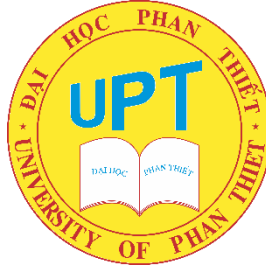MINISTRY OF EDUCATION & TRAINING

UNIVERSITY OF PHAN THIET

HUỲNH THẾ THANH

KEY FACTORS AFFECTING ENGLISH SPEAKING SKILLS OF HIGH SCHOOL STUDENTS: A CASE STUDY AT TRAN HUNG DAO HIGH SCHOOL

MASTER'S GRADUATION PROJECT MAJORED IN ENGLISH LANGUAGE

Bình Thuận Province - 2024

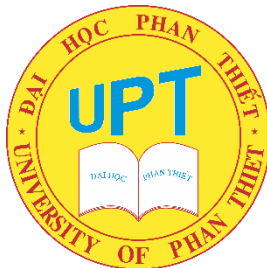MINISTRY OF EDUCATION & TRAINING

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MAJOR IN ENGLISH LANGUAGE

TRAINING CODE: 8220201

MASTER'S GRADUATION PROJECT

SCIENCE INSTRUCTOR'S NAME:

LÝ THỊ MỸ HẠNH, Ph.D.

Bình Thuận Province - 2024

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I confirm that the work presented in this master graduation project entitled **"Key factors affecting English speaking skills of high school students: A case study at Tran Hung Dao high school"** has been performed and interpreted solely by myself.

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ACKNOWLEDGEMENTS

ABSTRACT

This Master's Graduation Project examines the factors shaping English speaking skills in high school students, concentrating on four eleventh-grade classes at Tran Hung Dao High School in Phan Thiet city, Vietnam. The study encompasses an introduction outlining the background, problem statement, objectives, scope, methodology, limitations, and significance. It involves a thorough exploration of the critical elements influencing students' English speaking proficiency, with Tran Hung Dao High School serving as a specific case study. The investigation extends its reach across various dimensions, encompassing language aspects, speaking skills, oral activities, language acquisition, and student motivation and autonomy. By scrutinizing these diverse factors, the study seeks to discern the primary determinants that mold and influence the proficiency of students in spoken English.

The research adopts a comprehensive approach, intertwining quantitative and qualitative analyses to paint a nuanced picture of the intricate interplay between these factors and their implications for English language acquisition. The educational context at Tran Hung Dao High School serves as a microcosm, allowing for a focused examination of the intricacies involved in fostering effective oral communication skills. As the findings unfold, the study not only identifies the salient factors contributing to English speaking capabilities but also endeavors to offer practical insights and recommendations for educators and policymakers in the field of English language education. Through a synthesis of empirical evidence and theoretical frameworks, this research contributes to informed pedagogical practices and targeted interventions for improved language learning experiences, particularly in the context of English speaking skills among high school students in Vietnam.

Keywords: speaking skills, high school students, factors influencing.

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LIST OF ABBREVIATIONS

CEFR : The Common European Framework of Reference for Languages

CLT   : Communicative Language Teaching

EFL   : English as a Foreign Language

L2   : Second language

MOET: Ministry of Education and Training

SLA   : Second language acquisition

SPSS : Statistical Package for the Social Sciences

SVO   : Subject-verb-object

TBLT : Task-based language teaching.

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CHAPTER 1. INTRODUCTION

1.1 Background of the study

Proficiency in English is often considered a valuable skill, influencing academic success, career opportunities, and social integration. The ability to express oneself fluently and accurately in English is a key aspect of language proficiency and is essential for effective communication. Understanding the factors that influence English speaking skills among high school students is crucial for educators, policymakers, and language researchers to enhance language teaching strategies and curriculum development. In the context of high school education, the acquisition of English language skills holds particular significance, as it not only shapes academic success but also influences future career opportunities and social integration. High school students, being on the cusp of adulthood, are poised to enter higher education or the workforce, making their English language proficiency an essential aspect of their readiness for future challenges.

While Tran Hung Dao High School has endeavored to provide quality English language education, it is acknowledged that the effectiveness of language programs can vary. Factors such as teaching methodologies, classroom environments, and socio-economic considerations can influence the outcomes of language education initiatives. Recognizing these variables and their impact on English speaking skills is imperative for refining and optimizing the existing programs, ensuring that they resonate with the diverse needs of the student body. Besides, the school recognizes the importance of English language acquisition as a fundamental component of this holistic approach. Consequently, various initiatives and programs have been implemented to foster English language skills among students. However, the effectiveness of these programs warrants scrutiny, necessitating a comprehensive study to identify the factors influencing English speaking skills.

In essence, recognizing the unique dynamics within the diverse educational environment of Tran Hung Dao High School is crucial for customizing language

programs to meet the specific needs and challenges faced by its students. Additionally, understanding the distinctive challenges and opportunities presented by the Vietnamese context is essential for developing effective language teaching strategies tailored to the local educational landscape. Both aspects underscore the importance of context-aware approaches in enhancing language education and ensuring its relevance to the individual and cultural nuances of the student body at Tran Hung Dao High School.

1.2 Statement of the problems

This study focuses on the prevalent issue of inconsistent English speaking proficiency levels among high school students enrolled at Tran Hung Dao High School. The specific issues to be investigated include the influence of socio-economic factors, classroom environment, teacher competence, and individual learner characteristics on the development of English speaking skills. Understanding these factors is essential for implementing targeted interventions to improve English language education outcomes.

1.2.1. Socio-Economic Factors

One of the identified challenges is the potential influence of socio-economic factors on students' English speaking skills. Socio-economic status can impact access to resources, exposure to English outside the classroom, and the availability of support systems for language development. Understanding how socio-economic factors intersect with language proficiency is crucial for addressing potential inequalities in English language education.

1.2.2. Alignment with Educational Objectives

The investigation into the factors affecting English speaking skills aligns with the broader educational objectives of Tran Hung Dao High School and the Vietnamese educational system. As the nation emphasizes the importance of English language proficiency, identifying specific challenges within the high school context contributes to the alignment of language education practices with national goals. The target or

objective of Circular 32 released by the Ministry of Education and Training (MOET) in 2018 is to reform the National English Program. This reform aims to officially recognize Communicative Language Teaching (CLT) with a particular emphasis on developing listening and speaking skills. The ultimate goal is to cultivate communicative competence among students, indicating a shift towards a more practical and interactive approach to language learning and instruction.

1.2.3. Differences in Proficiency Levels of Spoken English

Tran Hung Dao High School comprises a diverse student body, and this diversity is reflected in the varying levels of English speaking proficiency among its students. Some students demonstrate a high level of proficiency, confidently expressing themselves in English, while others encounter challenges that hinder effective communication. The existence of this variability underscores the need to understand the factors contributing to or impeding the development of English speaking skills.

1.2.4. Classroom Environment

The classroom environment plays a pivotal role in language acquisition, and variations in teaching methodologies, classroom interactions, and resources may contribute to differences in English speaking skills. Exploring the dynamics of the classroom setting at Tran Hung Dao High School is essential for identifying aspects that either support or hinder the development of students' English speaking proficiency.

In summary, this study has investigated the issue of inconsistent English speaking proficiency among high school students at Tran Hung Dao High School. Key factors explored include socio-economic influences, alignment with educational objectives, differences in proficiency levels, and the impact of the classroom environment. The findings underscore the need for inclusive language education strategies that consider socio-economic disparities and align with national objectives. Tailored interventions addressing individual learner characteristics and optimizing the classroom environment are crucial for fostering equitable and effective English

language learning outcomes. Ultimately, this research contributes insights that can inform improvements in language education practices at Tran Hung Dao High School and align with broader efforts to enhance language proficiency among high school students in Vietnam.

1.3 Aim and Objectives of the study

This research aims to comprehensively investigate the factors influencing English speaking skills among four classes of eleventh grade students 11C, 11C1, 11C2 and 11C3 at Tran Hung Dao High School in Phan Thiet city. By focusing on four distinct classes, the research aims to provide a nuanced understanding of potential class-specific influences on language acquisition. The investigation seeks to uncover a range of factors that may impact English speaking proficiency, encompassing both internal and external elements within the educational environment. Potential areas of exploration may include teaching methodologies, classroom dynamics, individual motivation, socio-economic backgrounds, and the influence of extracurricular activities on language development. Through a comprehensive analysis, the study intends to contribute valuable insights to the field of language education, offering practical implications for educators, curriculum designers, and policymakers. The findings may inform targeted interventions and instructional strategies tailored to enhance English speaking skills among eleventh-grade students in similar educational contexts. Ultimately, the aim is to advance our understanding of the multifaceted nature of language acquisition, with a specific focus on spoken English proficiency in the specified high school setting.

This comprehensive study explores the complex relationship between various factors such as socio-economic backgrounds, classroom dynamics, and individual learner characteristics to provide insights into improving language education practices. By delving into these interconnected dimensions, the study seeks to inform tailored interventions that address the diverse needs of students, ultimately contributing to the enhancement of language education quality not only at Tran Hung Dao High School but also within the broader educational landscape.

1.4 Research questions

This study investigates the factors influencing English speaking skills among high school students. Specifically, the study centers around four eleventh-grade classes, delving into the intricate interplay of individual and contextual factors contributing to variations in English speaking proficiency. The research also explores diverse dimensions including personal attributes, socio-economic backgrounds, classroom dynamics, and instructional strategies. By synthesizing empirical evidence and theoretical frameworks, the study seeks to offer practical insights and recommendations for educators and policymakers, contributing to informed pedagogical practices and targeted interventions aimed at improving language learning experiences, particularly in English speaking skills among high school students in Vietnam. Therefore, the research questions are as follow:

1. What are the primary difficulties faced by high school students at Tran Hung Dao High School in learning English speaking skills?

2. What strategies or methods can be implemented to enhance the English speaking skills of high school students at Tran Hung Dao High School?

1.5 Scope of the study

The study focuses specifically on high school students at Tran Hung Dao High School in Phan Thiet city, Binh Thuan province, Vietnam. Tran Hung Dao High School, with its diverse student population, provides a unique context for exploring the factors influencing English speaking skills. The scope encompasses students from various socio-economic backgrounds, learning environments, and individual characteristics, contributing to a comprehensive understanding of the issues at hand. This study focuses specifically on high school students at Tran Hung Dao High School, providing an in-depth analysis of the factors affecting their English speaking skills. The research will be limited to the academic year of 2023 - 2024 and involve data collection through surveys, interviews within the confines of Tran Hung Dao High School. The study's emphasis is on English speaking skills, recognizing that effective

communication is a multifaceted aspect of language proficiency. By narrowing the focus to speaking skills, the research aims to delve deeply into the challenges and opportunities specific to this language domain, providing insights that may inform targeted interventions. The research conducts six months from September in 2023 to March in 2024.

1.6 Significance of the study

As the relevance of this study is being conducted, there are various expectations that were desired to be gained.

First, this study addresses various challenges prevalent in English language education, including limited speaking practice, low confidence in English speaking, ineffective teaching methods, and a lack of exposure to authentic English. By delving into these factors within the specific context of Tran Hung Dao High School, the research contributes valuable insights to language education research. This exploration not only builds upon existing theories but also paves the way for the development of new hypotheses, providing a nuanced understanding of the hurdles faced by high school students in acquiring proficient English speaking skills.

Moreover, the significance of this study extends beyond the academic realm, holding potential to address critical issues and offer valuable insights within the field of English language education, specifically for high school students at Tran Hung Dao High School. Stakeholders, including educators, policymakers, researchers, and the broader community, stand to benefit from the study's findings. It serves as a cornerstone for future research endeavors, inspiring scholars to delve into related aspects and contributing to the ongoing evolution of language education theories and practices.

Lastly, understanding the factors influencing English speaking skills among high school students has far-reaching implications, not only for individual learners but for society at large. Equipping high school students with robust English speaking skills enhances their preparedness for cross-cultural communication, participation in

international collaborations, and navigation of a globalized world. The societal impact of this study lies in its potential contribution to the development of individuals capable of effective global communication and collaboration, thereby fostering a more interconnected and inclusive global community.

This chapter discusses challenges students encounter while learning English speaking skills in the classroom. It outlines research objectives, highlighting the importance of understanding factors influencing students' speaking proficiency, and introduces research questions and methodology to illuminate diverse challenges faced by students. The chapter delineates two key research questions and underscores the significance of the study, paving the way for subsequent sections including the Literature Review, Methodology, Findings and Discussion, and the Conclusion and Suggestion.

1.7 Organization of the Study

This research is organized into five chapters. Chapter 1 provides an introduction to the study, presenting the background, problem statement, objectives, scope, methodology, limitations and significance of the study. Chapter 2 reviews relevant literature on skills and language aspects; speaking skills; oral activities; language acquisition and students' learning motivation and autonomy. Chapter 3 details the research methodology employed, explaining the design, participants, and data collection procedures. Chapter 4 presents the analysis of data, and Chapter 5 concludes the study, summarizing key findings, implications, and recommendations for future research.

CHAPTER 2. LITERATURE REVIEW

2.1 Speaking skills

2.1.1 Definitions

Speaking skills are a fundamental component of language proficiency, encompassing various linguistic, cognitive, and communicative processes. For individuals learning a second language (L2), the development of effective speaking skills is crucial to achieve successful communication. Speaking skills, also referred to as oral proficiency, involve the ability to communicate and convey meaning effectively in a spoken language. In second language acquisition (SLA), speaking skills are a multifaceted construct that extends beyond the mere production of words. The Common European Framework of Reference for Languages (CEFR) characterizes speaking skills as the ability to "interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party" (CEFR, 2001). This definition highlights the importance of fluency, spontaneity, and successful interaction.

A number of scholars have proposed definitions that reflect the intricacies of this construct:

- Communicative Competence: Canale and Swain (1980) introduced the concept of communicative competence, which comprises grammatical competence (knowledge of grammar), sociolinguistic competence (knowledge of sociocultural norms), discourse competence (knowledge of text structure and organization), and strategic competence (knowledge of communication strategies). Speaking skills are an integral part of communicative competence as they require the application of these competencies in oral communication.

- Fluency and Accuracy: Richards and Schmidt (2002) differentiate between fluency and accuracy as two key dimensions of speaking skills. Fluency pertains to the ability to speak with ease, spontaneity, and speed. On the other hand, accuracy is about speaking correctly in terms of grammar, vocabulary, and pronunciation.

- Proficiency Levels: The Common European Framework of Reference for Languages (CEFR) defines speaking skills based on proficiency levels from A1 (basic) to C2 (mastery). Each level specifies the expected ability to initiate and maintain conversation, handle a range of topics, and engage in discussions, all of which are indicative of speaking proficiency (Council of Europe, 2001).

- Performance vs. Competence: Chomsky (1965) famously distinguished between linguistic competence (knowledge of language structure) and linguistic performance (the use of that knowledge in actual speech). Speaking skills can be viewed as the realization of linguistic competence in real-time communication. This distinction reminds us that one's proficiency in a language may not always be fully reflected in their actual speech due to performance-related factors such as anxiety, memory limitations, or momentary lapses.

- Pragmatic Competence: Speaking skills also encompass pragmatic competence, which involves understanding and using appropriate speech acts, politeness strategies, and sociocultural norms in conversational contexts (Kasper & Rose, 2002). Pragmatic competence is a crucial component of speaking skills, as it allows for effective and culturally appropriate communication.

Speaking skills in SLA are multifaceted and influenced by various dimensions, such as communicative competence, fluency, accuracy, proficiency levels, interaction, and pragmatic competence. A comprehensive definition of speaking skills should consider the interplay of these elements and recognize the dynamic nature of language development. Educators and researchers should approach speaking skills as a vital aspect of language acquisition, integrating them with other language skills and acknowledging their context-dependent nature. Moreover, theoretical perspectives such as interactionism, the input hypothesis, and sociocultural theory offer valuable insights into the processes involved in developing speaking skills, guiding pedagogical practices and research in SLA.

2.1.2 Speaking skills and language aspects

Speaking skills, an integral part of language proficiency, are a complex amalgamation of various linguistic and cognitive elements. The ability to communicate effectively in a spoken language is vital for individuals engaging in SLA. This comprehensive literature review explores the skills and language aspects that underpin speaking proficiency, with a particular focus on **vocabulary, grammar, and pronunciation**. By examining the interplay between these linguistic components, this review aims to provide a deeper understanding of the mechanisms that govern spoken language.

