fourth-year students at Thai Nguyen University in their speaking abilities. The results showed that students often encounter three linguistic difficulties namely pronunciation, grammar, and vocabulary and. Many students mentioned that they frequently forget how to pronounce the endings of words correctly or confuse

the way they pronounce English words with the way they pronounce them in Vietnamese. This occurs because they use Vietnamese excessively in their English classes. Additionally, many students pointed out that certain English words and grammar rules are quite challenging to remember. This difficulty arises from their insufficient knowledge of the language and insufficient practice. Besides, The findings indicated three emotional challenges: attitude, anxiety, and motivation were clarified clearly.

Nguyễn Lâm Minh Tuyên (2021), the Study on Difficulties and Solutions in English Speaking Skills of Students at Hufi. Based on the results of research dedicated that The difficulties that many students encounter while speaking English include: fear of communicating, lack of confidence, unconventional pronunciation, unstable grammar, limited vocabulary, and limited chances for practice.

In 2019, Khổng conducted research exploring the intrinsic and extrinsic elements influencing the enhancement of fluency among students at a secondary school. The findings revealed numerous challenges in bolstering fluency, encompassing a range of factors attributed to both students and educators. These factors encompassed aspects such as learning preferences, students' inclination to revert to their native language, limited motivation among students, and their modest English proficiency contributing to deficiencies in vocabulary, sentence structure, and pronunciation.

### ***2.10.2. Foreigner research***

Seth Amoah and Joyce Yeboah (2021) did a study involving the observation of non-English major students in the foreign language department of Nanjing Tech University. They wanted to find out how motivated these students were and how to help them get better at speaking English. In addition, the factors that inhibit speaking performances were categorized as either linguistic or psychological. The study showed that Chinese EFL learners have speaking problems that relate more to psychological factors like anxiety, fear of mistakes, unwillingness, and fear of

negative evaluation than linguistic factors such as lack of vocabulary, pronunciation, insufficient knowledge of grammar rules, reading and oral presentation.

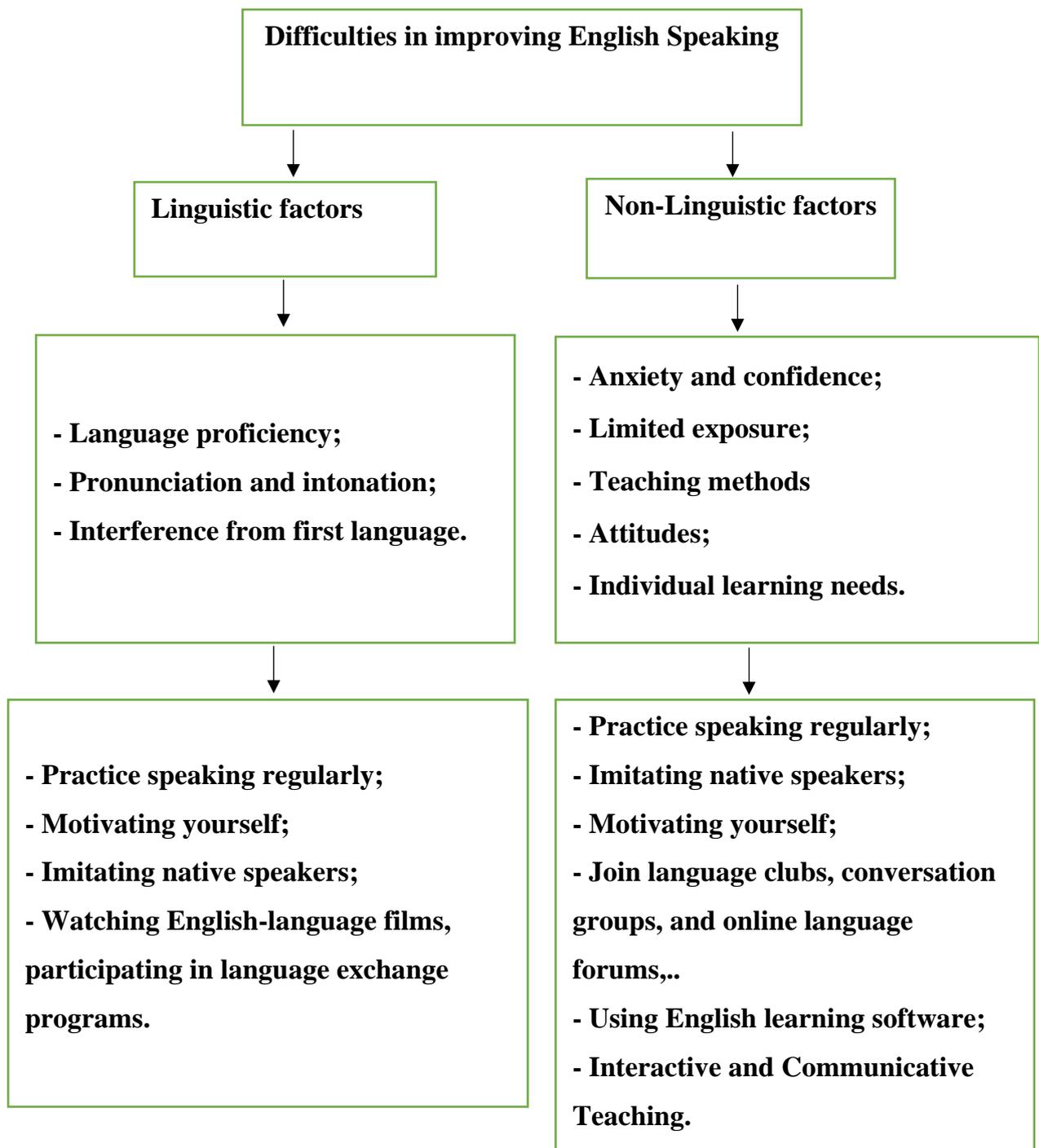
Azadi and colleagues (2015) conducted a study on the impact of classroom interaction in enhancing students' speaking abilities. The research findings demonstrated that students' communication within the classroom contributed to the development of their speaking skills. The researchers affirmed that enhancing interaction in the classroom would improve the speaking proficiency of EFL students. Azadi and co-authors (2015) proposed that instructors should allocate some hours during class for students to interact with each other and encourage them to engage in deep conversations. This would lead to a more communicative environment.

Ibrahim Fathi Huwari (2019) conducted a qualitative case study that “Problems Faced by Jordanian Undergraduate Students in Speaking English” at Zarqa University (ZU). The results were categorized into four primary overarching themes, each encompassing distinct subordinate aspects: linguistic matters (like pronunciation, grammar, vocabulary), psychological factors (inhibition, lack of motivation), learning environment (topics of speaking modules, limited time), lack of practicing..

Abdel-Rahman Al- Eiadeh, Dr. Mahmoud A. Al.Sobh, Dr. Samer M. Al-Zoubi, Dr. Fadi Al-Khasawneh (2016) did a study involved “Improving English Language Speaking Skills of Ajloun National University Students”. In order to accomplish the objectives of the current study, the researchers employed semi-structured interviews as a method for gathering data. The outcomes of this investigation demonstrated that ANU students encounter a variety of challenges associated with their speaking skills, including feelings of confusion and embarrassment. Many students reported inadequate instruction in speaking during their schooling and struggled with pronouncing certain words. Additionally, this study put forth viable solutions to address the deficiencies in speaking skills, such as engaging in effective English speaking practice both within and outside the

classroom, utilizing modern social media platforms for English communication, and expressing their feelings and needs.

### ***2.11. Conceptual framework***



This conceptual framework provides a holistic view of the factors that can contribute to difficulties in English speaking skills. It can be used to inform language teaching methods, assessment, and interventions to address these challenges effectively. Besides that, it also provides some solutions for enhancing English speaking proficiency and fostering more effective language learning experiences.

## **CHAPTER 3. RESEARCH METHODOLOGY**

### **3.1. Research Design**

To collect data for the study, the author used questionnaire and interview methods. A questionnaire was employed to gather information through written responses from respondents to a series of questions. These questionnaires were administered to students to ascertain the difficulties they encounter in improving speaking skill. Besides, these focused on the frequencies of learning strategies used by students to improve their speaking skills. In preparing the questionnaire, the researcher formulated specific questions for the respondents.

The survey questions range from 01 to 5 and are all written in English. There are 2, 3, 4 or 5 answers with the information has multiple options to choose from one question (see Appendix 1). The author can determine the best way to develop and practice speaking skills from this survey. The survey is based on research, “Difficulties and Strategies in Improving English Speaking Skills for Senior English Majors at the University of Phan Thiet”.

Another method used was interviews. Interviews usually involved talking and required social skills, listening, and writing down what the interviewees said. Interviews could have specific questions or more flexible questions to understand what the researcher wanted (see Appendix 2). Each interview style had a different view, but how helpful the information was depended on how good the questions were. So, it was important for the research to focus on asking the right questions.

The researcher also utilized a tool called Statistical Package for the Social Sciences (SPSS). SPSS is a tool that helps analyze information and overcome research difficulties. It gives data that lets the researcher understand big and complex information easily, using advanced math techniques that make sure decisions are accurate and of good quality. This tool also makes it simple to choose and handle software, with choices for different ways to use it.