2.1.2.1 Vocabulary in Speaking Skills

Vocabulary, often described as the lexicon or the collection of words in a language, plays a pivotal role in speaking skills. The size and depth of one's lexicon play a significant role in the ability to express ideas and thoughts fluently and accurately. It encompasses not only the recognition of words but also their appropriate usage, understanding of collocations, idiomatic expressions, and figurative language. For effective spoken communication, a well-developed vocabulary is essential. Research by Nation (2001) emphasized the importance of a well-developed vocabulary, suggesting that learners need to acquire a substantial word bank to achieve communicative competence. Effective vocabulary acquisition encompasses both receptive and productive aspects. Receptive vocabulary involves understanding words in context, while productive vocabulary involves actively using words in speech. Speaking proficiency is closely linked to the learner's ability to employ a wide range of vocabulary in real-time conversations. The growth of productive vocabulary is crucial for expressing thoughts and ideas effectively, enhancing speaking skills and facilitating accurate and nuanced communication. Building a strong vocabulary is essential for selecting the most appropriate words for various contexts, contributing significantly to improved speaking abilities.

2.1.2.2 Grammar in Speaking Skills

Grammar is another vital aspect of speaking skills. It refers to the system of rules and structures that govern the organization of words and their relationships in

sentences. Accurate and appropriate use of grammar is essential for conveying meaning, as even a minor grammatical error can result in miscommunication. Krashen's (1982) Monitor Model suggests that a focus on explicit grammar instruction may hinder speaking skills. He posits that language learners have an "acquisition" system and a "learning" system, with the latter involving conscious rule-based learning. Krashen argues that the acquisition system, which is subconscious and intuitive, is responsible for the development of speaking skills, while the learning system may lead to over-monitoring and hesitation in speech. However, this does not negate the importance of grammatical competence in speaking skills. Rather, it highlights the necessity of fostering a naturalistic, immersive language environment that allows learners to internalize grammar through exposure and practice. Effective speaking proficiency requires a strong foundation in grammatical competence, encompassing a comprehensive grasp of structures such as word order, tenses, verb forms, and sentence construction. Accurate grammar usage is vital for ensuring coherence and clarity in spoken sentences, as errors can lead to misunderstandings. However, it's not only grammatical accuracy that matters but also grammatical fluency. Fluent speakers can adeptly navigate complex sentence structures without excessive hesitation, contributing to the smooth and natural flow of speech. Achieving the right balance between fluency and accuracy is crucial for developing effective speaking skills.

2.1.2.3 Pronunciation in Speaking Skills

Pronunciation, the way speech sounds are produced, is a critical yet often overlooked component of speaking skills. Pronunciation, often considered the "sound" of spoken language, encompasses the production of speech sounds, both segmental (individual consonant and vowel sounds) and suprasegmental (features like stress, intonation, and rhythm). It is crucial for intelligibility and effective communication. Studies by Derwing and Munro (2009) demonstrate that poor pronunciation can hinder understanding and may even lead to miscommunication. Learners who neglect pronunciation may struggle to convey their intended meaning, despite having strong

vocabulary and grammar skills. Moreover, pronunciation plays a crucial role in achieving a native-like accent, which can enhance the sociocultural aspects of communication and promote successful interaction with native speakers. However, the importance of a native-like accent varies among learners and contexts, with some emphasizing intelligibility over accent authenticity.

Pronunciation encompasses both segmental and suprasegmental features, each playing a crucial role in effective communication. Segmental features involve the accurate articulation of individual sounds, and mispronunciation can lead to misunderstandings. For instance, distinguishing between "ship" and "sheep" is essential to convey precise meanings in spoken language. Suprasegmental features, including stress, intonation, rhythm, and pitch, contribute to conveying meaning and emotion in speech. Proper intonation signals questions or statements, while stress patterns emphasize key words and ideas. Incorrect use of these features can result in miscommunication or convey unintended emotions. Additionally, pronunciation influences accent, impacting sociocultural aspects of communication. While achieving a native-like accent is not a universal goal, clear and intelligible pronunciation is essential for effective communication and reducing the risk of misunderstandings.

2.1.2.4 Interconnectedness of Vocabulary, Grammar, and Pronunciation

The relationship between vocabulary, grammar, and pronunciation in speaking skills is complex and interconnected. The effectiveness of spoken communication relies on the seamless integration of these components. The interaction between vocabulary and grammar is evident in the production of complex sentences. For effective communication, vocabulary choice and grammatical structure must align, showcasing the intertwined nature of these language aspects (Nattinger & DeCarrico, 1992). A well-developed vocabulary enables precise expression, while a sound understanding of grammar facilitates the construction of grammatically correct sentences (Nation & Webb, 2011). Accurate pronunciation is contingent on vocabulary knowledge, as different words may possess distinct phonetic features (Derwing, Munro, & Wiebe, 1997). Mispronunciation can lead to misunderstandings,

emphasizing the synergy between vocabulary and pronunciation (Hayes-Harb, 2007). Connecting vocabulary with pronunciation is imperative for clear communication and effective language acquisition. The pronunciation of words and sentences is intricately tied to grammatical structure (Couper-Kuhlen, 2014). Stress patterns, intonation, and rhythm are influenced by word order and sentence structure, underscoring the relationship between grammar and pronunciation (Celce-Murcia et al., 2010). Understanding this connection is vital for achieving natural prosody in speech, enhancing fluency and intelligibility. Understanding the dynamic relationships among these components is crucial for educators, learners, and researchers aiming to unravel the complexities of spoken language.

Speaking skills in SLA are an intricate amalgamation of vocabulary, grammar, and pronunciation. Vocabulary enables learners to express themselves accurately and comprehensibly, grammar ensures the construction of coherent sentences, and pronunciation facilitates intelligibility and emotional expression. The interconnectedness of these components underscores the need for a balanced approach to language instruction that integrates vocabulary, grammar, and pronunciation. To foster speaking skills in L2 learners, educators should provide a balanced approach that integrates these language aspects.

2.2 Oral activities

2.2.1 Oral non-communicative activities

Among the many language learning activities available, oral communication has traditionally held a central position in language education. However, recent developments have seen the emergence of oral non-communicative activities, which involve speaking without a primary focus on communication.

2.2.1.1 About Oral Non-Communicative Activities

Oral non-communicative activities (audio-lingual method) involve learners engaging in oral practice primarily to enhance specific language skills rather than for authentic communication purposes. These activities often focus on repetitive drills,

pronunciation exercises, or isolated grammatical structures (Richards & Rodgers, 2001). Proponents contend that oral non-communicative activities are valuable for reinforcing vocabulary and pronunciation. Repetitive drills, they argue, aid in automating correct pronunciation and improving word recall (Nation, 2008). However, the challenge lies in transitioning from isolated practice to spontaneous and meaningful language use. Critics argue that these activities may lead to mechanical and robotic language use, as learners may struggle to apply isolated skills in communicative contexts (Winitz, 1996). Moreover, the artificial nature of these drills may fail to address the dynamic and context-dependent aspects of language use (Ur, 1996). The disconnect between practiced elements and real communicative situations raises questions about the transferability of skills.

2.2.1.2 Benefits of Oral Non-Communicative Activities

Oral non-communicative activities offer multiple benefits in language learning. Advocates emphasize their role in automating correct pronunciation through repetitive drills, fostering muscle memory that contributes to accurate articulation (Nation, 2008). Additionally, these activities enhance vocabulary recall by providing structured and targeted practice, allowing learners to systematically reinforce their lexicon (Richards & Rodgers, 2001). Moreover, the isolation of specific language elements, such as grammatical structures or phonetic features, in oral non-communicative activities enables learners to concentrate on individual components, facilitating explicit skill development (Ur, 1996).

In conclusion, oral non-communicative activities, including repetitive drills and focused exercises, play a dual role in language education. Advocates highlight their benefits in automating pronunciation and enhancing vocabulary recall. However, critics express concerns about the potential mechanical language use and the challenges of applying isolated skills in real communication. While these activities provide a structured environment for skill development, their judicious use, balanced with communicative approaches, is essential for a comprehensive and effective language learning experience.

2.2.2 Oral communicative activities

Oral communication skills are integral to language proficiency and play a significant role in SLA. To facilitate language learners' effective communication, educators employ a variety of oral communicative activities. These activities encourage learners to use the language in interactive, meaningful, and context-rich ways.

2.2.2.1 About Oral Communicative Activities

Oral communication, as highlighted by Halliday (1973), goes beyond a mere exchange of words; it is a sociological encounter that actively contributes to the creation, maintenance, and modification of social reality. Austin's (1962) speech act theory further reinforces the idea that language is an instrument of action, dissecting utterances into locution, illocution, and perlocution components. Searle (1969) classifies speech acts as directives, imperatives, requests, and more.

According to Rahman (2010), communication involves the exchange of meaning using symbols beyond words, a dynamic process influenced by both sender and receiver. Effective oral communication is complex, requiring skills crucial in formal settings. Mastery of this rhetorical skill is essential for diverse situations. Awareness of elements like body language and active listening enhances communication. At the tertiary level, teaching emphasizes tailored communication skills using a task-based approach for practical application in the classroom, recognizing individual needs. In conclusion, oral communication, influenced by sociological perspectives and speech act theory, involves dynamic symbol exchange. Proficiency in formal settings requires mastering rhetorical skills, including body language and active listening. At the tertiary level, a task-based approach tailors communication skills, recognizing individual learner needs.

Oral communicative activities in language classrooms encompass diverse approaches, including role-playing, debates and discussions, information gap activities, simulations, and peer feedback. Role-playing engages learners in assuming specific roles for conversations or scenarios, fostering varied language use. Debates

and discussions promote critical thinking and articulate expression of opinions, enhancing learners' persuasive communication skills. Information gap activities encourage collaborative problem-solving through sharing information, fostering meaningful communication. Simulations immerse learners in real-life situations, enabling them to use language for specific purposes authentically. Additionally, incorporating peer feedback into these activities facilitates metacognition and self-correction, promoting language development through social interaction.

2.2.2.2 The Impact of Oral Communicative Activities

Oral communication activities play a pivotal role in language education, fostering language proficiency and communicative competence among learners. This review explores the impact of various oral communication activities within language classrooms, shedding light on their effectiveness and contributions to language development. Role-playing immerses learners in real-life scenarios, enhancing practical language skills. Debates and discussions develop critical thinking and persuasive communication (Nunan, 1991). Information gap activities foster collaborative problem-solving (Ellis, 2003). Simulations replicate authentic situations, bridging classroom and real-world language use (Gass & Varonis, 1994). Peer feedback promotes metacognition and reflective practices (Storch, 2005). The impact of oral communication activities on language development is multifaceted. Role-playing, debates, information gap activities, simulations, and peer feedback contribute significantly to learners' linguistic and communicative competence. Oral communicative activities are a vital component of language learning that reflect the principles of CLT, TBLT, and sociocultural theory. These activities provide learners with opportunities to engage in authentic communication, promote meaningful language use, and enhance speaking proficiency.

2.3 Language acquisition

Language acquisition is a complex and multifaceted process that varies significantly depending on several factors, including whether one is learning a language as a mother tongue or as a foreign language.

2.3.1. Differences between English (as foreign language) and Vietnamese (as a mother tongue)

2.3.1.1. Language Acquisition as a Universal Process

Language acquisition is a universal human capacity that all individuals possess, allowing them to develop and use a natural language. Linguists have studied language acquisition extensively and have identified commonalities in how individuals acquire their mother tongue. The process typically starts in infancy, with children exposed to their native language in their environment. Key elements include acquiring vocabulary, grammar, and pragmatic language skills (Chomsky, 1965).

2.3.1.2. English as a Foreign Language (EFL) Acquisition

Acquiring English as a foreign language presents distinctive challenges compared to acquiring English as a native language. These challenges are characterized by linguistic differences, sociocultural factors, and the educational setting. EFL learners, as noted by Selinker (1972), face difficulties with grammatical structures, such as articles, verb tenses, and word order. The complexity of English grammar, vocabulary, and pronunciation poses challenges, requiring learners to navigate diverse phonology, irregular spelling, and intricate syntactic structures. EFL learners often lack opportunities for immersive exposure to English in natural contexts, a privilege enjoyed by native speakers. Due to this limitation, reliance on textbooks, language courses, and teachers becomes crucial for learning English. Furthermore, the sociocultural context of EFL may not provide the same exposure to cultural nuances and social norms as a native-speaking environment (Schumann, 1978). This educational context influences the pace and sequence of language acquisition, differing significantly from the natural, informal setting of mother tongue acquisition (Krashen, 1981). In conclusion, acquiring English as a foreign language is marked by challenges in grammar, vocabulary, and pronunciation, shaped by linguistic differences, sociocultural factors, and formal educational settings. EFL learners often rely on structured environments, diverging from the natural progression of native language

acquisition. Recognizing these challenges is vital for educators and policymakers to tailor effective support strategies.

2.3.1.3. Vietnamese as a Mother Tongue Acquisition

Acquiring a mother tongue like Vietnamese differs significantly from learning a foreign language, such as English, involving unique linguistic, cognitive, and sociocultural dimensions. Native language acquisition, as exemplified in learning Vietnamese, is characterized by immersive exposure from birth, where children naturally internalize phonological and grammatical structures through daily interactions with family and community. The acquisition of Vietnamese, with its distinctive linguistic features like monosyllabic structure, six tones, and complex classifiers and honorifics, relies on processes of imitation and practice (Nguyen, 1997). The cognitive aspects of mother tongue acquisition involve the development of essential cognitive skills, including pattern recognition and generalization. Children engage in the unconscious recognition of linguistic patterns, encompassing sounds, word structures, and sentence formation during interactions with caregivers and the surrounding environment. This cognitive process serves as the foundational basis for language acquisition (DeKeyser, 2005). In the realm of sociocultural environment, native language acquisition unfolds within a context where children actively engage with family members and their community. These interpersonal interactions offer valuable opportunities for the acquisition of pragmatic language skills, understanding cultural norms, and assimilating social etiquette (Vygotsky, 1978).

2.3.2. *Difficulties students often encounter in practicing English skills in Vietnam's high schools*

Students often encounter when practicing English skills in Vietnam's high schools, focusing on various linguistic, pedagogical, and sociocultural aspects.

2.3.2.1. Linguistic Challenges

Acquiring English as a foreign language poses distinct linguistic challenges for Vietnamese high school students, encompassing pronunciation, grammar, syntax, and

vocabulary. The tonal nature of Vietnamese, differences in grammar structures, and the need for an extensive English vocabulary contribute to the complexities faced by these learners.

- Pronunciation and Intonation: Vietnamese is a tonal language, and this tonal nature can create challenges in acquiring English pronunciation and intonation. Students may struggle with the correct pronunciation of English sounds, leading to difficulties in making themselves understood when speaking (Levis, 2005).

- Grammar and Syntax: The differences between English and Vietnamese grammar and syntax can pose significant challenges. Vietnamese is a subject-verb-object (SVO) language, while English uses a SVO word order. Students may face difficulties in structuring English sentences and using appropriate verb tenses (Dinh, 2015).

- Vocabulary: Expanding vocabulary is crucial for language proficiency. Vietnamese high school students may encounter challenges in acquiring and retaining a diverse English vocabulary, particularly when it comes to academic and domain-specific terms (Laufer, 2001).

2.3.2.2. Pedagogical Challenges

English language education in Vietnamese high schools encounters challenges rooted in teaching methodology, limited speaking practice, and insufficient educational resources. Traditional approaches and a focus on examinations may hinder communicative skill development, emphasizing rote learning over practical language use. Moreover, a shortage of speaking opportunities, alongside outdated teaching materials, contributes to the overall complexities faced by students.

- Teaching Methodology: Traditional teaching methods in Vietnam's high schools often prioritize memorization and rote learning. These methods may not be effective for developing communicative language skills. The focus on examinations, rather than practical language use, can discourage students from active engagement in learning.

- Lack of Speaking Practice: Communicative language skills require regular speaking practice. However, many high school English classes in Vietnam emphasize reading and writing at the expense of speaking and listening. This lack of speaking opportunities hampers students' ability to communicate effectively (Hai, 2013).

- Inadequate Materials and Resources: High schools may lack up-to-date and comprehensive English language teaching materials, including textbooks, audio-visual resources, and digital learning platforms. This can limit the effectiveness of English language instruction (Nguyen, 2016).

2.3.2.3. Sociocultural Challenges

Cultural factors, language anxiety, limited exposure, and varying teacher proficiency constitute additional challenges in the English language education landscape in Vietnamese high schools. Navigating cultural nuances, managing anxiety from high-stakes exams, accessing authentic language exposure, and addressing teacher proficiency gaps are integral aspects of the complexities faced by students.

- Cultural Factors: Language learning is closely tied to culture. Vietnamese students may encounter difficulties in understanding and using English in cultural contexts that differ significantly from their own. This includes idiomatic expressions, humor, and social norms (Dang, 2008).

- Language Anxiety: High-stakes examinations, such as the National High School Graduation Examination, can create high levels of language anxiety among students. The fear of failing or not performing well can hinder students' willingness to communicate in English (Horwitz et al., 1986).

- Limited Exposure to English: Outside the classroom, students may have limited exposure to authentic English language use. The lack of opportunities for immersion in an English-speaking environment can impede language acquisition (Duong, 2011).

- Teacher Proficiency: The proficiency of English teachers can vary widely in Vietnam's high schools. Some teachers may not have advanced language skills, leading to limitations in their ability to effectively instruct students.

In summary, English acquisition challenges for Vietnamese high school students include pronunciation intricacies, grammar disparities, and vocabulary expansion hurdles. To enhance language education, addressing these linguistic obstacles, improving teaching methodologies, and providing more speaking opportunities are essential. Additionally, recognizing and mitigating challenges related to cultural factors, language anxiety, limited exposure, and teacher proficiency is vital for creating a conducive environment for English language learning. Tackling these aspects significantly contributes to improving language acquisition and proficiency, better preparing Vietnamese high school students for the globalized world.

2.4 Students' learning motivation

Learning motivation is a critical factor that influences students' academic achievement, engagement, and overall success in educational settings. Motivated students tend to be more persistent, enthusiastic, and committed to their studies, which leads to better learning outcomes.

2.4.1. Factors Influencing Learning Motivation

Motivation, a critical factor in language learning, manifests through intrinsic and extrinsic drivers, self-efficacy beliefs, social interactions, goal-setting, and the perceived interest and relevance of the subject matter. Understanding these elements is pivotal in creating an environment that fosters sustained engagement and commitment to language acquisition.

- Intrinsic and Extrinsic Motivation: Intrinsic motivation, driven by internal factors such as curiosity and interest, tends to result in sustained, self-regulated learning. Extrinsic motivation, based on external rewards or punishments, can be effective but often has a limited impact on long-term motivation (Deci et al., 1999).

- Self-Efficacy: Bandura's (1977) concept of self-efficacy, or one's belief in their ability to perform a task, strongly influences motivation. When students feel confident in their skills, they are more motivated to engage with challenging tasks.

- Social Factors: Peer and teacher interactions play a vital role in motivating students. Positive feedback, encouragement, and social support can boost students' motivation, while criticism and a lack of support can have the opposite effect (Furrer & Skinner, 2003).

- Goals and Expectancies: Students' motivation is influenced by their goals, both short-term and long-term. Students with clear goals tend to be more motivated and committed to their studies (Schunk, 2001).

- Interest and Relevance: Students' motivation is significantly affected by their perception of the subject's interest and relevance to their lives. When students see the value in what they are learning, their motivation increases (Renninger et al., 2014).

In conclusion, acknowledging the multifaceted nature of motivation encompassing intrinsic and extrinsic factors, self-efficacy, social interactions, goal-setting, and perceived interest and relevance is crucial for effective language education. By catering to these dimensions, educators can cultivate a motivating environment that enhances students' commitment and enthusiasm for language learning.

2.4.2. *Factors Influencing Learning Motivation in Vietnamese High School Students*

Navigating high school education in Vietnam involves grappling with various factors that significantly impact students' motivation and language learning. From the pervasive influence of high-stakes examinations to parental expectations and peer competition, students face a complex motivational landscape. This exploration delves into the intricate interplay of motivational factors, offering insights into the dynamics that shape language acquisition and communication skills in the high school context.

- Parental Expectations: Parental expectations for academic success are often high in Vietnamese culture. Students may experience significant pressure to excel academically, leading to both motivation and stress (Dang, 2019).

- Peer Competition: High levels of peer competition can either motivate or demotivate students. While some students thrive on competition, it can be overwhelming for others, negatively affecting their motivation.

- Subject Relevance: Students' motivation is strongly influenced by their perception of the relevance and utility of what they are learning. When students see a direct connection between their studies and their future goals, their motivation increases (Do et al., 2018).

By understanding the theoretical foundations of motivation, considering factors that influence motivation, educators can inspire students to engage actively in the process of developing their English speaking abilities. This can lead to better learning outcomes and increased proficiency in English, enabling students to participate effectively in a globalized world.

2.5 Students' autonomy

Autonomy in learning has garnered significant attention in educational research and practice. The concept of learner autonomy refers to the ability of students to take charge of their learning processes, make decisions about their learning goals, and regulate their learning activities.

2.5.1. Benefits of Learner Autonomy in English Speaking Skills

Learner autonomy in language education holds immense potential, influencing motivation, cognitive skills, and communication abilities. This exploration unravels the various advantages it brings to high school settings.

- Enhanced Motivation: Autonomy in learning is closely associated with increased intrinsic motivation. When students have a sense of control over their learning, they tend to be more engaged and interested in their studies (Deci et al., 1999).

- Improved Learning Outcomes, Fluency and Accuracy: Autonomous learners excel in education, achieving better outcomes by setting meaningful goals and managing their time effectively. In language learning, autonomy boosts fluency and accuracy as students take charge of their speaking practice, selecting topics of interest and self-monitoring (Little, 1991).

- Higher-Level Cognitive Skills: Autonomous learners tend to engage in critical thinking, problem-solving, and metacognitive reflection, leading to the development of higher-level cognitive skills (White, 1998).

- Increased Engagement: Autonomous students are more likely to engage in speaking tasks with enthusiasm and intrinsic motivation, as they find the activities personally meaningful (Deci & Ryan, 1985).

- Enhanced Communication Skills: Autonomous learners develop better communication skills as they engage in authentic, interactive language tasks. They can adapt to various communicative contexts and respond to real-life communication challenges (Skehan, 1998).

In summary, learner autonomy proves transformative, fostering intrinsic motivation, improving learning outcomes, and shaping lifelong skills. Its impact extends beyond language proficiency, playing a pivotal role in students' educational journeys.

2.5.2. *Factors Influencing the Development of Learner Autonomy in English Speaking Skills*

Empowering students with autonomy in language learning is a multifaceted endeavor that involves teacher support, motivation, goal setting, cultural influences, age considerations, peer interaction, and technology integration. This examination delves into these interconnected factors shaping learner autonomy in high school settings, particularly in the development of speaking skills.

- Teacher Support: Educators play a pivotal role in fostering learner autonomy. Providing guidance, constructive feedback, and creating autonomy-supportive

classroom environments can enhance students' autonomy in speaking skills development (Benson, 2011).

- Motivation: Learner autonomy in speaking skills is closely tied to motivation. Students who are motivated to communicate in English are more likely to take the initiative in speaking tasks and make choices about their learning (Deci et al., 1999).

- Goal Setting: Autonomy is closely related to an individual's goal-setting abilities. Students who set meaningful, self-determined goals tend to be more autonomous in their learning.

- Cultural and Societal Context: Cultural values and societal expectations can influence the extent to which autonomy is encouraged or discouraged in learning. In some cultures, collectivism may prioritize group harmony over individual autonomy (Bennett, 2011).

- Age and Developmental Stage: Learner autonomy may vary with age and developmental stage. Younger students may need more guidance and structure, while older students can progressively assume greater responsibility for their learning.

- Peer Interaction: Collaborative speaking activities with peers can boost autonomy as students take on various roles in conversations, negotiate meaning, and adapt to different communication styles (Littlewood, 2007).

- Technology Integration: Integrating technology, such as language learning apps or online speaking platforms, can provide high school students in Vietnam with autonomous speaking practice opportunities outside the classroom (Stockwell, 2007).

In conclusion, the promotion of learner autonomy in speaking skills is a collaborative effort involving educators, motivational factors, goal-setting strategies, cultural contexts, age-appropriate approaches, peer collaboration, and technological integration. A comprehensive understanding of these facets paves the way for creating environments where students can independently enhance their speaking abilities.

2.5.3. *Educational Implications*

Fostering learner autonomy in high school speaking skills involves employing strategic pedagogical approaches. This includes designing authentic speaking tasks, offering autonomy-supportive feedback for self-regulation (Deci et al., 2004), promoting goal setting to enhance ownership of the learning journey, incorporating collaborative speaking activities for authentic interactions and language experimentation (Littlewood, 2007), and utilizing technology, such as language learning apps and online platforms, to provide additional opportunities for autonomous speaking practice. These elements collectively contribute to empowering students in the language learning process and developing autonomy in their speaking skills.

In conclusion, learner autonomy in English speaking skills development is essential for high school students in Vietnam. It aligns with contemporary language teaching approaches and fosters intrinsic motivation, fluency, accuracy, and effective communication. High school educators in Vietnam should create authentic speaking tasks, provide autonomy-supportive feedback, encourage peer interaction, and harness technology for effective language learning. By addressing these aspects, educators can promote autonomy in speaking skills, enabling students to become confident and effective communicators in English.

2.6 Conceptual Framework

The conceptual framework reveals a complex interplay between students and the challenges they face in acquiring proficient English speaking abilities. The study identifies various factors that contribute to these difficulties, including limited exposure to English outside the classroom, lack of effective teaching methodologies, and individual variations in learning styles. To address these challenges, proposed solutions must encompass a multifaceted approach. Introducing immersive language experiences, incorporating interactive teaching methods, fostering a supportive learning environment, and providing additional resources for self-study are some of the suggested strategies. A comprehensive understanding of the connections between students, their difficulties, and contributing factors is crucial for the formulation and implementation of targeted and effective solutions to enhance English speaking skills

among high school students at Tran Hung Dao. Regarding to the given literature above in the previous chapters, the researcher eventually reveals the conceptual framework of this paper which is depicted in the following diagram.
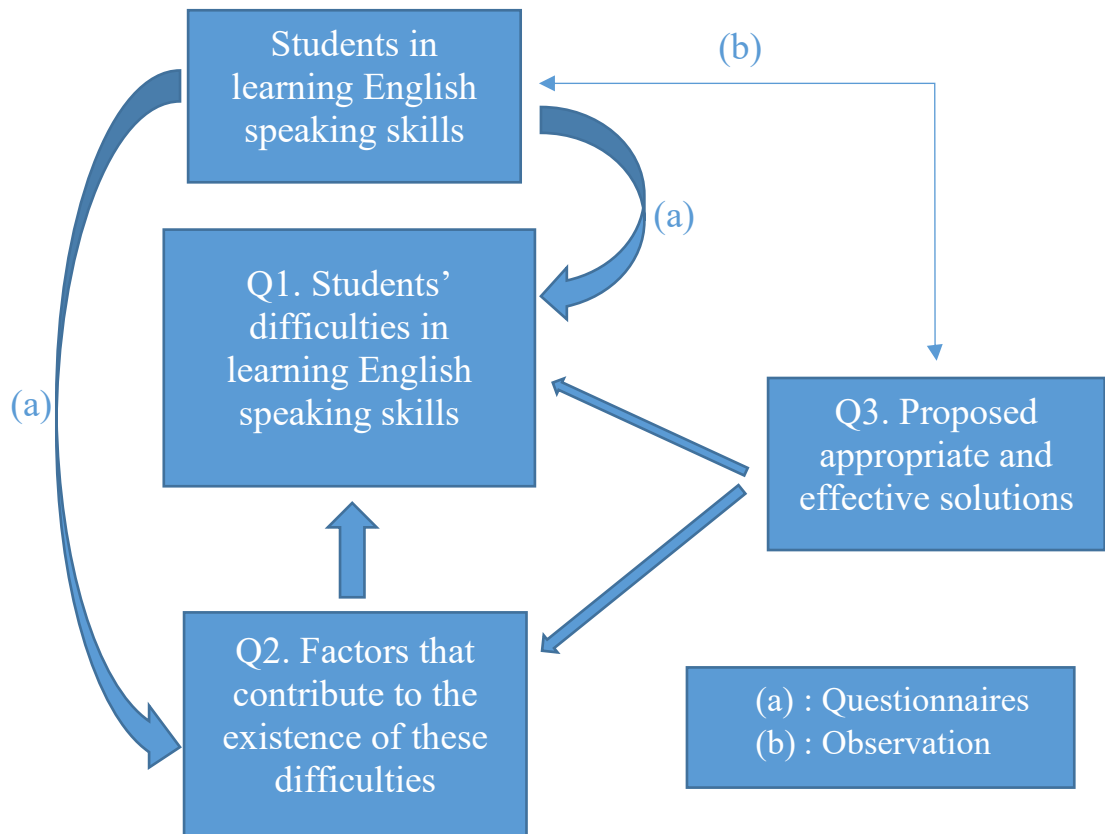
Figure 1. Conceptual Framework of Students' difficulties in learning English speaking skills

CHAPTER 3. METHODOLOGY

The research methodology is pivotal in guiding data collection, analysis, and interpretation for this study. This section outlines the research design, population, sample selection, data collection instruments, and analysis techniques. The case study approach, combining qualitative and quantitative methods, is employed to gain a holistic understanding of factors influencing English speaking proficiency at Tran Hung Dao High School. The methodology also covers ethical aspects, giving importance to participant rights, confidentiality, and obtaining informed consent to uphold the credibility of the study. The methodology chapter serves as the roadmap guiding the systematic exploration of the research questions, ultimately aiming to shed light on effective measures to enhance English speaking proficiency among high school students.

3.1   Research Designs

Research design is a crucial aspect of scientific inquiry in English linguistics, providing the structure for systematic investigation. It guides researchers in data collection, analysis, and interpretation. Common designs include Experimental, Descriptive, Case, Field, and Longitudinal Studies, each offering unique perspectives to understand linguistic phenomena comprehensively. The purpose of this study was to investigate the factors influencing English speaking skills among four classes of eleventh grade students 11C, 11C1, 11C2 and 11C3 at Tran Hung Dao High School in Phan Thiet city. To this end, the **case study** method was used. It provides the flexibility to use a combination of qualitative and quantitative methods, ensuring a comprehensive understanding of the contextual factors impacting the research topic.

3.2   Research methodology

Research methodology is a fundamental component of scholarly inquiry in English linguistics, guiding systematic investigations through diverse approaches. Qualitative methodologies, including ethnography and discourse analysis, delve into the sociocultural aspects of language use (Bucholtz & Hall, 2016). Conversely,

quantitative methodologies, like surveys and statistical analyses, enable the empirical study of language patterns and changes (McEnery & Hardie, 2012). These methodologies prove crucial for exploring language variation, sociolinguistics, and psycholinguistics, providing empirical support for theoretical frameworks. The emergence of mixed-methods research designs, combining qualitative and quantitative approaches, further enhances the depth and rigor of linguistic investigations. The study will adopt qualitative and quantitative as the method. Qualitative data is questionnaire, while quantitative data are experiments with interviews.

3.3 Study's population and sample

3.3.1. Participants

The term "participants" refers to individuals within the chosen population who actively take part in the study. The selection of participants is a nuanced process, influenced by the research design, methodology, and ethical considerations. In experimental studies, for instance, participants may be exposed to controlled linguistic stimuli, allowing researchers to observe specific language behaviors. In qualitative studies, participant selection is often purposeful, guided by the desire to obtain in-depth insights from individuals with unique linguistic experiences.

The study was conducted in 04 classes 11C, 11C1, 11C2 and 11C3 of Tran Hung Dao high school in Phan Thiet city. This chapter provides an overview of the demographic characteristics of the participants, including their gender distribution and the composition of the two classes from which they were drawn.

There are four English teachers and four classes, each with a different amount of students. The distribution of the population is as follows:

- Class 11C: Total Students: 43, Male Students: 15 and Female Students: 28.
- Class 11C1: Total Students: 29, Male Students: 12 and Female Students: 17.
- Class 11C2: Total Students: 29, Male Students: 12 and Female Students: 17.
- Class 11C3: Total Students: 29, Male Students: 04 and Female Students: 25.

Table 1 The number of students in the population:

No.	Class	Total of Participants	Male students	Female students
1.	11C	43	15	28
2.	11C1	29	12	17
3.	11C2	29	12	17
4.	11C3	29	04	25
Total of students		**130**	**43**	**87**

(Source: Tran Hung Dao High school in school year 2023 - 2024)

The participants in this study consist of 130 high school students, all of whom are seventeen years old. The participants are categorized into two gender groups: males and females. The study includes fory-three male students and eighty-seven female students. The participants were selected from four different classes within the same grade level, ensuring that they share similar proficiency levels and a common native language.

Table 2 The number of English teachers in the population:

No.	Class	Total of English teachers
1.	11C	*01*
2.	11C1	*01*

3.	11C2	*01*
4.	11C3	*01*
Total of teachers		**04**

(Source: Tran Hung Dao High school in school year 2023 - 2024)

All participants share the same native Vietnamese language and are assumed to be on the same English proficiency level. This assumption is based on the grade level and class placement of the students, which suggests that they have undergone similar language learning experiences up to this point. The participants were selected through purposive sampling, which targeted high school students who met the specific criteria of being seventeen years old and belonging to the specified grade levels and classes. This sampling approach ensures that the participants are representative of the target population for this study.