### **3.2. Research Site**

The study was carried out at the Faculty of Foreign Languages, Phan Thiet University, Phan Thiet City, in the second semester of the academic year 2022 - 2023.

#### ***Overview of the University of Phan Thiet***

The University of Phan Thiet was established under Decision No. 394/2009/QĐ-TTg, dated March 25, 2009, by the Prime Minister. The University of Phan Thiet, which is the first and only university in Binh Thuan Province now, is a human resource training center with the motto "Humanity-Integration-Sustainable Development".

The headquarters are nearly 12 hectares wide at 225 Nguyen Thong, Phan Thiet City, Binh Thuan Province.

The University of Phan Thiet is a high-quality university training, scientific research, and technology transfer institution to meet the needs of socio-economic development in the process of industrialization, modernization and international integration of the country.

The University of Phan Thiet is a multidisciplinary and field training center; is a campus for scientific research, application, and technology transfer; and provides quality human resources according to national and regional standards, serving the needs of the socio-economic development of Binh Thuan Province, neighboring provinces, and the southern key economic region.

The University of Phan Thiet is located at the entrance to Mui Ne - the capital resort. In addition to tourism, Phan Thiet City, in particular, and Binh Thuan Province in general, are locations with high economic development. Therefore, the University of Phan Thiet has the mission of training human resources to meet the needs of human resources for the locality and surrounding areas.

Currently, the University of Phan Thiet has 10 faculties, 10 departments, 01 human resource development center and 01 study abroad counseling center. The university is currently training various main programs: regular university, second-degree university, college associate degree. In addition, Phan Thiet University also offers Master of Business Administration, Master of English Language, and Master of Information Technology courses with 100% study time at the Phan Thiet University campus.

### ***Overview of the Foreign Languages Department at Phan Thiet University***

The Foreign Languages Department was established in 2009, along with the founding of Phan Thiet University. It is one of the leading institutions for foreign language education in Binh Thuan, catering to the developmental needs of the society. With a genuine focus on students, the Foreign Languages Department consistently strives to ensure and enhance the quality of education in the province, carving its path in providing on-site human resources training.

Phan Thiet University and the leadership of the Foreign Languages Department have continuously reinforced and developed their faculty and staff to meet both the quantity and quality requirements. Their faculty members are passionate, experienced, and energetic, providing students with the most professional and effective learning environment.

Currently, the department has 19 full-time lecturers, including 3 Ph.D. holders, 11 master's degree holders, and 1 assistant lecturer.

List of Foreign Languages Department faculty members:

1. Trịnh Thanh Toán, PhD - Department Head
2. Trần Thị Quỳnh Lê, PhD - Deputy Department Head
3. David Perkins, PhD - Lecturer
4. Bùi Thị Ngọc Lan, PhD – Lecturer

5. Lý Thị Mỹ Hạnh, PhD - Lecturer
5. Phạm Quỳnh Hoa, M.A - Lecturer
6. Phạm Thị Hải Vân, M.A - Lecturer
7. Nguyễn Lê Uyên Minh, M.A - Lecturer
8. Phan Gia Thịnh, M.A - Lecturer
9. Từ Thị Tuyết Vy, M.A - Lecturer
10. Tống Thị Trương Nhung, M.A - Lecturer

This dedicated team of faculty members and leadership is committed to delivering high-quality education and creating a conducive learning environment for students in the Foreign Languages Department at the University of Phan Thiet.

### **3.3. Research Participants**

**Student Participants:** The survey subjects of this study were senior majors studying English at University of Phan Thiet. The subjects of this study were chosen because they are directly related to learning English speaking. These students have all studied through the speaking modules in the curriculum framework of the University of Phan Thiet's English Language major, including the Speaking 1, Speaking 2, Speaking 3, and Speaking 4. In addition, the resulting products are created.

The primary reason that the author selected these objects was due to their direct relevance to the field of study. They were the driving forces behind the research, which aimed to investigate, rectify, and introduce innovative techniques to enhance student performance. In simpler terms, despite majoring in English, students often lack the proficiency required for fluent spoken communication. They face challenges in engaging in seamless conversations, making effective communication with both instructors and peers a significant hurdle.

These objects were selected for this research because they played a significant role in influencing the study. Despite majoring in English, students often lack the proficiency and confidence required for fluent spoken communication. They encounter challenges when it comes to engaging in seamless conversations, which makes effective communication with both instructors and peers a significant hurdle. Therefore, the author's goal was to investigate the difficulties and introduce innovative strategies to help students in improving their's speaking skills.

There were 65 students participating in this study from 2 classes: K12NNA1, K12NNA2. Most of them are of the same age and have almost the same amount of time to learn English. All these students are taught by Vietnamese English teachers. In addition, these students and 2 teachers were selected to participate in the survey because of their ease of access.

According to Cohen, Manion and Morrison (2000), convenience sampling is a sampling technique used for a case study. Participants are selected for the study because they are easily accessible. And the researcher simply selects the participants until the required number is reached.

### **3.4. Methods of data collection**

In order to find out the difficulties of senior majored students in English speaking skills at University of Phan Thiet, then give some strategies for these problems. The researcher used a questionnaire survey and a semi-structured interview.

#### ***3.4.1. Questionnaires***

According to Cambridge Dictionary (2020), a questionnaire is a list of questions that are posed to a group of individuals in order to obtain data on a particular topic. According to BPP Learning Media, "The questionnaire is the main instrument of marketing research, a mechanism for delivering questions to respondents and documenting their responses" (2009, p.76).

The typical structure of a questionnaire is a series of questions that the participant must respond to in a particular sequence. Questions come in two flavors: open-ended and closed-ended. A respondent to a closed-ended question must select an answer from a list of alternatives, while a respondent to an open-ended question must build his own response. The range of possible answers to a closed-ended inquiry should be exhaustive and unrestricted. In order to collect data for this study, closed-ended questions on a 5-point Likert scale will be used: strongly disagree, disagree, neutral, agree, and highly agree.

### ***3.4.2. Semi-Structured Interview***

#### *Semi-structured interviews*

- Qualitative interviews actively involve the respondents in the research process- thereby, empowering the respondents.
- They allow free interaction between the interviewer and the interviewee.
- They allow opportunities for clarification so that relevant data is captured.
- They maximize description and discovery.
- They offer researchers access to people's ideas, thoughts and memories in their own words, rather than in the words of the researcher.

## **3.5. Research Instruments**

This study was conducted through two forms:

1. Survey questionnaires
2. Semi-structured interviews

### **❖ Questionnaires**

There are two parts to the survey questionnaires. The first section dealt with the participants' personal information. The second section consists of questions that focus on the research's major topic. The questionnaire is a method of gathering data from a large number of people in a short amount of time. It also does not take

up too much of the participants' time. A questionnaire paper is divided into two parts:

Part A: Personal information.

Part B: Contents of the Questionnaire

This section is finding the factors affecting the speaking skills of the senior English majors as: some kind of causes such as: lack of vocabulary, lack of confidence, fear of making mistakes, ....Finally, the participants marked each item with a tick for their response on the scale.

1. Strongly agree
2. Agree
3. Neural
4. Disagree
5. Strongly disagree

#### ❖ **Semi-Structured Interview**

The participants in the study were put into two groups: teachers and students. For the teachers, the researcher sent an email to make a meeting appointment ahead of time before meeting them at UPT. The researcher asked them seven questions and wrote down their answers.

For the students, there were three talks with twelve students from two classes. The end of class was the best time because these students could focus on answering questions about what they just did. Before asking, the researcher suggested that students could send a recording of them speaking. Some agreed to help the researcher this way. In the end, 12 students talked in the interviews and three of them sent the recordings. This aims to collect students' ideas about the factors affecting the English speaking skills and suggestions to improve it.

The information in the research came from students at FFL. It was to find out what difficulties students face when learning and practicing to speak English. The data analysis was started after the data collecting was completed. The results of questionnaires and interviews revealed students' solution they should do to improve their English speaking skills

### **3.6. Data collection procedures**

#### **❖ Questionnaire**

The survey questionnaires were written in English. The researcher delivered the questionnaires to the supervisor to revise and edit before conducting the survey. The researcher began surveying the class. The researcher first needed permission from the Faculty of Foreign Languages and the course lecturer. The questionnaire then was delivered to the participants. The survey began during the break and was able to last about 10-15 minutes. Before beginning, the researcher explained the questionnaire's structure and questions and participants did not have any problems or questions about the questionnaire paper.

#### **❖ Semi-Structured group Interview**

Some of the participants were asked to participate in a group interview. There were ten students who voluntarily agreed to participate in the interview. The number of interviews were completely made up of English senior majors.

Each interview lasted between 10 and 20 minutes. The interview's goals were explained by the researcher. The researcher then explained the interview questions in detail. The interview was done based on the content of the questionnaire. Interviews were invited to meet in a relaxed environment. The researcher was given permission to use a tape recorder to record the material from the interview.