3.3.2. Sample

Sampling strategies in linguistic research, such as random and stratified sampling for broad studies and convenience and purposeful sampling for specific inquiries, are chosen based on research objectives and practical considerations. The choice depends on research objectives, linguistic inquiry nature, and practical considerations. Sampling forms a crucial foundation for English linguistics research, shaping study findings. To illustrate the data collection process, the researcher had the opportunity to select two classifications from the potential options, and the distribution of the chosen sample is as follows:

Table 3 The number of students in the sample:

No.	*Class*	*Total of Participants*	*Male students*	*Female students*

31

1.	11C	43	15	28
2.	11C1	29	12	17
Total of students		**72**	**27**	**45**

(Source: Tran Hung Dao High school in school year 2023 - 2024)

Table 4 The number of English teachers in the sample:

No.	*Class*	*Total of English teachers*
1.	11C	01
2.	11C1	01
	Total of teachers	**02**

(Source: Tran Hung Dao High school in school year 2023 - 2024)

3.4 Data collection

3.4.1. Questionnaire

Questionnaires play a crucial role in English linguistics research, enabling data collection on language attitudes, proficiency, usage patterns, and sociolinguistic variables. Researchers employ them to investigate various linguistic phenomena, considering linguistic accuracy, cultural sensitivity, and the ability to capture language nuances. Closed-ended questions aid quantitative analysis, while open-ended questions allow qualitative insights. This versatile method systematically captures both types of data. In this study, a carefully designed questionnaire with closed-ended questions was strategically chosen to gain a nuanced understanding of factors influencing the English

speaking skills of high school students. The questionnaire design underwent a rigorous process to ensure relevance, clarity, and alignment with the study's specific goals.

The study employs a comprehensive questionnaire featuring **30 closed-ended questions** to systematically explore the factors influencing English speaking proficiency among eleventh-grade students in classes 11C and 11C1 at Tran Hung Dao High School. These questions, strategically categorized into five sections, facilitate a standardized data collection process, ensuring reliable comparisons across participants. This methodological precision not only enhances the robustness of the gathered data but also enables a quantitative assessment of the prevalence and significance of identified factors. Specifically focused on Vietnamese students in classes 11C and 11C1, the questionnaire provides valuable insights into the unique context of Tran Hung Dao High School, offering a foundation for targeted interventions and improved language learning strategies tailored to enhance English speaking skills within this educational setting.

The survey was administered to students, recognizing the perspectives that contribute to a comprehensive analysis of the linguistic landscape within the high school environment. As the mastermind behind this linguistic exploration, the careful deployment and subsequent analysis of the questionnaire provided a rich dataset that forms the foundation of our study's findings. The results gleaned from the responses will offer valuable insights into the key factors influencing English speaking skills at Tran Hung Dao High School, potentially paving the way for targeted interventions and enhanced language learning strategies tailored to the specific needs of the students in this educational setting.

Table 5 Aspects of factors of the Questionnaire:

No.	*Factors influence on English spoken proficiency*	*Questions*
1.	*Affective variables*	*From question 4 to question 8*

2.	*Social factors of students*	*From question 9 to question 13*
3.	*Related factors of teachers*	*From question 14 to question 18*
4.	*Related factors of educational policy and facilities*	*From question 19 to question 23*
5.	*Related factors of language*	*From question 24 to question 30*

To address queries about the challenges they face in speaking, participants were required to indicate their preferences from a provided list in the survey. The Likert scale, employed for this purpose, ranged from "Strongly Disagree" (1) to "Strongly Agree" (5), offering respondents a spectrum of options to express the extent of their agreement or disagreement with the presented statements. Additionally, respondents had the flexibility to choose a "Neutral" option, indicating a lack of strong inclination toward agreement or disagreement. This structured Likert scale not only allowed for a nuanced understanding of participants' perspectives on speaking difficulties but also facilitated the quantification of their responses for systematic analysis in the research study. The participants had to choose from a list of possibilities in the questionnaire on a Likert scale with:

1. Strongly disagree

2. Disagree

3. Neutral

4. Agree

5. Strongly agree

3.4.2. Part of Interview

In English linguistics research, interviews, such as semi-structured, structured, and narrative interviews, employ open-ended questions, probes, and prompts to capture

the complexities of language use. Open-ended questions elicit in-depth responses, while probes and prompts delve into specific language aspects for nuanced exploration. Narrative interviews focus on participants' storytelling, providing a holistic understanding of language as a social and cultural phenomenon. The choice of components depends on the research question, depth of inquiry, and linguistic phenomena. Cultural sensitivity is vital, considering linguistic diversity's potential impact on participant responses. Ethical considerations, including informed consent and confidentiality, ensure research integrity. Interviews contribute significantly to understanding language use in context, acquisition processes, language ideologies, and sociocultural dimensions. They allow exploration of language's dynamic role in shaping individual and collective identities. The purpose of the interview in this study is to delve into participants' experiences and perspectives on English speaking skills, eliciting detailed accounts and fostering a comfortable atmosphere for candid sharing.

3.5   The Establishment of Trustworthiness

In deploying the questionnaire, the researcher prioritized the critical aspects of validity and reliability in psychometrics. Reliability ensures consistent and stable test findings, while validity guarantees accurate inferences about the intended construct. By carefully considering both factors, the researcher aimed to enhance the questionnaire's robustness and credibility as a research instrument. This adherence to psychometric principles aligns with established methodologies, emphasizing the significance of accurate and consistent measurements for reliable research outcomes.

3.5.1. Reliability

Reliability, crucial in research, ensures consistent and stable measurements. In English linguistics, it underpins data integrity and valid interpretations. Inter-coder reliability is vital for consistent qualitative analyses, while test-retest reliability ensures stable measurements over time. Rigorous testing and refinement of linguistic instruments, considering potential errors, enhance their dependability. Challenges, arising from language dynamics or participant variability, are mitigated through strategies like coder training and clear definitions, ensuring methodological reliability.

The researcher utilized SPSS Version 26 to employ the Cronbach's Alpha method, evaluating the internal consistency reliability of the questionnaire. According to the criteria set forth by Johnson and Christensen (2012), the coefficient obtained should ideally be at least 0.70, indicating a higher level of reliability in scores. Thus, the determination of the questionnaire's reliability hinges on whether the coefficient reaches or surpasses the 0.70 threshold. The outcomes of the reliability test for the instrument are as follows:

Table 6 The Instrument Reliability Statistics Based on the Results of the Test

Cronbach's Alpha	N of questions
0.893	27

With a Cronbach Alpha coefficient of 0.893, as depicted in the table, the reliability of the questionnaire proved to be high. This signifies a consistent and dependable measure. The forthcoming chapter will comprehensively present the outcomes derived from the instrument's trial at Tran Hung Dao High School, along with the associated questionnaire results, offering a detailed exploration of the tool's performance and efficacy in that particular educational setting.

3.5.2. Validity

Validity in English linguistics research ensures accurate measurement and relevance to the studied phenomena. Content validity is crucial in linguistic instrument design, ensuring the representation of the intended construct. Threats to validity, including internal and external factors, are addressed using strategies like randomization and control groups. To confirm the questionnaire's validity, an examination considered content capture, relevance, and sufficiency. The process involved students from a comparable high school completing the questionnaire. Additionally, a trial run was conducted at Tran Hung Dao High school, where students

in classes 11C and 11C1 participated in the questionnaire administration. The outcomes of this validity test were meticulously documented in chapter 4 of the study.

3.5.3. Triangulation

Triangulation in English linguistics research involves employing multiple methods, data sources, or perspectives to enhance credibility and gain a comprehensive understanding of linguistic phenomena. This approach, as outlined by Denzin (1978), helps corroborate evidence from various angles, mitigating the risk of inaccurate conclusions. In this study, triangulation is applied to investigate factors influencing English speaking proficiency among eleventh-grade students at Tran Hung Dao High School. The researcher combines questionnaire data from students with insights gained through interviews with teachers. This diverse approach aims to ensure credibility by corroborating information from different sources and perspectives, acknowledging the complexity of the research subject. Triangulation serves as a quality control measure, providing a nuanced and holistic perspective on identified challenges and adding depth to the overall research.

3.6 Procedures

At the beginning of December, participants received a structured questionnaire during school hours. The questionnaire focused on capturing qualitative insights regarding participants' English speaking skill experiences, attitudes, and perceived challenges. Open-ended sections allowed participants to provide detailed responses. Ensure that participants understand the instructions and provide honest responses. Also scheduled for December, semi-structured interviews were conducted with participants from distinct experimental groups based on their English proficiency levels. The interviews were conducted in a quiet and comfortable location within the school premises. All interviews were audio-recorded with participants' consent. Informed consent was sought from all participants, and their confidentiality and anonymity were assured throughout the study. SPSS will be used to analyze the quantitative data collected from the experiments, interview to calculate descriptive statistics such as means, standard deviations, frequencies, and percentages. This will be a helpful way

to summarize and understand the characteristics of the data, providing a foundation for further analysis. In summary, research has to follow these steps: Develop a participant recruitment plan; create a structured qualitative questionnaire; design a semi-structured interview guide; conduct the interviews in a private and conducive environment within the school premises; collect the completed questionnaires and organize the data for analysis.

3.7   Data Analysis

3.7.1. Questionnaire

Questionnaire data analysis in English linguistics research provides practical insights into language use, attitudes, and sociolinguistic phenomena. Researchers may uncover patterns of language variation, identify factors influencing language acquisition, or explore shifts in language attitudes over time. Additionally, questionnaire data analysis allows researchers to investigate the relationship between linguistic variables and demographic factors, contributing to a deeper understanding of the complex interplay between language and society.

The analysis aims to explore the factors influencing the English speaking skills of high school students, as well as to provide a comprehensive understanding of the participants' perspectives. The quantitative data obtained from the structured questionnaire were analyzed using SPSS. The quantitative findings corroborated the qualitative insights, reinforcing the significance of factors such as lack of confidence, limited vocabulary, fear of mistakes, and inadequate practice opportunities in influencing students' English speaking skills. The qualitative data collected through semi-structured interviews were subjected to thematic analysis. The qualitative data provided a deeper understanding of the underlying reasons and context surrounding these factors. The data were tabulated and presented in the form of frequency distributions, percentages, and graphs. The utilization of both quantitative and qualitative approaches allowed for a comprehensive exploration of the research topic, contributing to a richer understanding of the subject matter.

3.7.2. Part of Interview

Interviews in English linguistics research yield qualitative data requiring systematic analysis. Common methods include thematic analysis, content analysis, and narrative analysis (Braun & Clarke, 2006), unraveling linguistic complexities. While qualitative analysis prevails, researchers may integrate quantitative elements to add layers of understanding, quantifying specific linguistic features or using structured coding schemes (Saldana, 2016). This enhances the rigor and replicability of linguistic research. Analyzing interview components sheds light on language variation patterns, language proficiency development, and the intricate language-identity relationship. Researchers, through this examination, contribute to understanding how language shapes and reflects individual experiences and perceptions. Whether using qualitative or mixed-methods approaches, methodological choices, contextual sensitivity, and participants' linguistic narratives play key roles in advancing understanding of language in diverse contexts.

In conclusion, this chapter has detailed the research design, participants, data collection methods, data analysis techniques that guided the investigation of key factors influencing English speaking skills among high school students at Tran Hung Dao High School.

CHAPTER 4. FINDINGS AND DISCUSSION

This pivotal chapter delves into an in-depth examination of the key factors influencing English speaking skills among high school students, focusing on a comprehensive case study conducted at Tran Hung Dao High School in Phan Thiet city. With a meticulous analysis of collected data, this chapter unveils significant findings pertaining to the intricacies of factors affecting English oral proficiency. Through a critical exploration of these findings, the discussion section navigates through the implications and potential interventions that emerge. As the narrative unfolds, readers will gain valuable insights into the multifaceted aspects shaping the English speaking abilities of high school students, contributing to the broader discourse on language education.

4.1 Findings

The investigation into the key factors influencing the English speaking skills of high school students at Tran Hung Dao High School involved the utilization of a customized closed-ended questionnaire. This tool, comprising 30 questions, meticulously examined five distinct categories of components, namely the students' affective variables, social factors, teachers' factors, facilities and educational policy, and language factors. The survey was distributed among the two classes 11C and 11C1, consisting of a total sample size of 72 students, as discussed in the preceding chapter. The students, guided by a Likert scale introduced in Chapter 3, navigated through the provided options to articulate their perspectives on issues significant to them when encountering speaking problems. To enhance the reliability and depth of the gathered information, an additional layer of insight was sought through interviews with the teachers. This qualitative exploration served to corroborate and elucidate the nuances within the students' survey responses. The results obtained from the interview transcripts were meticulously compared with the questionnaire data, fortifying the robustness of the study's overarching conclusions.

The closed-ended questionnaire, carefully tailored to extract pertinent insights, served as a key instrument in unraveling the intricate web of factors impacting the speaking proficiency of high school students. The delineation of categories within the questionnaire facilitated a nuanced exploration of affective variables, social dynamics, teachers' influence, facilities, and language-related aspects. This methodical approach ensured a holistic understanding of the multifaceted problems faced by students in their pursuit of enhanced English speaking skills. The Likert scale, introduced in the third chapter, offered a structured framework to gauge the students' perspectives, enabling the researcher to quantify the prevalence and significance of specific challenges. The ensuing interview phase with teachers added a qualitative layer, enriching the study with nuanced insights and validating the findings by aligning them with educators' perspectives. In essence, the fusion of quantitative survey data and qualitative teacher interviews created a comprehensive tapestry of insights into the key factors influencing English speaking skills among high school students. This methodologically robust approach not only uncovered the challenges faced by students but also provided a foundation for informed discussions and potential interventions to enhance English language education in the high school context.

4.1.1. *Background of the sudents*

A significant majority (55.6%) have studied English for 8 years or more, indicating a substantial level of exposure and potential proficiency. Another combined 40% have 6-8 years of study, showcasing a considerable portion with substantial language learning experience. However, a minority (4.2%) has studied for less than 5 years, reflecting diversity in language backgrounds. This distribution emphasizes the importance of considering varying levels of exposure when exploring key factors influencing English speaking skills.
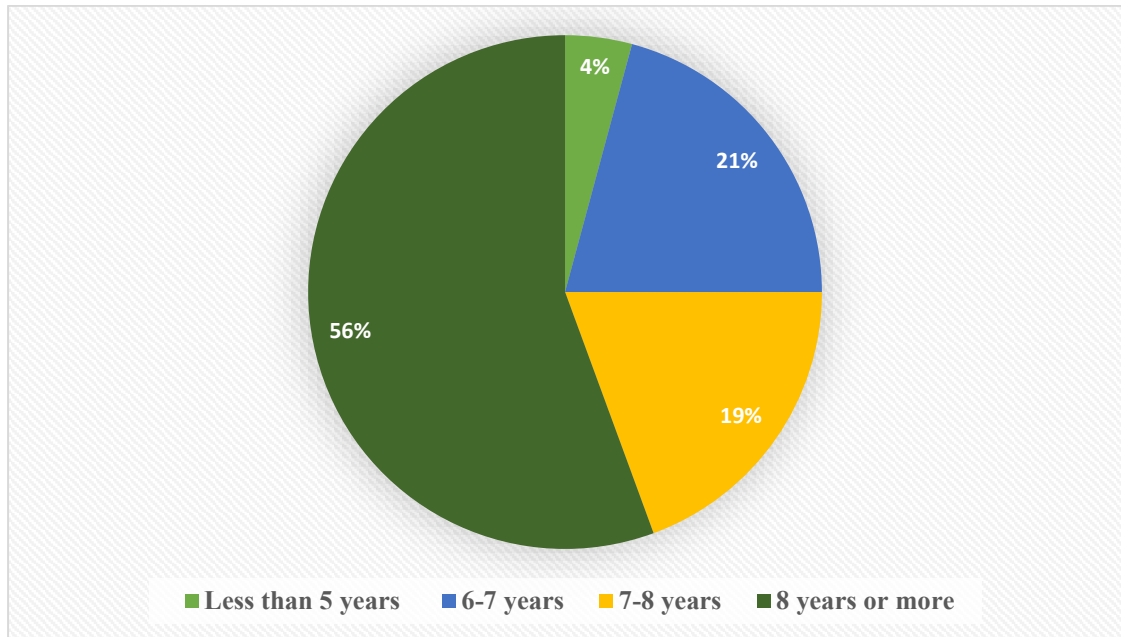
Figure 2 Years that students have you been studying English at school.

A significant proportion (32.4%) invests 1-2 hours, indicating moderate commitment. Another substantial group (26.8%) dedicates 3-4 hours, reflecting heightened involvement. However, 25.4% spends less than 1 hour, suggesting limited extracurricular engagement. Notably, 15.5% devotes 5 hours or more, showcasing a dedicated segment. This diversity underscores the importance of considering varying levels of extracurricular participation when exploring factors influencing English speaking skills. Further investigation into the correlation between weekly time allocation and speaking proficiency could provide insights for refining language education strategies at the school.
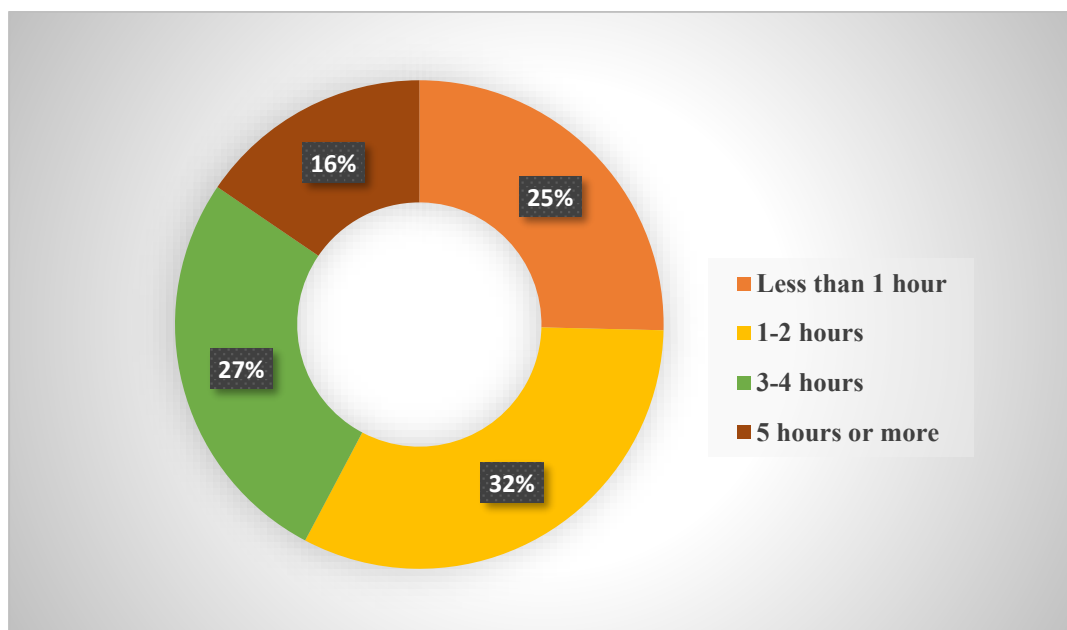
Figure 3 Number of hours that students spent weekly on English language activities outside of school.

A significant majority (66.7%) has not yet engaged in such activities, while 33.3% have already participated. This suggests that a substantial portion of students has yet to explore or take part in English-related extracurricular pursuits. The reasons behind this disparity, such as awareness, availability, or personal preferences, could be explored further to tailor initiatives that encourage broader participation. Understanding the dynamics of extracurricular engagement is crucial for comprehensively addressing key factors influencing English speaking skills at Tran Hung Dao High School.

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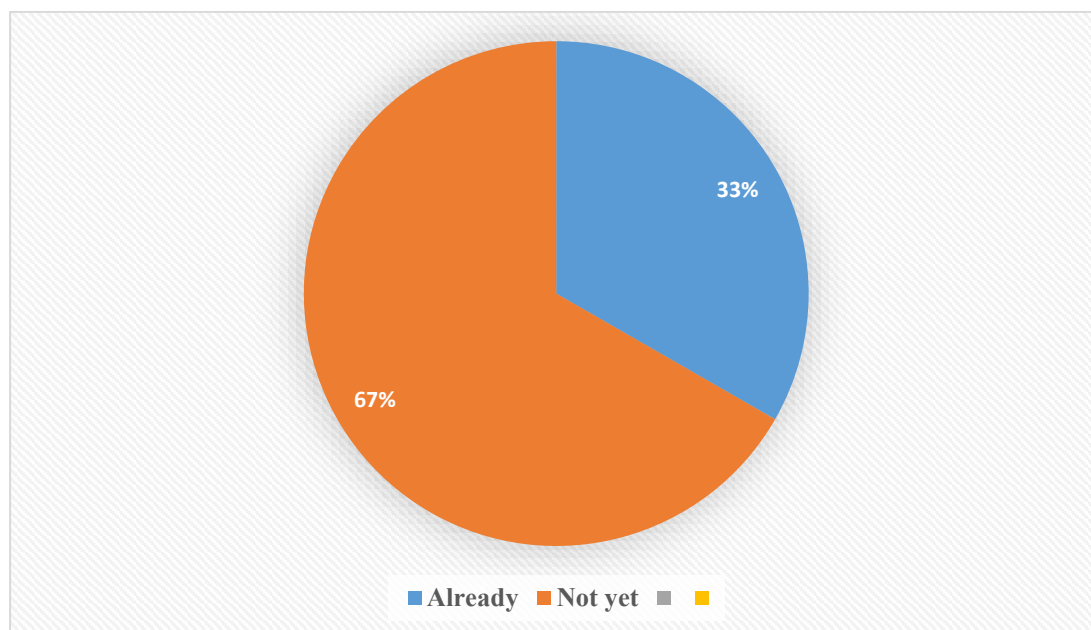
Figure 4 Participation in extracurricular English activities.

The majority of students have a substantial history of English language study, with 55.6% having studied for 8 years or more, and an additional 40% with 6-8 years of experience. This varied exposure emphasizes the need to consider different levels of linguistic background when exploring factors impacting speaking proficiency. Weekly time allocation for English activities demonstrates a diverse range of commitments, underscoring the importance of tailoring language education strategies to accommodate varying engagement levels. Additionally, the majority of students (66.7%) have not yet participated in English-related extracurricular activities, suggesting potential areas for improvement in awareness and incentives to encourage broader involvement. Understanding these dynamics provides valuable insights for designing targeted interventions and enhancing overall English language education at Tran Hung Dao High School.

4.1.2. *The Survey's Findings for Students*

The survey served as a tool to collect information on the factors influencing students' proficiency in spoken English. Its purpose was to assess the magnitude of challenges students face and to identify the underlying reasons for their difficulties in

English speaking. The acquired data underwent processing, computation, and evaluation through descriptive statistics, aligning with the initial research aspect of the study. Mean scores were calculated, and the Likert Scale, along with percentage calculations, was employed to assess and interpret the data. In analyzing the data using the Likert Scale, the study revealed the severity levels of the identified issues and the respective proportions of each influencing factor as follows:

Table 7 The Result of the Questionnaire:

Related Factors	Questions	Number of responses	Mean	Remarks	Percentage
Affective variables	4	72	3.14	moderately highly High	03,7%
	5	72	3.29	moderately highly High	03,7%
	6	72	2.56	moderately highly High	03,7%
	7	72	3.81	High	03,7%
	8	72	3.61	High	03,7%
Total percentage					**18,5% (360)**
Social factors of students	9	72	3.78	High	03,7%
	10	72	3.69	High	03,7%
	11	72	3.15	moderately highly High	03,7%

	12	72	3.10	moderately highly High	03,7%
	13	72	3.81	High	03,7%
	Total percentage				**18,5% (360)**
Related factors of teachers	14	72	3.72	High	03,7%
	15	72	3.53	High	03,7%
	16	72	3.58	High	03,7%
	17	72	3.42	moderately highly High	03,7%
	18	72	4.01	High	03,7%
	Total percentage				**18,5% (360)**
Related factors of educational policy and facilities	19	72	3.35	moderately highly High	03,7%
	20	72	3.51	High	03,7%
	21	72	3.49	moderately highly High	03,7%
	22	72	3.44	moderately highly High	03,7%
	23	72	3.85	High	03,7%

					18,5% (360)
	Total percentage				
Related factors of language	24	72	3.99	High	03,7%
	25	72	3.74	High	03,7%
	26	72	4.01	High	03,7%
	27	72	4.04	High	03,7%
	28	72	4.01	High	03,7%
	29	72	3.64	High	03,7%
	30	72	3.83	High	03,7%
	Total percentage				26% (504)
	Total Students' response Percentage				100% (1.944)

- *The Survey's Findings of the "Affective variables" responses*

+ A substantial proportion of students (41.7%) acknowledge experiencing nervousness, as indicated by the combined percentages of "Agree" and "Strongly Agree." This underscores the significance of addressing emotional aspects in English language learning, as anxiety can impact language proficiency.

+ Over half of the students (51.3%) either agree or strongly agree that the fear of making mistakes hinders their willingness to engage in English conversations. The diverse range of attitudes underscores the need for individualized strategies to address specific concerns. This highlights the significance of not only linguistic but also psychological factors in language learning.

+ Over half of the respondents express either disagreement or neutrality about their confidence levels, with 18.1% strongly disagreeing and 36.1% disagreeing. A minority of students, 25%, agree or strongly agree that they feel confident in articulating complex ideas in English.

+ The majority consensus (74.9%) among participants, comprising both those who agree and strongly agree, underscores a collective acknowledgment of the critical role of overcoming language anxiety for effective English communication. While a small percentage holds reservations or disagrees (16.7%), the dominant positive sentiment highlights the importance participants attribute to addressing psychological barriers in language learning.

+ While a notable portion expresses agreement (61.1%), indicating a willingness to seek additional opportunities beyond academic requirements, a significant proportion remains either neutral or in disagreement (30.6%). This suggests that a substantial subset of students may not actively pursue extracurricular English practice.
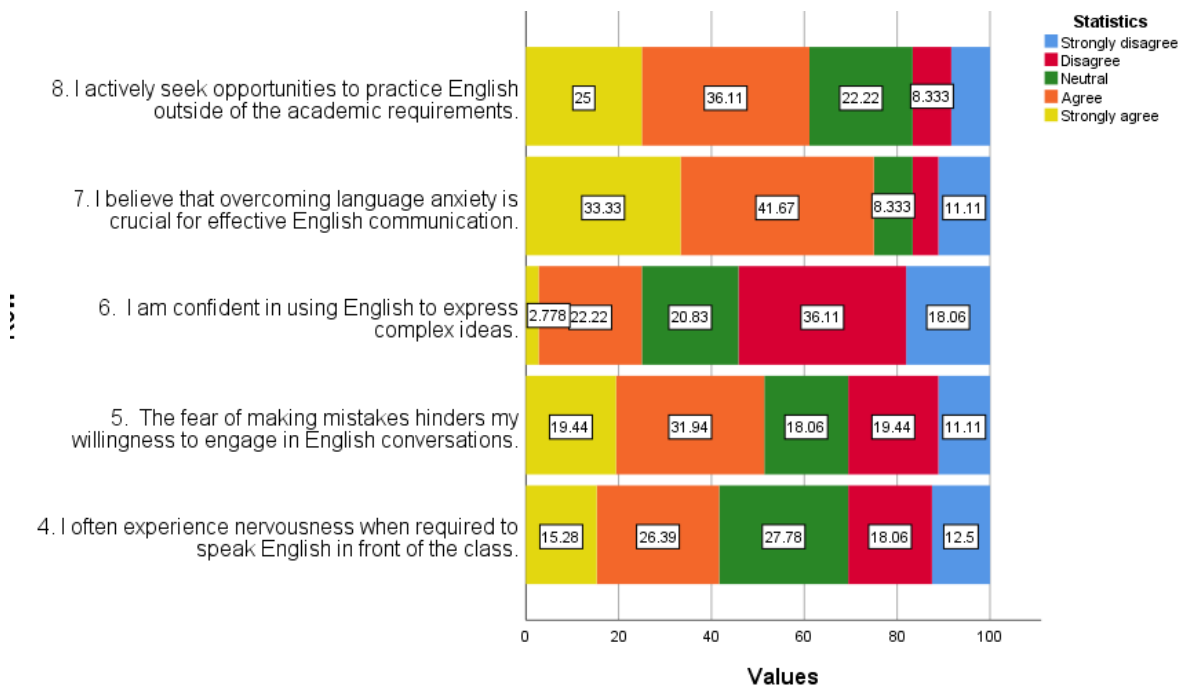

Figure 5 The Result of the "Affective variables" responses.

In summary, the analysis of student responses at Tran Hung Dao High School highlights significant emotional and psychological aspects in English language learning. A substantial portion (41.7%) acknowledges experiencing nervousness, emphasizing the need to address emotional factors impacting proficiency. Over half of the students (51.3%) express concerns about the fear of making mistakes hindering their engagement, emphasizing the necessity for individualized strategies. Confidence levels vary, with a majority (74.2%) expressing either disagreement or neutrality, indicating potential areas for building self-assurance. Despite concerns, there is a collective acknowledgment (74.9%) of the critical role of overcoming language anxiety for effective communication. Additionally, while many express a willingness to seek extracurricular opportunities (61.1%), a notable subset (30.6%) may not actively pursue additional English practice. These insights underscore the importance of addressing psychological factors for an enhanced English learning experience at the school.

- The Survey's Findings of the "Social factors of student" responses

+ The substantial percentage of agreement (73.6%) suggests that a majority of students recognize the beneficial effects of informal English conversations on their speaking skills. This emphasizes the social dimension in language acquisition and supports the notion that peer interactions can contribute positively to linguistic development.

+ The cumulative positive responses (66.7%) emphasize a prevailing comfort level among students in reaching out to peers for help or clarification. This positive trend aligns with research highlighting the significance of collaborative learning in language acquisition.

+ While a significant percentage agrees (41.7%), demonstrating a readiness to interact with native speakers, a considerable portion remains either neutral or disagrees (58.3%). This reflects the challenges students may encounter in accessing such opportunities, possibly stemming from external factors or limited exposure.

+ While 40.3% agree or strongly agree, revealing a positive inclination towards such activities, a significant portion remains either neutral or disagrees (59.7%). This suggests that some students may not find the current extracurricular options captivating or enjoyable.

+ The combined positive feedback (71.9%) underscores a widespread sense of ease among students in seeking help or clarification from classmates. This positive pattern aligns with the collaborative essence of language learning, indicating that nurturing a supportive peer environment positively contributes to the development of English language skills.
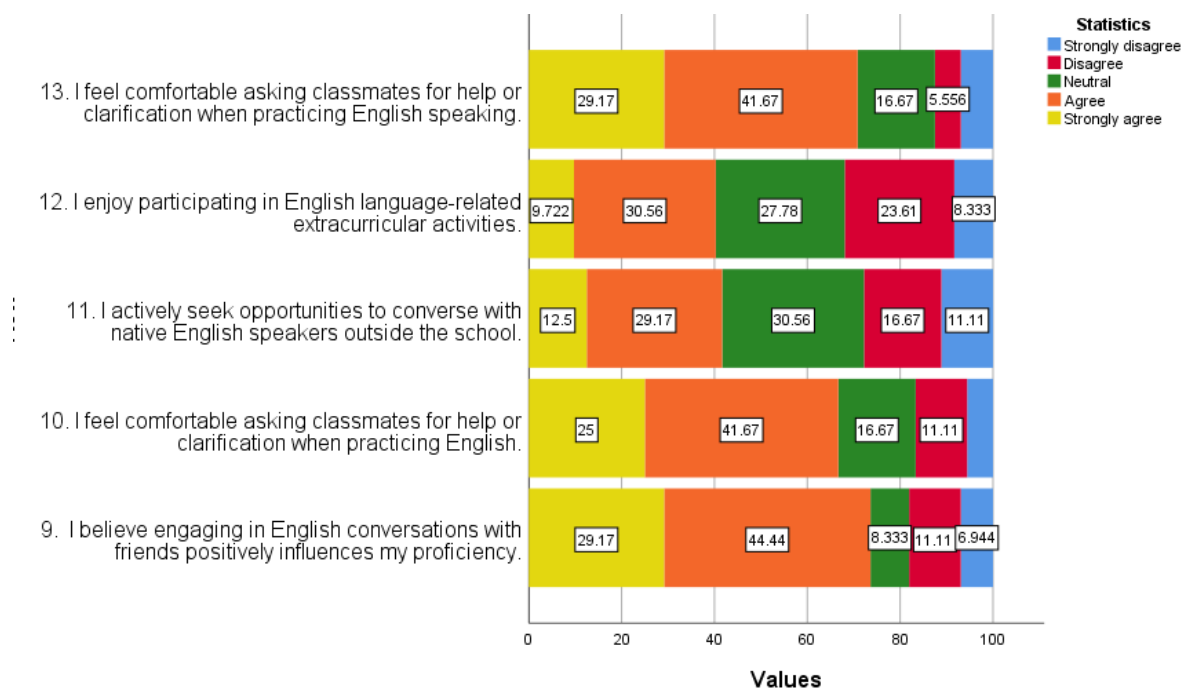
Figure 6 The Result of the "Social factors of students" responses.

In summary, the analysis of student responses on peer interactions at Tran Hung Dao High School reveals several noteworthy findings. A substantial majority (73.6%) recognizes the beneficial effects of informal English conversations, emphasizing the importance of the social dimension in language acquisition. The prevailing comfort level (66.7%) in reaching out to peers for help aligns with research highlighting collaborative learning's significance in language acquisition. While a notable portion

expresses willingness to engage with native speakers (41.7%), a significant proportion (58.3%) remains neutral or in disagreement, reflecting potential challenges in accessing such opportunities. Regarding extracurricular activities, 40.3% show a positive disposition, but a considerable portion (59.7%) remains neutral or disagrees, suggesting room for improvement in the current offerings. Overall, the positive trend (71.9%) in approaching classmates for help emphasizes the supportive peer environment's positive contribution to English language development. These insights underscore the social and collaborative aspects integral to fostering effective English language skills at the school.