### **3.7. Data analysis procedures**

Based on the analysis of data from the questionnaire and interviews, the researcher employed both quantitative and qualitative methods for data analysis.

Quantitative methods were used to analyze data collected from the questionnaire, while qualitative methods were applied to uncover students' perspectives derived from interviews.

### ***3.7.1. Analysis of Questionnaires***

The questionnaires were designed to uncover the underlying reasons behind students' behaviors and understand their responses to motivational factors in the classroom. Subsequently, the collected questionnaire data were scrutinized, leading to conclusions that addressed the research question. Open-ended questions, where participants provide their own responses without predefined options, were employed in this study. Additionally, a multiple-choice format was utilized to gather information encompassing various categories.

### ***3.7.2 Analysis of Interviews***

This section involves the analysis of interviews, resulting in descriptive textual data. The purpose is to provide a detailed description of the research findings. The interview analysis process consists of four steps. First, questions are prepared and organized. Second, recorded interviews are transcribed into written form. Third, data notes are taken prior to the formal analysis. Finally, data is categorized for analysis in this research.

## **3.8. Ethical Considerations**

The researcher adhered to ethical considerations in this study, including obtaining permission from the Faculty of Foreign Languages at the University of Phan Thiet and seeking permission from class lecturers before conducting the survey and interviews. Participants' information was kept confidential and data was securely saved. All sources used in the study were properly cited in accordance with the APA citation format. The researcher ensured that the data collection and statistical analysis processes were accurate and monitored by the instructor.

### **3.9. Conclusion**

According to the content above, the researcher has completed the data collection process. The findings of the research questions, and relevant literature were discussed in the following chapter.

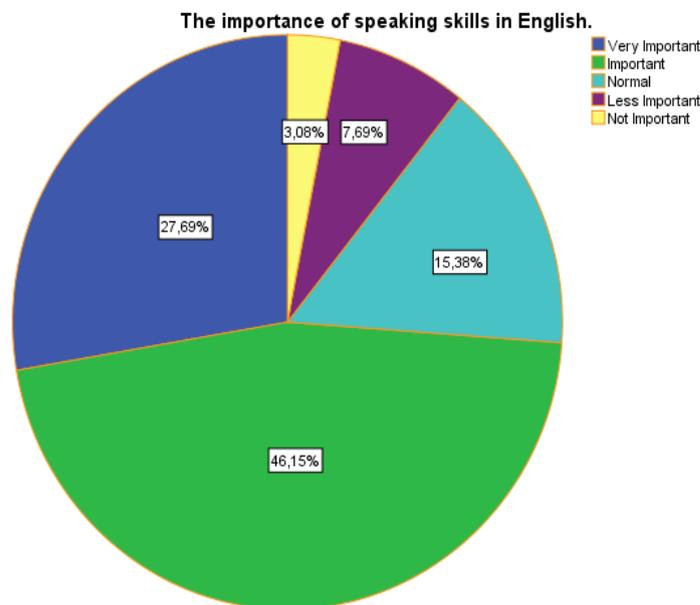
## CHAPTER 4: FINDINGS AND DISCUSSION

This chapter presented the findings of the research and discussed the factors affecting speaking skills and strategies to solve those problems at the University of Phan Thiet. The researcher began by presenting statistical results using tables and charts to clearly illustrate the significant points. The researcher also provided clear and understandable explanations to make the project more persuasive. This section shows the results which are analyzed from the data of questionnaires and semi-structured interviews.

### 4.1. Analysis of survey questionnaires results

#### 4.1.1. Students' perspectives on the level of difficulty and the significance of speaking skills.

*Question 1: How important is speaking skill in learning English?*

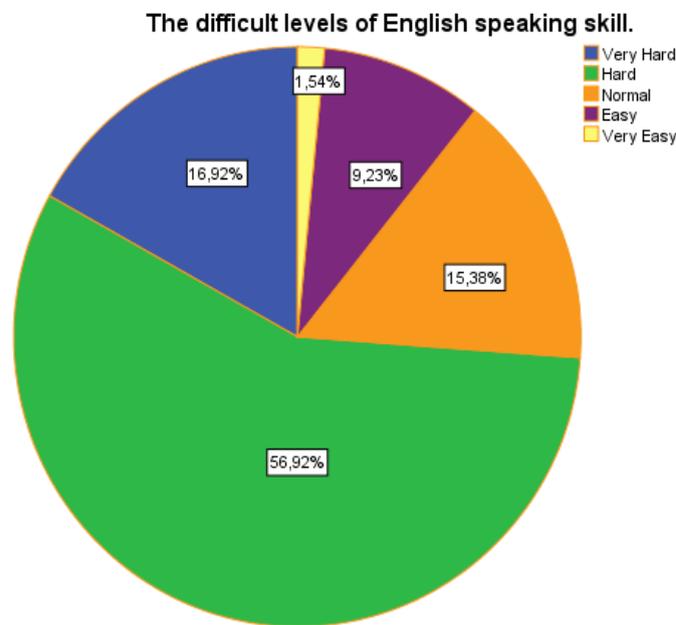


**Figure 4.1: The important of speaking skills in English**

The pie chart illustrates the viewpoints of senior English majors at UPT regarding the significance of speaking skills. The collected data is not surprisingly showing up to 73.84% of the participants perceive speaking skills as significant. Indeed, nearly all

individuals learning English as a foreign or second language hold this skill in high regard. Students from the Foreign Languages department are no exception. On the other hand, 23.07% of the participants voted that speaking skills are less important or unimportant. Despite the fact that 73.84% of Vietnamese people speak non-standard English, they can still communicate effectively with foreigners. As a result, some students believe that speaking skills are not as crucial as the other three skills and should be considered equally important.

*Question 2: How is the level of difficulty in English speaking skill?*

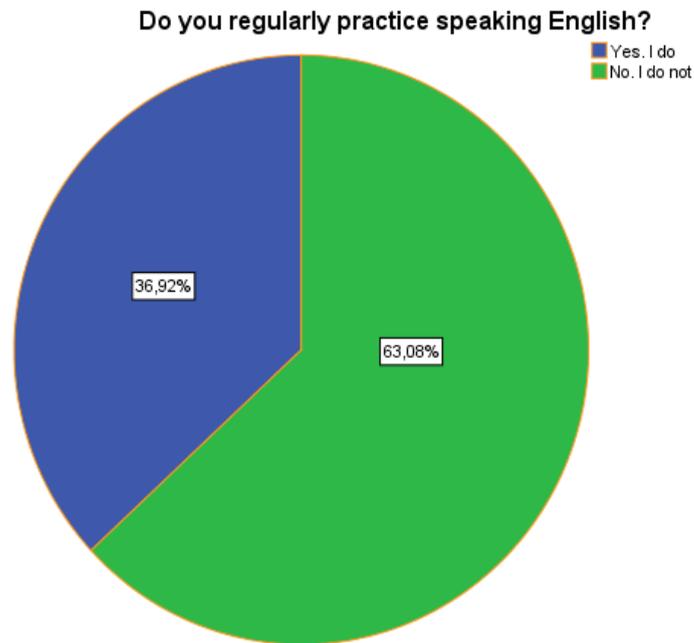


**Figure 4.2: Evaluation the difficult levels in speaking skill**

The data presented in the pie chart depicts the ratings of UPT's students regarding the difficulty level of their speaking skills. The highest percentage of students, 56.92%, feel that speaking skill is difficult. Additionally, 16.92% of students found speaking to be task challenging skill that presents numerous obstacles. Some students also commented that since their native language is Vietnamese, speaking English is especially challenging, which makes them less inclined to practice every day.

Conversely, a smaller percentage of students rated their speaking skills as normal, easy, or very easy, which were 15.38%, 9.23%, and 1.54%, respectively.

**Question 3:** *Do you regularly practice speaking English?*



**Figure 4.3: The frequency of English speaking practice**

The pie chart reveals that a significant number of participants do not engage in regular English speaking practice, accounting for 63.08%. Meanwhile, only 36.92% of individuals practice speaking English. This disparity suggests varying approaches among individuals towards English language learning. Some may have their own reasons for not practicing English speaking regularly, such as dislike, time constraints, lack of confidence, absence of a practice partner, or even feeling unmotivated to engage in English speaking practice. Some had other reasons.

**4.1.2. Answers to research question one: What difficulties do Senior English majors commonly encounter in improving their speaking skills?**

The research illustrates the collected data concerning the relevant issues that English major students encounter while improving their speaking skills. These

challenges can be classified into two primary types: linguistic issues and psychological factors.

Table 1 shows the most common problems within each category include: (1) Lack of topical knowledge and ideas, (2) Have difficulty making completed sentences to express ideas, (3) Lack of vocabulary and grammar, (4) Poor Pronunciation ability, (5) Mother tongue comes first in mind, (6) Problem in choosing an appropriate word in different contexts.