- The Survey's Findings of the "Related factors of teachers" responses:

+ The cumulative positive responses (66.7%) highlight a prevailing acknowledgment among students of the inspirational effect that enthusiastic educators can have on language learning. This emphasizes the pivotal role of teachers in cultivating a positive learning environment that fosters students' intrinsic motivation.

+ The substantial feedback (62.5%) from students highlights their comfort in seeking support from educators when faced with challenges in English speaking. This positive trend aligns with the pivotal role teachers play not only in delivering content but also in creating a supportive and approachable learning environment.

+ Positive responses (59.8%) from students reveal a general appreciation for additional resources, recognizing the valuable role these materials play in reinforcing language skills beyond the classroom. This underscores the importance of educators not just in traditional classroom instruction but also in facilitating self-directed learning through the provision of supplementary resources.

+ Emphasizing the significance of educators, the positive responses (54.2%) underscore their role in cultivating an environment that nurtures students' self-assurance in expressing themselves in English. This aligns with existing research emphasizing the crucial influence of teacher support and positive reinforcement in fostering language development.

+ The substantial emphasis (83.4%) on the importance students attribute to specific guidance from teachers in refining pronunciation skills reflects the crucial role of feedback in language acquisition. This is particularly significant in aspects such as pronunciation, showcasing the impact of teacher guidance on refining spoken language proficiency.
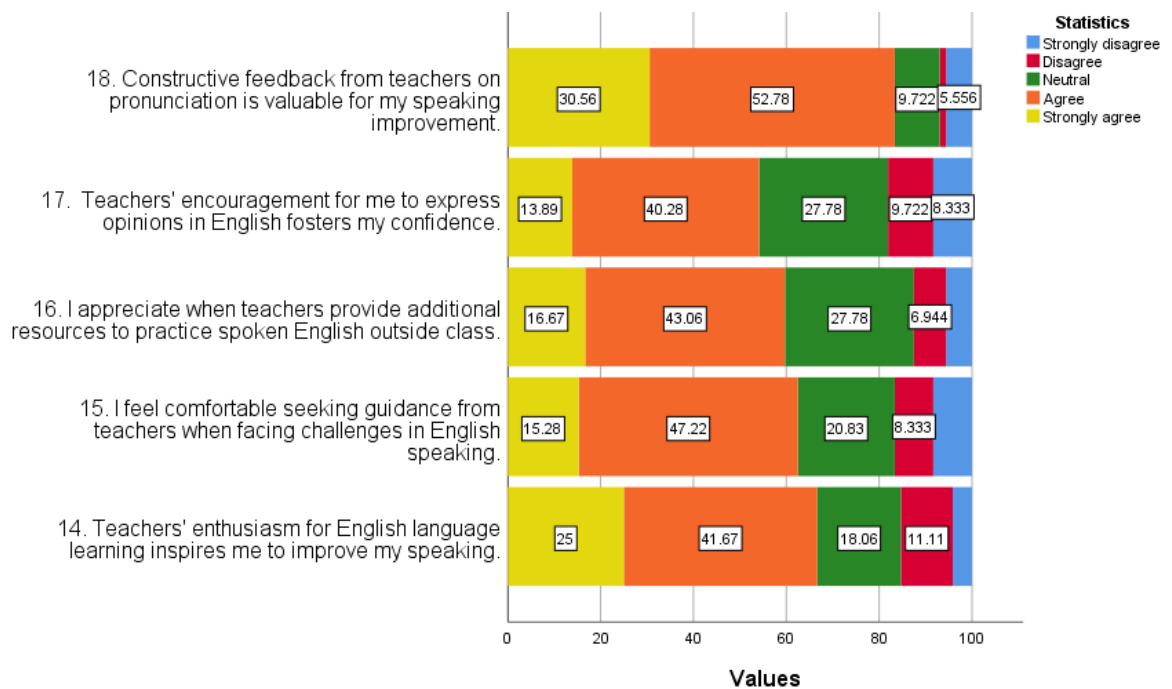
Figure 7 The Result of the "Related factors of teachers" responses.

In summary, the analysis of student responses regarding teacher influence at Tran Hung Dao High School reveals several significant trends. A prevailing acknowledgment (66.7%) highlights the inspirational effect enthusiastic educators can have on language learning, emphasizing the pivotal role of teachers in fostering intrinsic motivation. Additionally, a prevalent comfort level (62.5%) in seeking support from educators during language challenges underscores teachers' vital role in creating a supportive learning environment. There is a general appreciation (59.8%) among students for additional resources, highlighting educators' significance in facilitating self-directed learning through valuable supplementary materials. Furthermore, positive responses (54.2%) underscore the importance of educators in

nurturing students' self-assurance in expressing themselves in English. Lastly, a substantial majority (83.4%) emphasizes the importance students attribute to specific guidance from teachers in refining pronunciation skills, aligning with the crucial role of feedback in language acquisition, particularly in aspects such as pronunciation. These insights underscore the integral role of educators in shaping a positive and effective English language learning experience at the school.

- *The Survey's Findings of the "Related factors of educational policy and facilities" responses:*

+ While a notable proportion agrees (51.4%) that the school provides sufficient resources, a combined 22.2% express dissatisfaction through disagreement or strong disagreement. This suggests that, from the students' perspective, there may be room for improvement in the availability of resources for English language learning.

+ While a significant proportion agrees (55.6%) that the school actively promotes such activities, a combined 16.7% express disagreement or strong disagreement. This suggests that there may be scope for enhancing the visibility or effectiveness of language-related extracurricular initiatives at Tran Hung Dao High School.

+ While a notable proportion agrees (54.1%) that the school offers sufficient opportunities, a combined 19.5% express disagreement or strong disagreement. This indicates that, from the students' viewpoint, there may be room for improvement or expansion in the variety and frequency of opportunities to enhance English speaking skills within the school setting.

+ The cumulative positive responses (58.3%) emphasize a general acknowledgment among students that the school's policies take into account the diverse requirements and preferences of the student body. This positive trend aligns with the understanding that tailored and student-centric approaches are instrumental in fostering effective language learning environments.

+ The cumulative positive responses (71.7%) highlight a predominant agreement among students that modern technological tools can play a crucial role in facilitating effective language learning. This aligns with contemporary educational trends, emphasizing the role of technology in creating engaging and dynamic learning experiences.
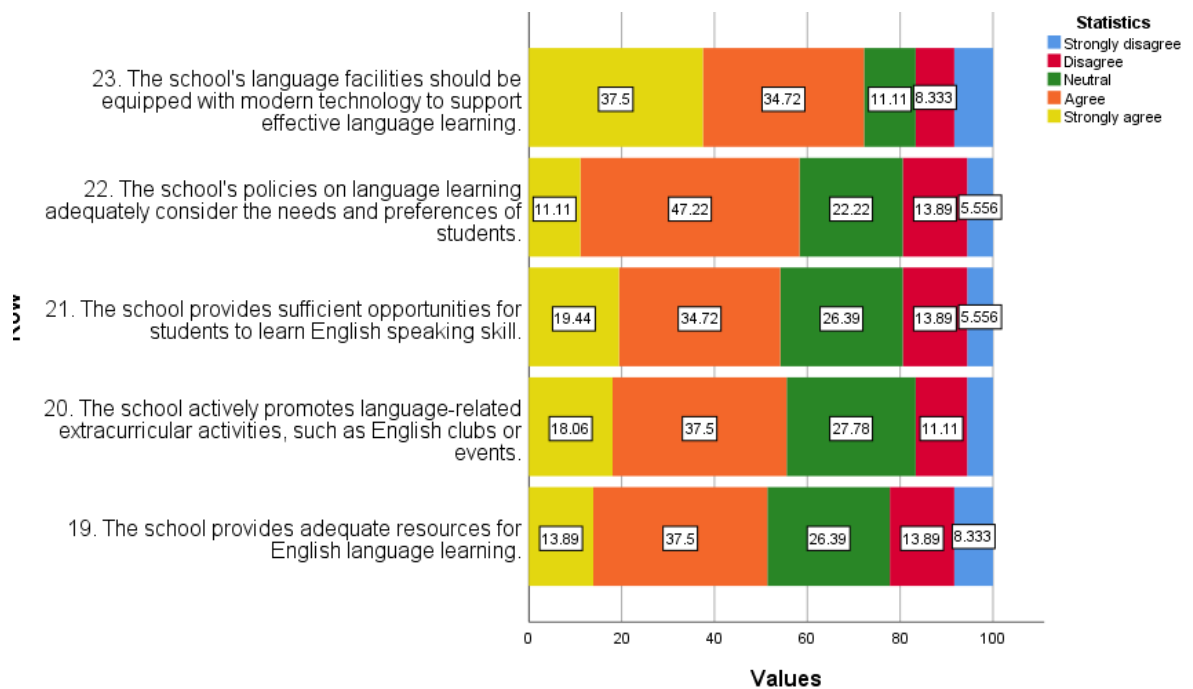
Figure 8 The Result of the "Related factors of educational policy and facilities" responses.

In summary, the analysis of student perspectives on school resources and policies at Tran Hung Dao High School provides valuable insights. While a notable proportion agrees (51.4%) that the school provides sufficient resources, a combined 22.2% express dissatisfaction, indicating potential room for improvement in resource availability for English language learning. Regarding extracurricular initiatives, a significant proportion agrees (55.6%) that the school actively promotes such activities, but 16.7% express disagreement, suggesting potential enhancements in visibility or effectiveness. Regarding opportunities, a notable proportion agrees (54.1%) that the school offers sufficient opportunities, but 19.5% express disagreement, signaling potential areas for improvement or expansion. However, the positive trend (58.3%) in

students acknowledging that the school's policies consider diverse requirements and preferences aligns with the importance of tailored approaches in effective language learning environments. Furthermore, a significant majority (71.7%) agrees that modern technological tools play a crucial role in facilitating effective language learning, aligning with contemporary educational trends emphasizing technology's role in creating engaging and dynamic learning experiences. These findings offer valuable considerations for refining and optimizing language education strategies at the school.

- The Survey's Findings of the "Related factors of language" responses:

+ The collective positive feedback (78.2%) underscores a substantial majority of students favoring practical applications over a more theoretical study approach. This resonates with current pedagogical principles emphasizing the importance of experiential and application-based learning.

+ The combined positive responses (72.3%) highlight a significant majority of students acknowledging the value of idiomatic expressions in enhancing their speaking skills. This positive trend aligns with the understanding that idioms, integral to language usage, contribute not only to linguistic competence but also to effective and nuanced communication.

+ The cumulative positive feedback (78.8%) emphasizes a significant majority of students recognizing the essential nature of improving pronunciation for effective communication in English. This aligns with established principles in language acquisition, stressing the importance of clear and accurate pronunciation for successful verbal communication.

+ The collective positive responses (80.5%) underscore a significant majority of students recognizing the essential nature of possessing a wide range of words for successful verbal expression. This aligns with established principles in language proficiency, highlighting the role of vocabulary breadth in nuanced and expressive communication.

+ The combined positive feedback (80.6%) emphasizes a substantial majority of students acknowledging the benefits of engaging with various forms of English-language media for language development. This aligns with contemporary language learning strategies emphasizing the role of authentic materials in improving linguistic skills.

+ The collective positive responses (65.2%) highlight a substantial majority of students recognizing the advantages of incorporating digital resources into their language learning journey. This aligns with contemporary educational trends leveraging technology for personalized and accessible language learning experiences.

+ The combined positive feedback (72.2%) underscores a significant majority recognizing the value of incorporating interactive and gamified elements into language learning for improved spoken proficiency. This aligns with contemporary pedagogical approaches leveraging gamification to enhance engagement and skill acquisition.
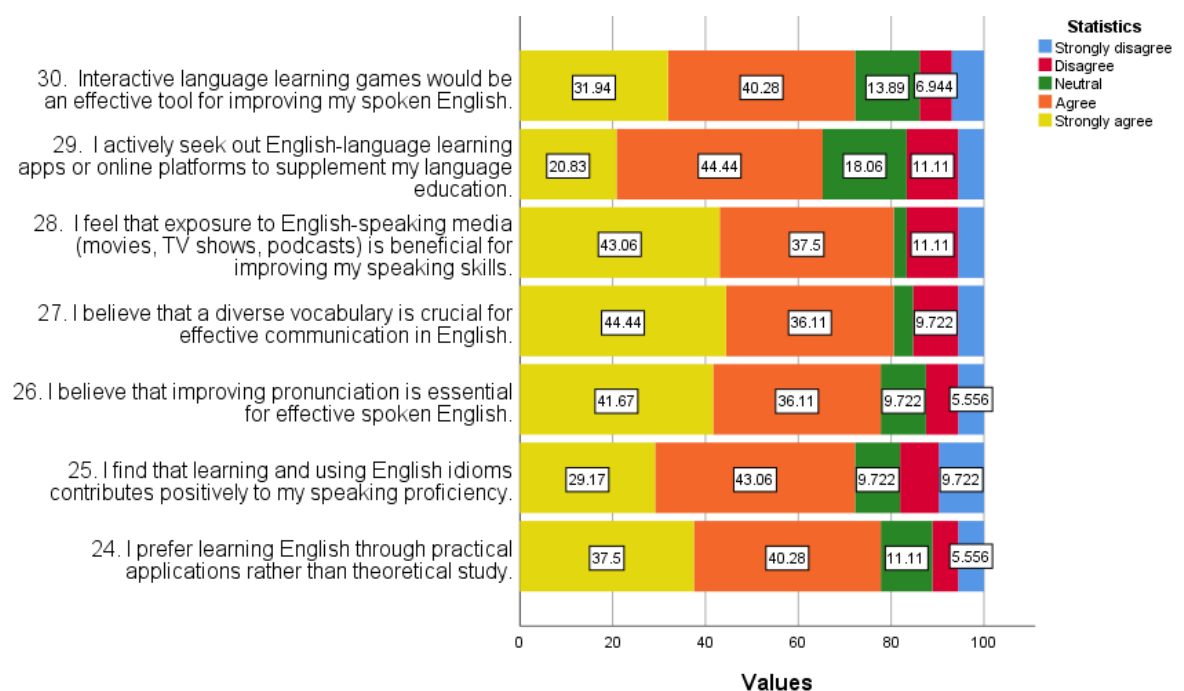

Figure 9 The Result of the "Related factors of language" responses.

In summary, the analysis of student perspectives at Tran Hung Dao High School highlights key trends in language learning preferences. A significant majority (78.2%)

favors practical applications, aligning with contemporary pedagogy. Additionally, a substantial majority (72.3%) values idiomatic expressions for nuanced communication, while 78.8% emphasizes improving pronunciation. The majority (80.5%) recognizes the importance of a wide vocabulary, and 80.6% sees the benefits of engaging with various English-language media. Moreover, 65.2% appreciates the incorporation of digital resources, and 72.2% values interactive and gamified elements in language learning. These insights offer valuable considerations for tailoring effective language education strategies at the school.

4.1.3. *The Teacher's Interview's Findings*

To validate and clarify the information gathered from the student survey, an interview was conducted with a teacher. The results from the interview transcript were then compared to the responses obtained from the students' questionnaires, ensuring the study's conclusions' validity.

- Teacher Perspectives on English Speaking Proficiency

Both Teacher 1 and Teacher 2 offered nuanced perspectives on the English speaking proficiency landscape at Tran Hung Dao High School. Teacher 1 highlighted the diversity in fluency and confidence levels, emphasizing the individualized nature of language acquisition. This aligns with research asserting that language proficiency is a dynamic and multifaceted process. Meanwhile, Teacher 2 pointed to a broader spectrum of challenges, from hesitancy to active participation barriers, reflecting the intricate interplay of psychological and linguistic factors.

- Challenges in English Speaking Skills

The teachers concurred on the formidable challenge students face concerning limited exposure to authentic English outside the classroom. Teacher 1 emphasized a lack of consistent exposure, resonating with theories stressing the significance of immersion in language acquisition (Richards & Rodgers, 2001). In contrast, Teacher 2 pinpointed hesitancy as a significant barrier, reflecting the affective filter hypothesis where anxiety impedes language learning (Krashen, 1985).

- Teaching Methods and Outcomes

Both teachers integrate interactive activities into their teaching methodologies to simulate real-world language use. Teacher 1 lauded the positive outcomes, emphasizing improved fluency and engagement. This echoes research advocating for task-based learning and the efficacy of interactive methods. However, Teacher 2 nuanced this positivity by highlighting varying success rates, underscoring the need for tailored approaches to accommodate diverse student needs.

- Affective Factors and Their Impact

The affective domain emerged as a pivotal factor influencing English speaking abilities. Both teachers underscored the centrality of confidence, motivation, and anxiety. Teacher 1 linked confidence to proficiency, aligning with research emphasizing the importance of a positive mindset (Gardner, 1985). Furthermore, Teacher 2 accentuated the negative impact of anxiety and fear of judgment, affirming the significance of fostering a supportive and encouraging environment (Horwitz et al., 1986).

- Institutional Factors and Language Development

Both teachers acknowledged the potential contributions of institutional factors, including facilities, language policies, and extracurricular activities. Teacher 2, however, stressed the critical need for alignment with broader educational goals. This aligns with language policy theories emphasizing the necessity of a cohesive approach to maximize institutional impact (Shohamy, 2006).

The synthesis of teacher interviews unravels a multifaceted tapestry of factors influencing English speaking skills at Tran Hung Dao High School. The individualized nature of language acquisition, challenges tied to exposure and confidence, the profound impact of affective factors, and the critical importance of institutional alignment emerge as the pivotal components of this narrative. These nuanced insights pave the way for robust recommendations and strategies discussed in the next Chapter.

4.2   Discussion

- The survey revealed a significant emotional component in English language learning. **30**/72 (41.7%) students respond "Agree" and "Strongly agree" that they often experience nervousness when they are required to speak English in front of the class (question 4) and **37**/72 (51.4%) are fear of making mistakes hinders their willingness to engage in English conversations (question 5). This highlights the importance of addressing emotional factors that may impact proficiency and show consistency with the study of Horwitz et al. (1986) that the apprehension of failure or subpar performance can impede students' inclination to engage in English communication.

Over half of the students (51.3%) expressed concerns about the fear of making mistakes, underlining the necessity for tailored strategies to address individual apprehensions. Despite varying confidence levels, there was a collective acknowledgment (74.9%) of the critical role of overcoming language anxiety for effective communication. Additionally, while a majority expressed willingness to seek extracurricular opportunities (61.1%), a notable subset (30.6%) may not actively pursue additional English practice. These findings underscore the significance of addressing psychological factors to enhance the overall English learning experience.

- The analysis of student responses regarding peer interactions revealed noteworthy findings. **53**/72 (73.6%) students believe engaging in English conversations with friends positively influences their proficiency (question 9) and **48**/72 (66.7%) feel comfortable asking classmates for help or clarification when practicing English (question 10). The majority (73.6%) recognizes the benefits of informal English conversations for language acquisition, emphasizing the social dimension's importance. The prevailing comfort level (66.7%) in seeking help from peers aligns with the significance of collaborative learning in language acquisition research. The findings, exemplified by studies like Littlewood (2007), indicates that participating in collaborative speaking activities with peers can boost autonomy. This is achieved as students take on diverse roles in conversations, negotiate meaning, and adapt to various communication styles.

Besides, despite positive trends in approaching classmates for help (71.9%), a significant portion (58.3%) remains neutral or disagrees about engaging with native speakers, suggesting potential challenges in accessing such opportunities. The insights highlight the positive contribution of a supportive peer environment to English language development and underscore the social and collaborative aspects integral to fostering effective language skills. Duong's (2011) research elucidates that students may experience constrained exposure to English, both in terms of authentic language use and immersion in an English-speaking environment, which can hinder the process of language acquisition.

- The analysis of student perspectives regarding teacher influence revealed significant trends. A prevailing acknowledgment (66.7% in question 14) highlighted the inspirational effect enthusiastic educators can have on language learning, emphasizing the pivotal role of teachers in fostering intrinsic motivation. According to Furrer & Skinner (2003), positive feedback and encouragement from teachers have the potential to enhance students' motivation, whereas criticism and insufficient support can elicit the opposite outcome. The comfort level (62.5% in question 15) in seeking support from educators during language challenges underscores teachers' vital role in creating a supportive learning environment. Positive responses (59.8% in question 16) regarding additional resources underscore educators' significance in facilitating self-directed learning. The findings also emphasize the importance of educators in nurturing students' self-assurance (54.2% in question 17) and providing specific guidance for pronunciation skills (83.4% in question 18). These insights underscore the integral role of educators in shaping a positive and effective English language learning experience.

- The analysis of student perspectives on school resources and policies provided valuable insights. While a notable proportion agreed that the school provides sufficient resources (51.4% in question 19), a combined 22.2% expressed dissatisfaction, indicating potential room for improvement. Positive trends in acknowledging the school's consideration of diverse requirements (58.3% in question 21) and the role of

modern technological tools (72.2% in question 23) align with contemporary educational practices. However, areas for improvement were identified in resource availability and extracurricular initiatives. These findings offer valuable considerations for refining and optimizing language education strategies at the school.

- The analysis of student preferences highlighted key trends in language learning. A significant majority (77.8% in question 24) favored practical applications, aligning with contemporary pedagogy. Appreciation for digital resources (65.2% in question 29) and the value of interactive and gamified elements (72.2% in question 30) in language learning showcased the importance of incorporating modern tools. These insights provide valuable considerations for tailoring effective language education strategies at the school.

Values placed on idiomatic expressions (72.3% in question 25), pronunciation improvement (78.8% in question 26), vocabulary breadth (80.5% in question 27), and engagement with English-language media (80.6% in question 28) emphasized the diverse aspects influencing language proficiency. Studies of Derwing, Munro & Wiebe (1997) and Hayes-Harb (2007) show that the precision of pronunciation relies on one's vocabulary proficiency since various words may exhibit unique phonetic characteristics while mispronunciation can result in misinterpretations, underscoring the interconnectedness of vocabulary and pronunciation.

- The teachers highlighted the diverse fluency and confidence levels among students, emphasizing the individualized nature of language acquisition. This aligns with research stating that language proficiency is a dynamic process. They added depth by outlining a spectrum of challenges, ranging from hesitancy to participation barriers, revealing the intricate interplay of psychological and linguistic factors. In terms of challenges, the teachers identified a common issue - students' limited exposure to authentic English outside the classroom. They emphasized the lack of consistent exposure, aligning with theories stressing the importance of immersion in language acquisition. On the other hand, they also identified hesitancy as a significant barrier, reflecting the affective filter hypothesis, where anxiety impedes language learning.

- Regarding teaching methods, the teachers incorporate interactive activities into their approaches to simulate real-world language use. They praised positive outcomes, aligning with research advocating for task-based learning. However, they also nuanced this positivity, emphasizing the need for tailored approaches to address diverse student needs. The affective domain emerged as pivotal, with the teachers emphasizing the centrality of confidence, motivation, and anxiety. They linked confidence to proficiency, aligning with research on the importance of a positive mindset. Additionally, they highlighted the negative impact of anxiety, affirming the need for a supportive environment.

The teachers recognized the potential contributions of institutional factors, including facilities, language policies, and extracurricular activities. They stressed the critical need for alignment with broader educational goals, emphasizing a cohesive approach to maximize institutional impact. In recommendations, they advocates for a language-rich environment, echoing literature emphasizing authentic interactions. They also underscores the need for a holistic approach, combining positive attitudes, diverse speaking opportunities, and ongoing professional development for educators. These recommendations align with the multifaceted challenges identified, emphasizing the importance of comprehensive strategies.

In conclusion, emotional, social, pedagogical, and environmental facets collectively shape the English language learning journey. Strategies such as addressing psychological aspects, nurturing a supportive peer environment, recognizing the pivotal role of educators, optimizing school resources, and aligning teaching methodologies with student preferences emerge as pivotal considerations. These observations offer a thorough understanding of the fundamental elements influencing English speaking abilities, facilitating the implementation of focused interventions and improvements to the curriculum designed to enhance the language learning journey within the school. The synthesis of teacher insights unveils a complex web of elements that impact English speaking skills at Tran Hung Dao High School. The intricate combination of the individualized nature of language acquisition, challenges

associated with exposure and confidence, the influence of affective factors, and the imperative need for institutional alignment forms a crucial backdrop. These nuanced revelations serve as a springboard for the ensuing chapter, wherein robust recommendations and strategies will be deliberated upon, offering a thorough framework for elevating the English language learning experience within the school.

CHAPTER 5. CONCLUSION

5.1 Conclusion

An overview of the study is presented, covering the background, problem statement, objectives, scope, methodology, limitations, and significance of the research. Understanding the factors affecting English speaking skills among high school students is essential for educators and policymakers. This study addresses a research gap in the Vietnamese context, comprehensively investigating these factors at Tran Hung Dao High School. The statement of the problem highlights the variability in English speaking skills among high school students at Tran Hung Dao High School and identifies key factors contributing to this variability. The research questions formulated guide the subsequent exploration into these factors, aiming to provide a comprehensive understanding of the challenges and opportunities within the Vietnamese high school context. This study seeks to thoroughly examine the factors impacting English speaking proficiency in four eleventh-grade classes (11C, 11C1, 11C2, and 11C3) at Tran Hung Dao High School in Phan Thiet city. The research aims to uncover class-specific influences on language acquisition. The study's objectives aim to address identified issues in English speaking skills at the high school, aiming to offer nuanced insights into factors hindering or facilitating language acquisition. Ultimately, the research contributes to informed pedagogical practices and targeted interventions for improved language learning experiences. The emphasis is on speaking skills, aiming to provide a comprehensive understanding of challenges and opportunities within this specific language domain.

The study delves into pertinent literature, exploring skills and language aspects, speaking skills, oral activities, language acquisition, and students' learning motivation and autonomy. The Common European Framework of Reference for Languages (CEFR) defines speaking skills as the ability to interact fluently and spontaneously, emphasizing successful communication. Educators and researchers should view speaking skills as essential in language acquisition, considering their dynamic and

context-dependent aspects. The intricate connection among vocabulary, grammar, and pronunciation in speaking skills is both complex and interrelated.

Oral non-communicative activities, commonly known as "speaking drills" or "speech exercises," involve learners participating in oral practice primarily to enhance specific language skills, rather than for authentic communication purposes while oral communicative activities encompass language exercises and tasks that involve learners engaging in interactive, real-life conversations or discussions. These activities offer learners chances for genuine communication, encourage meaningful language utilization, and improve speaking proficiency.

Language acquisition is a intricate and multifaceted process that varies considerably based on factors such as whether the language is acquired as a native or foreign tongue. The acquisition process of a native language, such as Vietnamese, differs markedly from that of learning a foreign language, like English, due to various linguistic, cognitive, and sociocultural factors. Students in Vietnam's high schools often encounter when practicing English skills, focusing on various linguistic, pedagogical, and sociocultural aspects.

Motivation plays a pivotal role in students' academic success, engagement, and overall achievement in educational environments. Motivated students exhibit greater persistence, enthusiasm, and commitment, contributing to improved learning outcomes. Educators can foster active engagement in developing English speaking abilities by comprehending the theoretical foundations of motivation and considering influential factors. This approach has the potential to enhance learning outcomes and proficiency, empowering students for effective participation in a globalized world.

Learner autonomy, a concept receiving substantial attention in educational research and practice, pertains to students' capacity to assume control over their learning processes, set learning goals, and manage their learning activities. Fostering learner autonomy in the development of English speaking skills is crucial for high school students in Vietnam. Aligned with modern language teaching approaches, it cultivates intrinsic motivation, fluency, accuracy, and effective communication.

Vietnamese high school educators can enhance learner autonomy by designing authentic speaking tasks, offering autonomy-supportive feedback, promoting peer interaction, and utilizing technology for impactful language learning. These measures empower students to gain confidence and proficiency in English communication.

The study provides a comprehensive explanation of the research methodology, encompassing the design, participants, and data collection procedures. The research involves students from 11C, 11C1, 11C2, and 11C3 classes at Tran Hung Dao High School. It aims to comprehensively examine the factors influencing English speaking skills among high school students in Phan Thiet city. The study includes participants from various grades, academic tracks, and English proficiency levels to capture a holistic perspective. English language teachers at Tran Hung Dao High School are also involved to contribute insights into the factors affecting language proficiency. The methodology involves a mixed-methods approach, with surveys for quantitative data from high school students and interviews with teachers for qualitative insights. Ethical considerations prioritize participant confidentiality, privacy, and informed consent.

The study presents significant findings from a meticulous analysis of collected data, exploring the nuances of factors affecting English oral proficiency. The discussion section critically navigates through the implications and potential interventions arising from these findings, offering valuable insights into the multifaceted aspects shaping the English speaking abilities of high school students and contributing to the broader discourse on language education.

The investigation involved a customized closed-ended questionnaire with 30 questions examining affective variables, social factors, teachers' influence, facilities and educational policy, and language factors. The survey was administered to 72 students in classes 11C and 11C1, employing a Likert scale to quantify their perspectives on speaking problems. Interviews with teachers added qualitative insights, corroborating and elucidating nuances within the students' responses. The fusion of quantitative survey data and qualitative teacher interviews created a comprehensive understanding of the challenges faced by students and provided a

foundation for informed discussions and potential interventions in English language education at the high school level. The survey at Tran Hung Dao High School uncovered emotional aspects, with 41.7% of students feeling nervous and 51.3% fearing mistakes. Despite varied confidence levels, 74.9% acknowledged overcoming language anxiety as crucial. Peer interactions were valued, but 58.3% hesitated to engage with native speakers. Teachers played a pivotal role, inspiring motivation (66.7%), aiding during challenges (62.5%), and guiding pronunciation (83.4%). Resource satisfaction varied (51.4%), suggesting room for improvement. Student preferences favored practical applications (78.2%), emphasizing diverse aspects of language proficiency. Teachers noted varied fluency, identified challenges in exposure and hesitancy, and emphasized tailored teaching methods. They recommended a language-rich environment and holistic strategies for enhanced English learning.

In conclusion, the study's introduction outlines the background, problem statement, objectives, scope, methodology, limitations, and significance. The research addresses the gap in understanding factors influencing English speaking skills at Tran Hung Dao High School, focusing on four eleventh-grade classes. It reviews literature on language aspects, speaking skills, oral activities, language acquisition, and student motivation and autonomy. The complexity of language proficiency, the role of communicative competence, fluency, accuracy, and various proficiency levels are explored. The research details the mixed-methods research design involving students and teachers, emphasizing ethical considerations. It presents findings from a questionnaire and teacher interviews, revealing emotional and social factors, teacher influence, resource considerations, and student preferences. The study emphasizes the significance of addressing psychological factors for a comprehensive English learning experience. The fusion of quantitative and qualitative data creates a nuanced understanding of challenges and opportunities, informing potential interventions.

5.2 Suggestion

The survey at Tran Hung Dao High School uncovered significant majority (students) has not yet engaged in extracurricular activities; feel nervous and fear

mistakes, hesitate to engage with native speakers to practice English speaking; favor practical applications over a more theoretical study approach… The current situations are likely similar to the situations at other high schools in Vietnam. This case study will be able to provide a holistic understanding of complex phenomena, its real-world applicability, and its flexibility in adapting to various research questions and its utility in exploring same cases. Based on the research findings and conclusions, the researchers would like to make some suggestions for English teachers, students, and policiers. The suggestions are:

5.2.1. *For the Teachers*

- Establishing an environment that encourages risk-taking and accommodates trial-and-error language usage can alleviate students' apprehensions of making errors. Cultivate a supportive atmosphere that recognizes errors as an essential aspect of the learning journey. Encourage a supportive environment where making mistakes is viewed as an integral part of the learning process. Implement strategies to alleviate students' anxiety and foster a positive attitude towards language learning.

- This suggests a substantial need for targeted interventions and pedagogical adjustments to enhance students' confidence and proficiency in expressing sophisticated thoughts in English. Implement strategies to alleviate students' anxiety and foster a positive attitude towards language learning. The findings underscore the need for a holistic approach, combining positive attitudes, diverse speaking opportunities, and ongoing professional development for educators (Lightbown & Spada, 2013).

- Targeted and constructive feedback from teachers, especially on pronunciation, plays a vital role in the continuous improvement of high school students' speaking abilities. Emphasizing the learning and application of English idioms may be beneficial in fostering enhanced speaking proficiency.

- Teachers should embrace pedagogical approaches centered around learners, prioritizing interactive learning. Fostering and encouraging such informal conversational opportunities among students may be pivotal for enhancing overall proficiency. Promoting an atmosphere where students feel at ease seeking support from

their peer; facilitating peer interactions and providing avenues for genuine English conversations can further amplify students' linguistic self-assurance.

- Nurturing and sustaining teachers' enthusiasm can significantly contribute to the overall language development of high school students. Individualized support, collaborative learning, and communicative tasks may be instrumental in fostering the linguistic development and self-assurance required for effective expression of complex ideas in the English language.

- Furthermore, infusing the curriculum with regular opportunities for speaking practice is crucial for enhancing vocabulary and skill acquisition. It is advisable for educational institutions to invest in teacher training, equipping educators to implement innovative teaching techniques focused on speaking abilities. Prioritizing pronunciation improvement may significantly contribute to enhanced spoken English proficiency.