According to the data collected from the student survey, the table shows that almost students tend to think that lacking of vocabulary and grammar come first when they have to present their opinions, this prevents them from speaking English fluently and naturally, it accounts for a significant (81.5%). In addition, aspects (1), (2), (4), (5) yield have similar results, the numbers of those agreeing on these aspects are nearly equal, comprising around 64.6%-67.7% , while disagreement ranges from 3.1%-10.8%. On the other hand, the agreeing percentage rate of aspect (6) choosing an appropriate word in different contexts was low but still at a fairly high level (60%) and disagreeing percentage was still low about 3.1%. Especially, the percentage of students of this aspect selecting "no opinion" is also quite high, at 36.9%. The figures obtained demonstrate that nearly all fourth-year students majoring in English Language encounter the aforementioned issues when learning speaking skills.

**Table 1: Speaking difficulties related to linguistic factors**

Question	Strongly agree	Agree	Neural	Disagree	Strongly disagree	Mean	SD
Lack of topical knowledge and ideas	29.2%	35.4%	32.3%	3.1%	0.0%	2.09	.861
Have difficulty making completed sentences to express ideas	13.8%	50.8%	29.2%	4.6%	1.5%	2.29	.824

Lack of vocabulary and grammar	24.6%	56.9%	7.7%	6.2%	4.6%	2.09	.996
Poor Pronunciation ability	27.7%	40.0%	21.5%	10.8%	0.0%	2.15	.956
Mother tongue comes first in mind	24.6%	43.1%	23.1%	9.2%	0.0%	2.17	.911
Problem in choosing an appropriate word in different contexts	29.2%	30.8%	36.9%	3.1%	0.0%	2.14	.882

Table 2 shows the problems within each category include: (1) Ineffective self - learning methods, (2) Fear of making mistakes, (3) Feeling shy and lack of confidence, (4) Lack of motivation, (5) Lack of practicing environment, (6) Teaching methods, (7) Classmate's interaction is not good.

**Table 2: Speaking difficulties related to non-linguistic factors**

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	SD
Ineffective self - learning methods	33.8%	41.5%	16.9%	6.2%	1.5%	2.00	.952
Fear of making mistakes	30.8%	40.0%	21.5%	6.2%	1.5%	2.08	.957
Feeling shy and lack of confidence	32.3%	47.7%	10.8%	6.2%	3.1%	2.00	.984
Lack of motivation	16.9%	55.4%	26.2%	1.5%	0.0%	2.12	.696
Lack of practicing environment	21.5%	38.5%	30.8%	9.2%	0.0%	2.28	.910
Teaching methods	7.7%	18.5%	63.1%	4.6%	6.2%	2.83	.876
Classmate's interaction is not good	20.0%	50.8%	18.5%	10.8%	0.0%	2.20	.887

This study examines psychological factors, which can be categorized into seven aspects: (1) Ineffective self-learning methods, (2) Fear of making mistakes, (3) Feeling shy and lack of confidence, (4) Lack of motivation, (5) Lack of practicing

environment, (6) Teaching methods, (7) Classmate's interaction is not good. Students may encounter these psychological challenges while performing speaking tasks. The provided table illustrates the opinions of respondents regarding different aspects related to their challenges in improving their speaking skills. With the exception of the lack of practicing environment (7) and Teaching methods (6), the remaining issues receive substantial agreement from the students, with the total percentage of students selecting 'strongly agree' and 'agree' ranging from 70.8% to 80%. Among them, the highest agreement percentages are found in three issues: (3) Feeling shy and lack of confidence when speaking (80% agreement), (1) Ineffective self-learning methods (75.3% agreement), and (4) Lack of motivation in communication (72.3% agreement). These figures demonstrate that students encounter various subjective challenges during speaking skill classes. These factors may impede the effectiveness of teaching and learning these skills at the university.

In particular, in the aspect of Lack of motivation, the number of participants agreeing with this viewpoint is highest (55.4%) compared to the other aspects. Beside that, the proportion of students selecting 'disagree' and 'strongly disagree' constitutes a substantial 1.5%, significantly lower than the other aspects. Remarkably, the number of participants expressing 'no opinion' on this matter reaches 26.2%. Specifically, the aspect of Teaching methods with highest percentage neutral (63.1%) , but percentage of selecting 'agree' and 'strongly agree' made up lowest (26.2%).

This suggests that a considerable number of students are uncertain about whether Teaching methods. It can be explained that ' Teaching methods ' was not the main reason for the students' speaking problem".

**4.1.3. Answers to research question two: What are possible strategies to improve English speaking skills?**

**Table 3: Some strategies to improve English speaking skills**

<i>Strategies</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neural</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Mean</b>	<b>SD</b>
Teacher should give more speaking activities for students to practice	15.4%	44.6%	30.8%	6.2%	3.1%	2.37	.928
Motivating yourself: be encouraged, make enjoyable learning	38.5%	41.5%	9.2%	9.2%	1.5%	1.94	.998
Participating in practicing environment: join English club, make a public conversation, group discussion	38.5%	47.7%	4.6%	6.2%	3.1%	1.88	.976
Applying English speaking practice software or signing in to free sites to practice with friends and instructors on the site	38.5%	43.1%	10.8%	7.7%	0.0%	1.88	.893
Imitating native speakers through podcast	30.8%	44.6%	15.4%	6.2%	3.1%	2.06	.998
Practice speaking regularly	32.3%	47.7%	9.2%	9.2%	1.5%	2.00	.968

Based on the data from the table, we can analyze and observe that the strategy (3) "Participating in practicing environment: join English club, make a public conversation, group discussion" has the highest percentage of agreement among all the strategies. With a total of 38.5% strongly agreeing and 41.5% agreeing, adding

up to 80%, this strategy garners significant approval from the student community. Specially, four strategies: (2) Motivating yourself: be encouraged, make enjoyable learning, (3) Participating in practicing environment: join English club, make a public conversation, group discussion, (4) Applying English speaking practice software or signing in to free sites to practice with friends and instructors on the site, and (6) Practice speaking regularly with their closely aligned percentages from 79.7% to 86.2%, while the “disagree” and “strongly disagree” make up quite low percentage, it is just from 7.7% to 10.7 %. It underscores the importance of practical exposure, technological tools, and audio resources in students' efforts to enhance their English-speaking abilities.

The strategy (5) of Imitating native speakers through podcasts involves students listening to podcasts to mimic the speech patterns and language usage of native speakers. The percentage distribution (30.8%, 44.6%, 15.4%) highlights varying levels of agreement among students.

The highest percentage of students who agree or strongly agree (44.6%) indicates a significant portion of students who recognize the potential benefits of learning through audio resources like podcasts. This approach allows students to immerse themselves in authentic language usage, which can contribute to improved pronunciation, intonation, and overall fluency. The strategy suggests that students believe this method can bridge the gap between classroom learning and real-world communication.

Regarding the strategy (1) Teachers should provide more opportunities and guidance for students to practice, it accounts for the lowest percentage (60%) compared to the others. However, the percentage of students who 'agree' and 'strongly agree' with this strategy indicates a significant proportion of students recognizing the value of structured speaking exercises led by teachers. These activities likely promote the practical application of language skills and provide a guided environment for students to refine their spoken English. The strategy implies that students expect their

teachers to create an interactive and communicative classroom atmosphere that nurtures their speaking proficiency.

## **4.2. Discussion**

The survey results indicate that improving English speaking skills for individuals is accompanied by various challenges. Lacking of topic knowledge and ideas to express concepts in English remains a significant challenge for learners. Furthermore, some learners find it challenging to construct complete sentences to convey their ideas. This underscores the need to focus on and enhance the ability to create complex and accurate sentence structures.

Regarding vocabulary and grammar, several learners have acknowledged their insufficient vocabulary and grammar knowledge required for fluent and accurate communication. This poses a challenge in building the vocabulary and grammar proficiency needed to confidently engage in conversations in English.

From a psychological and learning method perspective, the survey reveals that some learners face the fear of making mistakes and lack confidence when using English. This indicates that building confidence and inspiration are crucial factors in the process of developing English speaking skills. Among the strategies deemed effective by the learners, active participation in practice environments through joining English clubs, group discussions, and using English speaking practice software receives high evaluations. This suggests that regular exposure to real-life situations and practicing opportunities is an important component of developing English speaking skills. Besides, students believe that if they need to improve their speaking skills better, they should practice speaking English every day with simple and close topics with friends or people surrounding who English users as much as possible.

In conclusion, the survey results vividly demonstrate the complexity of enhancing English speaking skills within an educational setting and offer effective strategies to effectively overcome these challenges.

### 4.3. Result of interview the students

For the participants, for example, English was not relevant in every situation, whether in terms of pronunciation, content, or grammar. Students likely have used L1 often in their everyday lives, which leads to more mistakes when using English in class.

Based on the above interview, the researcher pointed out that students have no interest in speaking English because they do not understand when the lecturer, other foreign teachers speak English. Besides, students found some difficulties, especially in terms of accent, grammar, pronunciation, and vocabulary. Some of students believe it was unimportant to speak English because it was not their mother tongue. According to the students' opinion have discovered. In an interview, they said:

#### **Group 1:**

*Speaking English can be a challenging task for many individuals, including myself. The first obstacle that I often encounter is pronunciation. Certain sounds are tricky, and I find myself struggling to pronounce them correctly, which can hinder effective communication.*

*Moreover, building vocabulary can also be a daunting task. The vast number of words to learn can be overwhelming, and it takes time and effort to memorize them all. Additionally, English grammar is complex, and I often struggle to remember the correct verb tenses and sentence structures, which can lead to grammatical errors in my speech.*

*Furthermore, confidence is another significant hurdle when speaking English. I sometimes worry about making mistakes or not being understood, which can negatively impact my fluency and hinder my communication skills.*

*Lastly, understanding different accents and dialects can be a challenge. English is spoken in many countries, each with its unique way of pronouncing words and phrases, making it difficult to understand some accents or dialects.*

**Group 2:**

*One of the primary difficulties I often encounter when speaking English is pronunciation. Some English sounds can be quite challenging for me to articulate correctly, which occasionally hampers effective communication. In addition to the difficulties I mentioned earlier, other significant factors that impact my speaking skills are a lack of confidence, fear of making mistakes, lack of practicing environment and have ineffective self-learning methods. Often, I worry about making mistakes or not being understood, which can seriously undermine my fluency and effectiveness when speaking English.*

*Another challenge I face is expanding my vocabulary. Learning and remembering a wide range of words can be overwhelming, and it takes considerable effort to build a substantial vocabulary."*

**Group 3:**

*For us, English grammar, pronunciation and vocabulary are persistent challenges. We sometimes struggle with using the correct verb tenses and constructing sentences properly, leading to grammatical errors in my speech. Moreover our limited interaction with friends or peers who are proficient in English amplifies these challenges. The scarcity of opportunities for real-life conversations in English makes it challenging to put our acquired knowledge into practice and gain practical experience.*

*Furthermore, sustaining motivation for continuous learning can be an uphill battle. The lengthy journey towards mastering English speaking skills demands unwavering effort and determination, yet there are moments when we feel demotivated or lack the enthusiasm to practice consistently.*

According to the results of the interview, it was determined that seniors English majors had some difficulties to improve their speaking skills such as: poor pronunciation, lack of grammar and vocabulary, ineffective self-learning methods,

lack of motivation, lack of confidence, fear of making mistakes, less opportunities to practice, the influence of their native language, and difficulties in selecting appropriate words for different contexts.

Three groups have provided several valuable strategies to enhance speaking skills in English communication:

**Group 1:**

*To enhance my speaking skills, I would start by regularly practicing speaking in front of a mirror or recording myself. This self-assessment helps me identify areas for improvement in terms of clarity, tone, and confidence.*

*Another effective strategy would be to engage in conversation with native speakers or join language exchange groups. This exposes me to different accents and conversation styles, allowing me to adapt and become more fluent.*

*Additionally, I would enjoy watching British movies to enhance our pronunciation and understanding of British vocabulary.*

*To overcome shyness and improve my speaking skills, I would initially focus on building my self-confidence. One effective strategy would be to practice speaking in front of a small, supportive audience, such as close friends or family members, gradually working my way up to larger groups.*

**Group 2:**

*To improve my speaking skills, I'll prioritize self-motivation and enjoyment. I'll set clear, achievable goals and break them into smaller milestones for a sense of accomplishment. I'll integrate my interests, like cooking, into language learning for fun. I'll also use interactive and enjoyable materials like apps, games, or language exchange partners to stay motivated.*

*Moreover, I would actively engage in practice-based environments. This would involve joining an English club to interact with fellow learners, participating in public conversations, taking part in group discussions, and delivering*

*presentations regularly. These immersive experiences would provide practical opportunities to refine my speaking abilities and boost my confidence.*

Imitating native speakers through podcasts benefits your pronunciation, intonation, vocabulary, cultural insight, listening comprehension, and confidence. Additionally, applying English speaking practice software or signing in to free sites to practice with friends and instructors on the site is an effective way to further enhance your speaking skills and engage in interactive language learning.

### **Group 3:**

*To enhance my speaking skills, I would utilize the strategy of imitating native speakers through podcasts. This involves regularly listening to native speakers, paying close attention to their pronunciation, intonation, and speech patterns, and then imitating what I hear to improve my own speaking abilities. Additionally, I would use English speaking practice software and free language learning websites. These platforms offer interactive exercises, connect users with native speakers and instructors, and provide opportunities for feedback and progress tracking, all of which facilitate effective language practice.*

*Another approach tackle shyness is to engage in public speaking courses or workshops. These structured environments provide guidance and practice opportunities while helping me become more comfortable with public speaking.*

*Additionally, I would actively seek out opportunities to participate in group discussions or join clubs and organizations where I can regularly interact with others. By exposing myself to social situations and consistently practicing speaking, I can gradually overcome shyness and enhance my speaking skills.*

❖ For the Teacher

**Question 1:**

Teacher 1:

1) *Correcting errors during speaking practice helps students recognize and understand their mistakes better. I focus on providing constructive feedback, creating opportunities for them to self-correct, and encouraging them to immediately apply the points they have learned. Sometimes, I may pause to point out specific errors and provide examples of how to correct them.*

Teacher 2:

*I believe in correcting errors during speaking activities because it helps students identify and understand their mistakes. If students consistently make errors while practicing speaking, I adjust strategies. In the case of complex errors, I might organize a group discussion session to collectively understand and address language issues.*

**Question 2:**

Teacher 1:

*I'm teaching in three classes. All of them also have the same problems when trying to improve their speaking skills, include a lack of confidence, fear of making mistakes, limited vocabulary, grammar issues, and pronunciation challenges. Besides, they also sometimes use their mother tongue while making ideas of speaking in communication.*

Teacher 2:

*Students lack of practice both in class and at home. Someone practices wrong sentences unconsciously that form their habit of speaking the language in the wrong way. The common challenges which the students often face in speaking that*

*are pronunciation, grammar, word use, and other factors affecting speaking such as lack of confidence, lack of motivation, shyness, ...*

**Question 3:**

Teacher 1:

*To address this issue, I often introduce interactive and creative speaking activities that relate to their interests and daily lives. This personal connection can make the learning experience more enjoyable and relevant. Additionally, I incorporate multimedia resources such as videos, podcasts, and interactive online tools to add variety and make the learning process dynamic.*

Teacher 2:

*To enhance the speaking skills of English major students at the University of Phan Thiet, I propose the following measures:*

*Create a friendly learning environment and provide daily opportunities for speaking practice through activities such as discussions and English games; Utilize interesting audiovisual materials like videos and podcasts to help students improve pronunciation, intonation, and vocabulary; Encourage participation in English clubs where students can practice speaking with others who share similar interests; Implement interactive teaching methods and group discussions to encourage participation and build confidence in speaking.*

**4.4. Discussion**

The challenges these participants faced with vocabulary and pronunciation significantly impacted their speaking skills, had difficulty making completed sentences to express their ideas and problem in choosing an appropriate word in different contexts. All three groups felt hindered in communicating their thoughts effectively, leading to noticeable pauses and slow speech when interacting with their lecturers. Their limited vocabulary usage also affected their confidence in answering questions.

Furthermore, students often face several issues, like shyness, lack of confidence, fear of making mistakes, ineffective self-learning methods, a shortage of practice opportunities, and teaching methods. To elaborate, students' struggles with self-confidence and shyness can affect their class participation and their willingness to seek help when needed. Additionally, their fear of making mistakes might hold them back from taking risks, which is important for personal growth. Regarding self-learning methods, students may not always know how to study effectively, so it's crucial for educators to teach them useful strategies and direct them to valuable resources. A lack of a suitable practice environment can also hinder students' progress. They need access to tools, resources, and mentorship to apply their knowledge practically. Lastly, teaching methods may significantly impact students. Using diverse and engaging teaching approaches can help cater to different learning styles and abilities, helping students overcome challenges and boost their confidence.

Despite the challenges, all participants demonstrated strong motivation to enhance their speaking abilities. They acknowledged that language learning is a process and embraced the learning curve. Their enthusiasm for improvement stemmed from their aspirations to become effective English teachers or lecturers, requiring them to communicate proficiently in English.

To deal with the fear of making mistakes, teachers and students should work together. Teachers can help students build a habit of focusing during class and create a friendly and open atmosphere, so students feel comfortable speaking English. First, a good relationship between the teacher and students needs to be formed. This means students should feel at ease with their teacher and believe that the teacher will help them if they make mistakes. Second, teachers should help students improve their focus while learning English. Lastly, teachers should create a balanced environment to lessen students' issues.

Participants adopted various strategies to overcome their challenges. Group 1 said that enjoyed watching British movies to enhance them pronunciation and

understanding of British vocabulary. Group 2 considered engage in public speaking courses or workshops. These structured environments provide guidance and practice opportunities while helping me become more comfortable with public speaking. And group 3 mentioned that *“the strategy of imitating native speakers through podcasts. This involves regularly listening to native speakers, paying close attention to their pronunciation, intonation, and speech patterns, and then imitating what I hear to improve my own speaking abilities.”*

This way, shy students will feel okay with making mistakes in their learning process. Additionally, students won't worry so much about their pronunciation or imperfect grammar.