- Emphasizing the importance of considering emotional well-being alongside linguistic development in the pedagogical approach to English instruction at the high school level and the need for tailored strategies and support systems to alleviate language anxiety, fostering a more conducive environment for successful English communication among the participants.

- Fostering an open and supportive teacher-student relationship appears to be an important aspect of enhancing language proficiency and a supportive and encouraging classroom atmosphere can significantly contribute to the enhancement of students' confidence in expressing opinions in English.

- Exploring ways to enhance the appeal and relevance of extracurricular English language activities may be crucial in fostering greater student participation and enthusiasm. Establish initiatives to expose students to authentic English outside the classroom, such as language clubs, language immersion programs, or partnerships with native English speakers. Addressing barriers and creating avenues for students to interact with native speakers could be pivotal for enhancing their language proficiency at Tran Hung Dao High School.

In conclusion, fostering a supportive language learning environment involves encouraging risk-taking, embracing trial-and-error language usage, and implementing targeted interventions to enhance students' confidence. This holistic approach encompasses positive attitudes, diverse speaking opportunities, and ongoing professional development for educators. Feedback, pronunciation improvement, and the application of English idioms contribute to enhanced speaking proficiency. Pedagogical approaches centered around interactive learning, informal conversational opportunities, and peer support are crucial for overall proficiency. Sustaining teachers' enthusiasm, individualized support, and communicative tasks foster linguistic development. Regular speaking practice, teacher training, and prioritizing pronunciation improvement contribute to enhanced spoken English proficiency. Considering emotional well-being alongside linguistic development and fostering an open teacher-student relationship create a conducive environment for successful English communication. Initiatives like language clubs, immersion programs, and partnerships with native speakers enhance the appeal of extracurricular English activities, fostering greater student participation and enthusiasm.

5.2.2. For the Students

- The findings suggest that fostering a supportive peer environment where students feel at ease seeking assistance from classmates can contribute positively to English language proficiency. In the broader context of understanding key factors influencing English speaking skills, promoting a culture of collaborative learning among students may play a crucial role in creating a conducive environment for language development at Tran Hung Dao High School.

- It is important to creat a supportive environment that encourages risk-taking, values learning from mistakes, and incorporates targeted interventions to build confidence. Implementing activities fostering a positive attitude towards errors and providing personalized support may contribute to a more positive and effective English language learning experience at Tran Hung Dao High School.

- Addressing and amplifying these opportunities could positively impact the overall proficiency and confidence of students in speaking English at Tran Hung Dao High School.

- Integrating interactive language learning games could be a beneficial strategy for advancing spoken English proficiency at Tran Hung Dao High School.

- Students can proactively enhance their English speaking capabilities. Adopting a growth-oriented mindset and recognizing that mistakes are integral to the learning process can help surmount the fear of speaking. Consistent practice through language exchange clubs, online platforms, and informal dialogues can expedite skill progress. Actively participating in classroom discussions and seeking out opportunities for peer interaction can further heighten linguistic confidence.

- Promoting the use of language learning apps, online platforms and the development of a diverse vocabulary is integral to fostering effective communication may contribute positively to overall language proficiency in English at Tran Hung Dao High School.

In summary, creating a supportive peer environment where students feel comfortable seeking assistance can positively impact English language proficiency at Tran Hung Dao High School. This involves fostering a culture of collaborative learning, encouraging risk-taking, and incorporating targeted interventions to build confidence. The implementation of activities promoting a positive attitude towards errors and personalized support contributes to a more effective language learning experience. Addressing these opportunities and integrating interactive language learning games are suggested strategies to enhance spoken English proficiency. Additionally, students can proactively improve their speaking capabilities by adopting a growth-oriented mindset, recognizing the importance of mistakes in the learning process, and engaging in consistent practice through language exchange clubs, online platforms, and classroom discussions. Promoting the use of language learning apps and developing a diverse vocabulary is emphasized to positively contribute to overall language proficiency at the high school.

5.2.3. For the Policymakers

- The findings underscore the importance of examining the motivators and barriers influencing students' initiative in seeking opportunities for language practice outside formal academic settings. The findings also suggest that continued attention to aligning policies with student needs can contribute positively to the overall language learning experience at Tran Hung Dao High School.

- Ensure the policies, including language-related facilities and extracurricular activities, align seamlessly with the broader educational goals and language development objectives. Increasing the emphasis and participation in language-related extracurricular activities; incorporating practical applications into the English language curriculum could positively contribute to the overall language learning experience for students.

- Establish and facilitate collaborations with native English speakers through virtual exchanges, mentorship programs, or guest lectures. This could provide students with authentic language experiences and cultural insights.

- Support continuous professional development for English teachers, focusing on the latest pedagogical approaches, innovative teaching methodologies, and strategies for addressing the diverse needs of students. Provide professional development opportunities for teachers to refine and diversify their teaching methods, ensuring a range of approaches that cater to the varied learning styles and needs of students.

- The findings suggest that the availability of extra materials is perceived as beneficial and contributes to the holistic development of spoken English proficiency at Tran Hung Dao High School. Investing in modern technology for language facilities could positively contribute to the overall language learning effectiveness at Tran Hung Dao High School. Encouraging exposure to English-speaking media may be an effective approach to enhance speaking proficiency. Addressing the perceived gaps in

resources could contribute positively to the overall language learning experience at Tran Hung Dao High School.

- Investigate the integration of technology-assisted language learning tools, such as language learning apps or online platforms, into the curriculum. A blended learning approach could offer a diverse range of opportunities for students to practice speaking in authentic contexts.

- Encourage and empower students to take the lead in language-related activities within the school community. Initiatives such as language clubs, drama productions, or language-themed events can provide valuable opportunities for practical language application. Strategies to enhance extracurricular language engagement.

To conclusion, the research emphasizes the need to explore motivators and barriers affecting students' initiative for language practice beyond formal settings, emphasizing the importance of aligning policies with student needs at Tran Hung Dao High School. To enhance the language learning experience, it is suggested to ensure policies and facilities align with educational goals, increase participation in language-related extracurricular activities, and integrate practical applications into the English curriculum. Collaborations with native English speakers, continuous professional development for teachers, and investment in modern technology are recommended to provide authentic experiences and address resource gaps. The incorporation of technology-assisted language learning tools and empowering students to lead language-related activities, such as clubs and events, could further enrich the overall language learning experience and proficiency at the school.

5.3. Limitations of the Study

Despite the comprehensive scope, the study has certain limitations that should be acknowledged:

- Time Constraints: The study operates within a defined time frame (06 months), limiting the depth and breadth of data collection and analysis. Longitudinal studies may provide a more extensive understanding of language development over time.

- Resource Constraints: The availability of resources, including time, funding, and personnel, may impact the scope of the study. Comprehensive data collection and analysis require sufficient resources.

- Language Proficiency Assessment: The study primarily focuses on factors influencing speaking skills, and the assessment of language proficiency might not cover all dimensions comprehensively. Writing, reading, and listening skills are essential components that may not be fully addressed in this context.

- Subjectivity: Qualitative data collection methods, such as interviews, are subject to the interpretation of researchers. Efforts will be made to minimize bias through rigorous analysis and triangulation of data.

- Limitations may also arise from the availability and willingness of participants to provide accurate information. Additionally, external factors such as socio-political changes may impact the generalizability of the findings beyond the specified timeframe.

In summary, this study is bound by time and resource constraints, limiting the depth of data collection and analysis. While the focus is on speaking skills, it may not comprehensively cover all dimensions of language proficiency. Subjectivity in qualitative methods is acknowledged, with efforts to minimize bias. Participant availability and external factors may impact findings' generalizability. Despite these limitations, the study aims to offer valuable insights into the factors influencing high school students' English speaking skills, contributing to language education discussions.

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APPENDIX A

QUESTIONNAIRE

This questionnaire, tailored for the study on "Key Factors Affecting English Speaking Skills of High School Students: A Case Study at Tran Hung Dao High School in Phan Thiet City" is designed to uncover the essential elements influencing English speaking proficiency among high school students. By centering on the perspectives of students, this questionnaire aims to provide valuable insights, contributing to a comprehensive understanding of the factors influencing English language learning in the specific educational setting of Phan Thiet City. There are 30 questions in this questionnaire.

1. How many years have you been studying English in school?

(1) Less than 05 years

(2) 6-7 years

(3) 7-8 years

(4) 8 years or more

2. Number of hours spent weekly on English language activities outside of school:

(1) Less than 1 hour

(2) 1-2 hours

(3) 3-4 hours

(4) 5 hours or more

3. Participation in extracurricular English activities:

(1) Already.

(2) Not yet.

No.	Question	Likert scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	*I often experience nervousness when required to speak English in front of the class.*					
5	*The fear of making mistakes hinders my willingness to engage in English conversations.*					
6	*I am confident in using English to express complex ideas.*					
7	*I believe that overcoming language anxiety is crucial for effective English communication.*					
8	*I actively seek opportunities to practice English outside of the academic requirements.*					
9	*I believe engaging in English conversations with friends positively influences my proficiency.*					
10	*I feel comfortable asking classmates for help or clarification when practicing English.*					

11	*I actively seek opportunities to converse with native English speakers outside the school.*					
12	*I enjoy participating in English language-related extracurricular activities.*					
13	*I feel comfortable asking classmates for help or clarification when practicing English.*					
14	*Teachers' enthusiasm for English language learning inspires me to improve my speaking.*					
15	*I feel comfortable seeking guidance from teachers when facing challenges in English speaking.*					
16	*I appreciate when teachers provide additional resources to practice spoken English outside class.*					
17	*Teachers' encouragement to express opinions in English fosters my confidence.*					
18	*Constructive feedback from teachers on pronunciation is*					

	valuable for my speaking improvement.				
19	*The school provides adequate resources for English language learning.*				
20	*The school actively promotes language-related extracurricular activities, such as English clubs or events.*				
21	*The school provides sufficient opportunities for students to learn English speaking skill.*				
22	*The school's policies on language learning adequately consider the needs and preferences of students.*				
23	*The school's language facilities should be equipped with the modern technology to support effective language learning.*				
24	*I prefer learning English through practical applications rather than theoretical study.*				
25	*I find that learning and using English idioms contributes positively to my speaking proficiency.*				

26	*I believe that improving pronunciation is essential for effective spoken English.*	84				
27	*I believe that a diverse vocabulary is crucial for effective communication in English.*					
28	*I feel that exposure to English-speaking media (movies, TV shows, podcasts) is beneficial for improving my speaking skills.*					
29	*I actively seek out English-language learning apps or online platforms to supplement my language education.*					
30	*Interactive language learning games would be an effective tool for improving my spoken English.*					

APPENDIX B

INTERVIEW

1. Interview 1

- *Interviewer (I):* Good morning, and thank you for taking the time to participate in this interview. To begin, could you briefly introduce yourself, your role at Tran Hung Dao High School, and your experience in teaching English?

- *English Teacher 1 (ET1):* Good morning. My name is NT, and I have been teaching English at Tran Hung Dao High School for the past 19 years. I am currently responsible for 11A2 class, and I hold a Degree of Bachelor in English Language Teacher Education.

- *I:* Wonderful. Let's delve into our discussion on the key factors affecting the English speaking skills of high school students at Tran Hung Dao. In your experience, how would you assess the overall English speaking proficiency of students at our school?

- *ET1:* Overall, I find that students demonstrate a varied range of speaking skills. While some exhibit commendable fluency and confidence, others face challenges expressing themselves effectively in English. It's important to note that these variations could be influenced by several factors, both within and outside the classroom.

- *I:* That's a valuable insight. From your perspective, what do you believe are the primary challenges students encounter when it comes to developing their English speaking skills?

- *ET1:* One significant challenge is a lack of consistent exposure to authentic English outside the classroom. Additionally, students may feel hesitant or self-conscious about making mistakes, which can hinder their willingness to engage in English conversations. Moreover, the limited opportunities for real-life language practice and authentic communication contribute to these challenges.

- *I:* That leads us to the next point. How do you incorporate speaking activities into your teaching methods, and have you observed any specific outcomes or challenges associated with these activities?

- *ET1:* I strive to integrate various speaking activities into my lessons, such as group discussions, role-play exercises, and presentations. These activities aim to simulate real-life language use and encourage students to apply what they've learned. While some students thrive in these interactive environments and showcase improvement, others may struggle due to a lack of confidence or a fear of judgment.

- *I:* Understanding that each student is unique, have you noticed any particular affective factors that significantly influence students' speaking skills? For instance, does confidence, motivation, or anxiety play a prominent role?

- *ET1:* Absolutely. Affective factors play a pivotal role in shaping students' speaking abilities. Confidence is a common denominator among proficient speakers, and conversely, anxiety or fear of making mistakes can impede progress. Motivation is another key factor - students who are genuinely motivated tend to demonstrate greater resilience and engagement in developing their speaking skills.

- *I:* Thank you for highlighting those crucial factors. Considering the school environment, do you believe there are institutional aspects, such as facilities, language policies, or extracurricular activities, that impact students' English speaking skills?

- *ET1:* Certainly. The availability of resources, both in terms of English language materials and supportive extracurricular activities, can significantly contribute to students' language development. However, the alignment of these resources with the broader language policies and goals of the school is essential for maximizing their impact.

- *I:* Lastly, based on your experiences and observations, do you have any recommendations or suggestions for enhancing the English speaking skills of high school students at Tran Hung Dao?

- *ET1:* I would emphasize the importance of creating a language-rich environment both inside and outside the classroom. Encouraging more authentic interactions, providing ample opportunities for speaking practice, and fostering a positive and supportive atmosphere can collectively contribute to a significant improvement in students' English speaking skills.

- *I:* Thank you for sharing your valuable insights and perspectives. Your input will undoubtedly contribute to a deeper understanding of the key factors influencing English speaking skills among high school students at Tran Hung Dao High School.

2. Interview 2

- *Interviewer (I):* Good morning. Thank you for joining us today. Could you introduce yourself, your role at Tran Hung Dao High School, and your experience in teaching English?

- *English Teacher 2 (ET2):* Good morning. I'm LT, and I've been teaching English at Tran Hung Dao High School for 16 years. I am currently responsible for 11C1 class, and I hold a Degree of Bachelor in English Language Teacher Education.

- *I:* Fantastic. To start, how would you describe the general English speaking proficiency of students here at Tran Hung Dao High School?

- *ET2:* Overall, I find that students exhibit a diverse range of speaking abilities. While some students demonstrate strong fluency and confidence, others may face challenges expressing themselves cohesively in English. The variability often stems from a combination of factors both within and outside the academic setting.

- I: That's insightful. In your experience, what do you see as the main obstacles hindering students' development of English speaking skills?

- ET2: One key challenge is the limited exposure students have to authentic English conversations beyond the classroom. Additionally, there's a noticeable hesitancy among some students to actively participate, often linked to a fear of making errors or feeling self-conscious. Creating a supportive environment that encourages risk-taking is crucial.

- I: Absolutely. Building on that, could you share how you incorporate speaking activities into your teaching methods, and have you observed any particular outcomes or challenges associated with these activities?

- ET2: I incorporate a variety of speaking activities, including group discussions, role-playing, and oral presentations, to simulate real-world language use. While many students thrive in these scenarios, some face challenges, often tied to varying levels of self-confidence or previous negative experiences. The effectiveness of these activities also depends on the overall classroom dynamic.

- I: Considering the affective domain, have you identified specific emotional factors such as confidence, motivation, or anxiety that significantly impact students' English speaking abilities?

- ET2: Absolutely. Confidence is a critical factor; students who feel secure in expressing themselves tend to show notable improvement. Motivation also plays a vital role – those with a genuine interest in mastering English are generally more resilient. On the flip side, anxiety, particularly fear of judgment, can impede progress, and addressing this aspect is crucial for fostering a positive learning atmosphere.

- I: Thank you for highlighting those aspects. Shifting to the broader school environment, do you believe institutional factors, such as facilities, language policies, or extracurricular activities, contribute to or hinder students' English speaking skills?

- *ET2:* Facilities and resources, if well-aligned with language policies and goals, can certainly enhance students' language development. Extracurricular activities that promote English language use outside the classroom can also be beneficial. However, it's essential to ensure that these elements work in tandem to provide a comprehensive language learning experience.

- *I:* Lastly, based on your experiences, do you have any recommendations or suggestions for improving the English speaking skills of high school students at Tran Hung Dao?

- *ET2:* I would emphasize the need for a holistic approach. Encouraging a positive attitude towards language learning, providing diverse opportunities for speaking practice, and fostering a language-rich environment both within and beyond the classroom are key. Additionally, professional development for teachers in effective language teaching strategies is vital.

- *I:* Thank you for sharing your valuable insights and perspectives. Your input contributes significantly to our understanding of the factors influencing English speaking skills among high school students at Tran Hung Dao High School.

APPENDIX C

RELIABILITY

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.893	.894	27