Student worries about speaking can be addressed by motivating them and creating a comfortable environment. According to Keramida (2009), motivating students and establishing a comfortable class environment are important because they can reduce student worries, boost confidence, and encourage them to communicate. To tackle students' lack of motivation, teachers can take actions like raising students' awareness about the importance of English, increasing students' interest in English, and boosting their confidence.

#### **4.5. Summary**

In this chapter, the research findings related to speaking skills at the University of Phan Thiet were presented and discussed. The study included an analysis of survey questionnaires and interviews with students and teachers.

##### ***Survey Results:***

The survey examined students' perspectives on the importance of speaking skills. Approximately 73.84% of senior English majors at UPT considered speaking skills to be significant, while 23.07% considered them less important.

The majority of students (56.92%) found speaking English to be difficult, with 16.92% considering it a challenging skill.

A significant number of students (63.08%) did not engage in regular English speaking practice.

***Analysis of Difficulties:***

Students commonly faced linguistic issues such as a lack of topical knowledge and ideas, difficulty constructing complete sentences, insufficient vocabulary and grammar, poor pronunciation ability, and challenges related to their native language influencing their thinking and choice of words.

Psychological factors also played a role, including ineffective self-learning methods, fear of making mistakes, lack of confidence, lack of motivation, and a lack of practicing environment.

***Strategies to Improve Speaking Skills:***

Students recommended strategies to improve speaking skills, including providing more speaking activities in class, self-motivation, participating in practicing environments (e.g., English clubs), using English speaking practice software or online platforms, imitating native speakers through podcasts, and practicing speaking regularly.

***Interview Results:***

Interviews with students revealed challenges related to pronunciation, vocabulary, grammar, confidence, and fear of making mistakes. Students emphasized the importance of self-practice, exposure to native speakers, and overcoming shyness and fear of mistakes.

## **CHAPTER 5: CONCLUSION**

Based on the results of research and discussion, it can be concluded that 65 English majors at the University of Phan Thiet are having some problems learning speaking skills. The problems most students face when speaking English are: fear of communication, lack of confidence, non-standard pronunciation, unstable grammar, limited vocabulary, and few opportunities for practice. Most of the students are afraid of making mistakes, saying the wrong thing, and lack motivation in studying. Besides, some important factors, such as learning environment and daily language training, are also especially important for students in the process of learning English.

The survey results indicate that improving English speaking skills for individuals is accompanied by various challenges. When confronted with these difficulties, a strong agreement and agreement rate is observed regarding the identification of a lack of topic knowledge and ideas. This suggests that gathering appropriate information and ideas to express concepts in English remains a significant challenge for learners.

Furthermore, some learners find it challenging to construct complete sentences to convey their ideas. This underscores the need to focus on and enhance the ability to create complex and accurate sentence structures.

Regarding vocabulary and grammar, several learners have acknowledged their insufficient vocabulary and grammar knowledge required for fluent and accurate communication. This poses a challenge in building the vocabulary and grammar proficiency needed to confidently engage in conversations in English.

From a psychological and learning method perspective, the survey reveals that some learners face the fear of making mistakes and lack confidence when using English. This indicates that building confidence and inspiration are crucial factors in the process of developing English speaking skills.

Among the strategies deemed effective by the learners, active participation in practice environments through joining English clubs, group discussions, and using English speaking practice software receives high evaluations. This suggests that regular

exposure to real-life situations and practicing opportunities is an important component of developing English speaking skills.

In conclusion, the survey results vividly demonstrate the complexity of enhancing English speaking skills within an educational setting and offer effective strategies to effectively overcome these challenges.

After conducting surveys and research, one of the most immeasurable methods for students was to create an environment where students could use English regularly. From daily exposure to English, they can improve their speaking and communication skills more naturally.

Besides, students believe that if they need to improve their speaking skills better, they should practice speaking English every day with simple and close topics with friends or people surrounding who English users as much as possible.

## **SUGGESTION**

First and foremost, beyond classroom hours, students should actively engage in self-study to further enhance their language proficiency. They can achieve this through various sources such as watching TV programs, YouTube channels, and social media platforms, studying English podcasts that offer content related to the English language. Through these resources, they can observe how native speakers construct sentences, utilize vocabulary, employ grammatical structures, and refine their pronunciation. Additionally, students should also strive to acquire general knowledge and enrich their life experiences in common speaking topics. This practice significantly aids in facilitating the process of generating ideas for speaking more fluidly and effectively. To cultivate confidence and fluency in their speech, students ought to allocate more time to honing this skill. They should also proactively seek out environments where they can put their English communication and conversation abilities into practice. This could involve participating in English clubs, groups, and societies both within and beyond the academic institution. Moreover, they can utilize

English-speaking apps and software with native speakers or cultivate a circle of friends for regular English-speaking practice.

Additionally, when teaching speaking skills, instructors should give special attention to groups or classes with limited language proficiency. This entails being more adaptable in how they convey information, plan activities, create groupings, address errors, and assign tasks. Finally, educators should inspire students and encourage them on their learning journey, reminding them to take charge of their own skill enhancement and refinement.

### **LIMITATION**

Throughout the survey and interview phases, certain students opted to provide responses through speakers, while others may have hesitated to be entirely candid in their answers due to concerns about revealing the true extent of their learning challenges. Encountering difficulties in convincing some students to partake in interviews was a recurring theme throughout the process. Additionally, a prevailing sentiment among many students is their reluctance to alter their English learning methods. This hesitance arises from a belief that they might not possess the youthful adaptability required to effectively embrace and implement new proposed methods.

## REFERENCES

- Amoah, S., & Yeboah, J. (2021). *The Speaking Difficulties of Chinese EFL Learners and Their Motivation towards Speaking the English language*. *Journal of Language and Linguistic Studies*, 17(1), 56-69.
- Al-Eiadeh, A. R., Al-Sobh, M. A., Al-Zoubi, S. M., & Al-Khasawneh, F. (2016). *Improving English language speaking skills of Ajloun National University students*. *International Journal of English and Education*, 5(3), 181-195.
- Azadi, S., Aliakbari, M., & Azizifar, A. (2015). *The role of classroom interaction on improvement of speaking among Iranian EFL learners*. *International Journal of Language Learning and Applied Linguistics World*, 8(1), 126-135.
- Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension. *English Language Teaching*, 9(9), 166-178.
- Baldwin, Caroline, (2011). *How to Overcome Shyness During an Oral Presentation*.
- Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge, UK: Cambridge University Press. doi:10.1017/CBO9780511805226.
- Brown, H.D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Burns, A. & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Brown, H. D. (2007). *Principles of language learning and teaching*. New York: Pearson Longman.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Chaney, A.L., and T.L. Burk. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon.
- Canale, M., & Swain, M. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. *Applied Linguistics*, 1, 1-47.

- Chomsky, N., & Halle, M. (1965). *Some controversial questions in phonological theory*. *Journal of linguistics*, 1(2), 97-138.
- Florez, M. A. C. (1999). *Improving Adult English Language Learners' Speaking Skills*. National Center for ESL Literacy Education. Retrieved from ERIC database. (ED435204).
- Horwitz, E. K. (1991). *Preliminary evidence for the reliability and validity of a foreign language anxiety scale*. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, New Jersey: Prentice Hall. pp. 37-39.
- Horwitz, E. (2001). *Language anxiety and achievement*. *Annual review of applied linguistics*, 21, 112-126.
- Hương, N. T. T. (2022). *Trở Ngại Trong Kỹ Năng Nói Của Sinh Viên Chuyên Ngành Tiếng Anh Năm Thứ Nhất Tại Trường Đại Học Sư Phạm–Đại Học Thái Nguyên*. *TNU Journal of Science and Technology*, 227(04), 186-194.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson Publication Limited.
- Hiebert, Elfrieda H., and Michael L. Kamil. (Eds.). (2005). *Teaching and learning vocabulary: Bringing research to practice*. Routledge.
- Halliday, M. A. K. (1975). *Learning how to mean*. In *Foundations of language development* (pp. 239-265). Academic Press.
- Huwari, I. F. (2019). *Problems faced by Jordanian undergraduate students in speaking English*. *International Journal of Innovation, Creativity and Change*, 8(9), 203-217.
- Keramida, Areti. 2009. *Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations*. *International Education Studies Journal*. Vol.2, No. 4
- Khổng.T.T. (2019). *A survey on internal and external factors influencing students' English fluency development at grade 11 in an upper secondary school in Vinh*

- Phuc province*. Masters thesis, VNU University of Languages and International Studies.
- Kingen, S. (2000). *Teaching language arts in middle schools: Connecting and communicating*. Routledge.
- Morley, J. (1991). *The pronunciation component in teaching English to speakers of other languages*. TESOL quarterly, 25(3), 481-520.
- Morley, J. (1999). *Current Perspectives on Improving Aural Comprehension*. ESL magazine, 2(1), 16-19.
- Nunan, D. (1999). *Second Language Teaching & Learning*. USA: Heinle & Heinle Publisher.
- Nunan, D. (2003). *Practical English Language Teaching*. Boston: McGraw Hill.
- Nunan, David (2001). *Language Teaching Methodology*. Textbook for teachers. Syney: National Center for English Language Teaching and Research.
- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language learning*, 35(1), 21-46.
- Pollard, L. (2008). *Luccy Pollard's Guide to Teaching English*. London: Lucy Pollard.
- Purpura, J. E. (2004). *Assessing grammar* (Vol. 8). Cambridge University Press.
- Pattison, P. (1987). *Developing Communicative Skills*. Cambridge University Press.
- Piaget, J., & Cook, M. (1952). *The origins of intelligence in children*. New York: International Universities Press.
- Rahmadeni, Y., Amri, Z., & Adnan, A. (2013). *Junior High School Students' learning Strategies And Their Achievement In Speaking: A Case Study At Smp Negeri 3 Padang Panjang*.
- Rivers, W. M. (1981). *Teaching Foreign Language Skills*. University of Chicago Press.
- Rose, K. R., & Kasper, G. (Eds.). (2001). *Pragmatics in language teaching*. Cambridge: Cambridge University Press.

- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.
- Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- Stephen D Krashen (1981). *Second language acquisition*. University of Southern California, Kingen (2000: 218).
- Tarigan, Henry Thunder (2008). *Reading as a Language Skill*. Bandung: Angkasa Bandung.
- Thao, T. T., & Trung, V. T. *Difficulties Encountered By Students at a University in Vietnam in Speaking English*.
- Tuyen, N. L. M. (2021). *A Study on Difficulties and Solutions in English Speaking Skills of Students at Hufi*.
- Tsiplakides, I., & Keramida, A. (2009). *Helping students overcome foreign language speaking anxiety in the English classroom: theoretical issues and practical recommendations*. *International Education Studies*, 2(4), 39-44.
- Ur, P. (2000). *A Course in Languge Teaching: Practice and Theory*. Cambridge University Press.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.

**APPENDIX 1: SURVEY QUESTIONNAIRE****UNIVERSITY OF PHAN  
THIET****THE SOCIALIST REPUBLIC OF VIETNAM****Independence - Freedom - Happiness****Phan Thiet, April 2023****SURVEY QUESTIONNAIRE****DIFFICULTIES AND STRATEGIES IN IMPROVING ENGLISH  
SPEAKING SKILLS FOR THE SENIOR ENGLISH MAJORS AT THE  
UNIVERSITY OF PHAN THIET**

I extend my gratitude to the students of the University of Phan Thiet for their wholehearted engagement in the survey. Your active participation has provided invaluable insights that will serve as the foundation for receiving your genuine feedback and suggestions. Based on this, I will propose enhanced learning approaches and assist the institution in developing a well-tailored curriculum that meets your needs. I want to assure you that all information provided in this survey will be kept confidential and used for its intended purpose.

(Tôi xin chân thành cảm ơn các bạn sinh viên trường Đại học Phan Thiết đã nhiệt tình tham gia khảo sát. Sự đóng góp của các bạn trên phiếu khảo sát này sẽ là cơ sở để tôi tiếp nhận những nhận xét và góp ý chân thành. Dựa trên kết quả khảo sát, tôi sẽ đề xuất những phương pháp học tập hiệu quả hơn cũng như góp phần hỗ trợ trường xây dựng chương trình học tập phù hợp và đáp ứng nhu cầu của các bạn. Tôi xin cam đoan những thông tin trả lời trong phiếu khảo sát này sẽ được giữ bí mật và sử dụng đúng mục đích.)

**PART A: PERSONAL INFORMATION (THÔNG TIN VỀ SINH VIÊN THAM GIA KHẢO SÁT)**

1. Class (Lớp):.....
2. Faculty (Khoa): .....
3. Phone number (Số điện thoại):.....
4. Email: .....

**PART B: CONTENT**

Please tick ✓ in the appropriate answer:

**I. REALITY**

**1. Which class are you in?**

K12NNA1

K12NNA2

**2. Are you confident to speak English?**

A. Yes. I am

B. No. I am not

**3. How important is Speaking skill in learning English?**

A. Very important

B. Important

C. Normal

D. Less important

E. Not important

**4. Evaluation The difficult levels of English speaking skill.**

A. Very Hard

B. Hard

C. Normal

D. Easy

E. Uneasy

**5. Do you regularly practice speaking English?**

A. Yes. I do

B. No. I do not

**II. DIFFICULTY**

**Regarding the difficulties you have encountered in improving Speaking English skills at the University of Phan Thiet, please put a tick (✓) in the ideas that you think are correct.**

*1. Strongly agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly disagree*

<b>Difficulty</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Lack of topical knowledge and ideas					
Have difficulty making completed sentences to express ideas					
Lack of vocabulary and grammar					
Poor Pronunciation ability					
Mother tongue comes first in mind					
Problem in choosing an appropriate word in different contexts					
Ineffective self -learning methods					
Fear of making mistakes					
Feeling shy and lack of confidence					

Lack of motivation					
Lack of practicing environment					
Teaching methods					
Classmate's interaction is not good					

### III/ STRATEGY

**Regarding the Strategies which help you improve English speaking skills at the University of Phan Thiet, please put a tick (✓) in the ideas that you think are correct.**

*1. Strongly agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly disagree*

<i>Strategies</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher should give more opportunities and construct students to practice speaking English					
Motivating yourself: be encouraged, make enjoyable learning					
Participating in practicing environment: join English club, make a public conversation, group discussion					

Applying English speaking practice software or signing in to free sites to practice with friends and instructors on the site					
Imitating native speakers through podcast					
Practice speaking regularly					

**APPENDIX 2: QUESTION FOR INTERVIEWING THE STUDENTS  
AND TEACHERS**

**TOPIC: DIFFICULTIES AND STRATEGIES IN IMPROVING  
ENGLISH SPEAKING SKILLS FOR SENIOR ENGLISH MAJORS  
AT THE UNIVERSITY OF PHAN THIET**

This interview aims to gather opinions from educators on issues related to improving speaking skills at the University of Phan Thiet. The responses provided by you play a crucial role in the success of this research and contribute insights to English language educators in general. Therefore, the research team highly appreciates your enthusiastic participation and candid responses the status of English speaking and difficulties in improving speaking skills which the Senior English major students at the University of Phan Thiet faced. Thereby, the author analyzes the factors affecting speaking skills and gives some strategies as well as methods to help students improve and develop their speaking skills.

Thank you sincerely for your assistance and cooperation!

➤ **For Students**

1. What are your difficulties that you often face in speaking English?
2. What strategies would you utilize to improve your speaking skills?

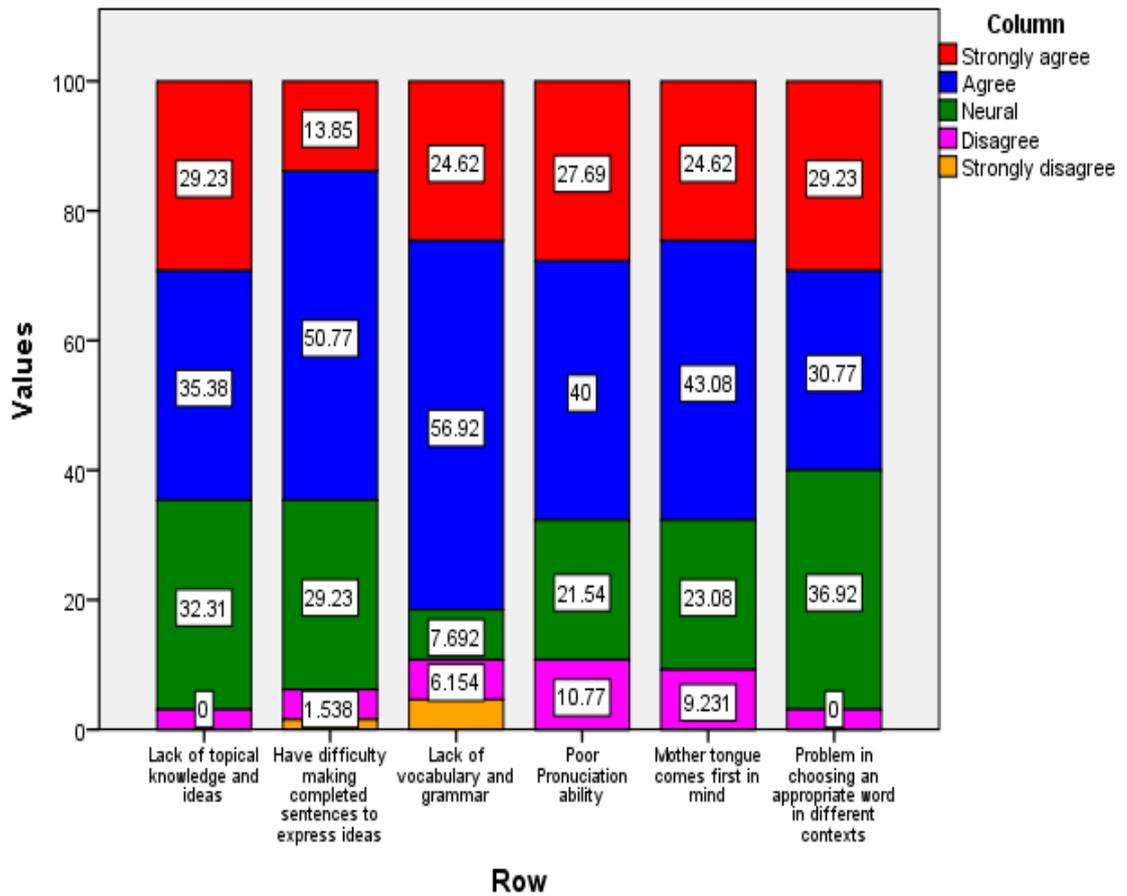
➤ **For Teachers**

1. When students consistently make errors during speaking practice, what approach do you take?
2. What are some common challenges people face when trying to improve their speaking skills?
3. What suggestions do you think to enhance the speaking skills to English major students at the University of Phan Thiet?

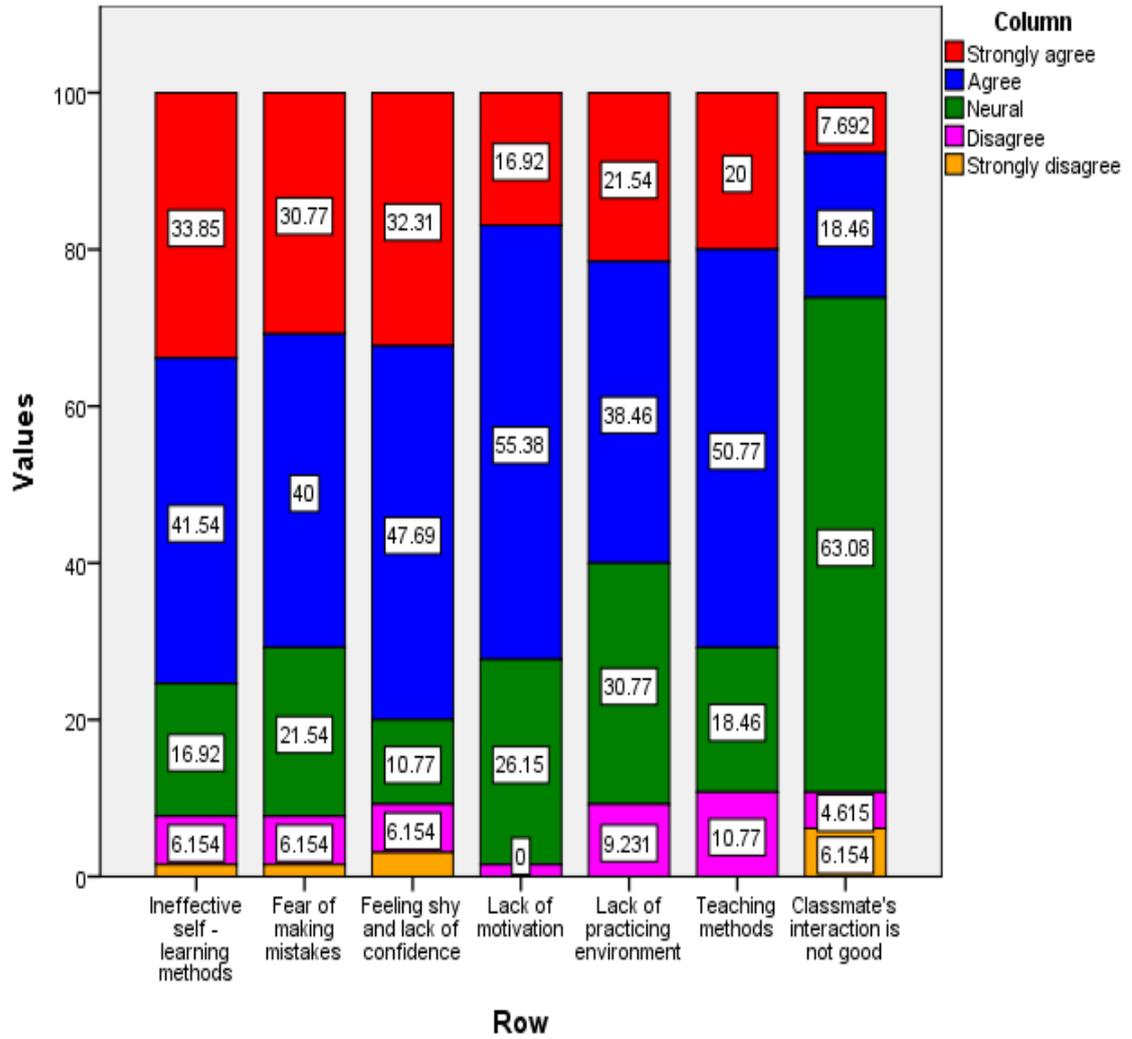
**Thank you very much for your cooperation and contribution**

**APPENDIX 3: FIGURE OF OF SOFTWARE RUNTING DATA**

**Table 1**



**Figure 4.1.1: Speaking difficulties related to linguistic factors**



**Figure 4.1.2. Speaking difficulties related to non-linguistic factors**

Table 1

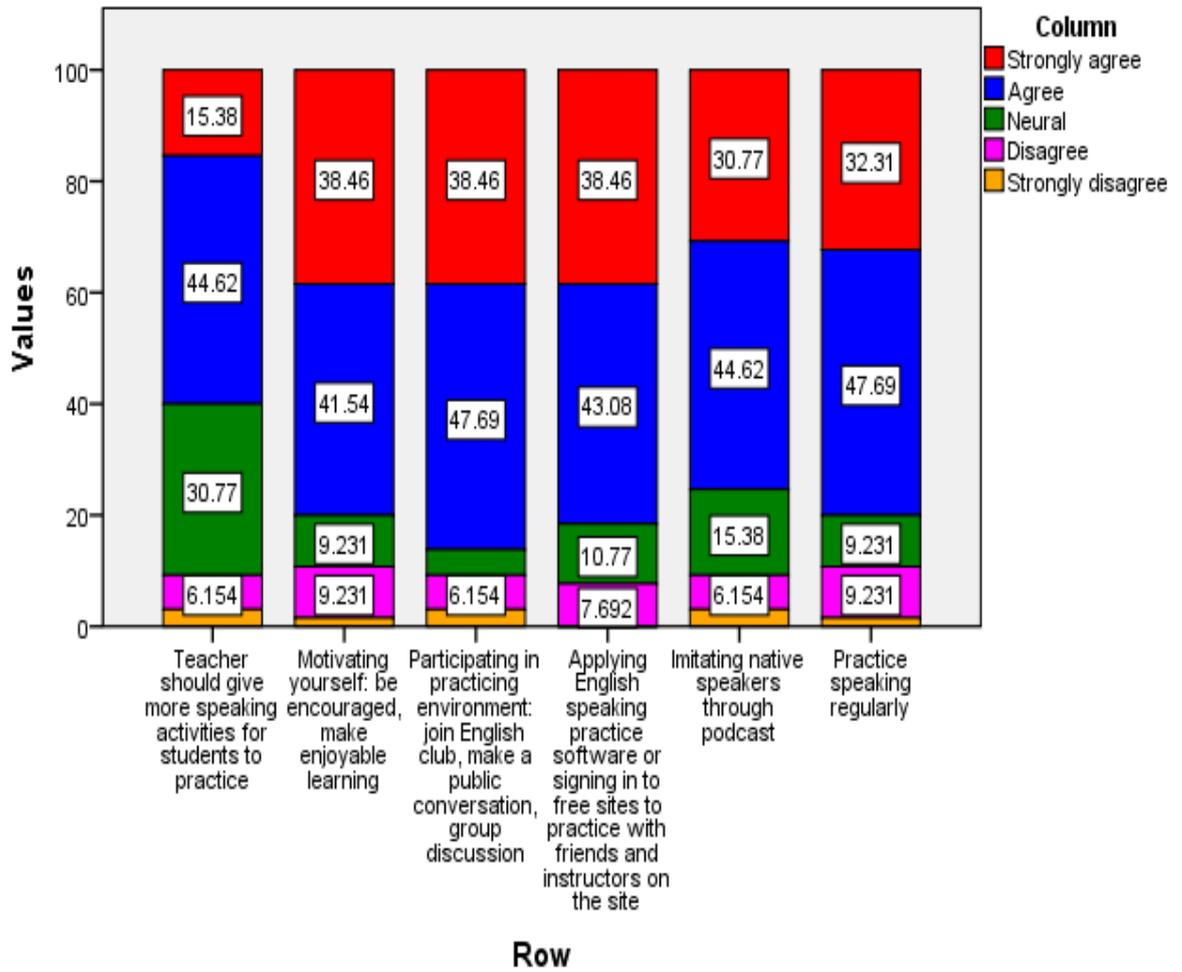


Figure 4.1.3. Some strategies to improve English speaking skills