

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH – ANH

Sinh viên : Đào Thanh Nhung

HẢI PHÒNG – 2025

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

**A STUDY ON THE FACTORS IMPACTING
ENGLISH-SPEAKING FLUENCY OF THIRD-YEAR
ENGLISH-MAJOR STUDENTS AT HPU AND
RECOMMENDED SOLUTIONS**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – ANH

Sinh viên : Đào Thanh Nhung
Giảng viên hướng dẫn: ThS. Phạm Thị Thúy

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Of Third-Year English-Major Students At HPU And Recommended
Solutions

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

Nhiệm vụ đề tài yêu cầu tìm hiểu và hệ thống hóa cơ sở lý luận về độ lưu loát trong kỹ năng nói tiếng Anh. Sau đó, khảo sát thực trạng độ lưu loát trong nói tiếng Anh của sinh viên năm ba ngành Ngôn ngữ Anh tại HPU.

Tiếp đến, phân tích các yếu tố ảnh hưởng đến độ lưu loát, bao gồm yếu tố tâm lý, ngôn ngữ và môi trường học tập. Cuối cùng là đề xuất giải pháp thực tiễn để cải thiện độ lưu loát trong kỹ năng nói.

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Nội dung hướng dẫn: A Study On The Factors Impacting English-Speaking Fluency of Third-Year English-Major Students At HPU And Recommended Solutions

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Giảng viên hướng dẫn

Phạm Thị Thuý

ABSTRACT

This study aims to find the factors impacting the English-speaking fluency of third-year English-major students at Hai Phong University of Management and Technology (HPU) and recommends solutions to overcome these factors. This research indicates the key psychological, linguistic, and environmental factors that hinder students' speaking fluency and proposes practical, learner-centered solutions to address these issues. The results show that psychological barriers are the most commonly challenges, especially the lack of confidence. Linguistic limitations, particularly restricted vocabulary and slow translation also significantly affect fluency. In addition, environmental constraints, including limited opportunities for real-life communication and, the lack of interaction with native speakers further hinder students' development of fluent speech. Therefore, the study offers a set of practical and adaptable recommendations. Finally, this study gives solutions for students that can gradually eliminate hesitation, expand their active vocabulary and develop English communication skills to speak naturally and fluently.

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PART 1: INTRODUCTION

The current study begins with introductory part, which describes the rationale behind the research and provides an overview of its main aims. It also discusses the scope of the study, and the method of the study and provides the design of the study.

1. Rationale

In the context of globalization and increasingly deep international integration, the ability to speak English fluently has become one of the important criteria to assess the language ability and training quality of English language students. Speaking skills not only serve the purpose of studying and researching, but are also a tool to help students participate in multicultural group work, as well as quickly integrate into the real environment of international corporations and organizations.

In Vietnam, English-speaking fluency not only opens doors to international opportunities but also enhances students' confidence and competitiveness in the job market. At Hai Phong University (HPU), third-year English-major students are expected to transition from theory to practice, engaging in real-world interactions. However, through observations, it is explored that many students experience various difficulties in speaking. Even though they can be good at listening and comprehension skills, the gap between their receptive knowledge and their ability to speak effectively is evident. This gap can directly reduce their learning effectiveness and undermine students' speaking motivation. Recognizing these challenges, the current study: "A Study on Factors Affecting English Speaking Fluency of Third-Year English Majors at HPU and Recommended Solutions", which aims to systematically identify the main factors that most significantly influence speaking fluency and provide some suggested solutions that students can apply.

2. Aims of the Study

The main purpose of this study is to explore the factors affecting the English-speaking fluency of third-year English-major students at HPU. It also aims to suggest practical solutions to help students improve their fluency. Specifically, the study focuses on two objectives:

1. To find the factors that influence the English-speaking fluency of third-year English-major students at HPU
2. To suggest practical solutions that can help students improve their English-speaking fluency

Research Question: What are the main factors affecting the English-speaking fluency of third-year English-major students at HPU?

3. Scope of the Study

This study is limited to third-year English-major students at HPU and focuses on the factors affecting their English-speaking fluency. It does not investigate other language skills such as reading, writing, or listening. The study only considers the psychological, linguistic, and environmental influences within the educational setting and does not examine external factors like socio-economic conditions or personal backgrounds. The findings are intended to address the specific needs of this group and may not be generalizable to other universities or academic programs.

4. Methodology

Quantitative methods are used to gather data. A survey for all third-year students of Hai Phong University of Management and Technology was used to collect information.

In addition, an informal interview was conducted as a supplement to the survey questionnaire. The informal interview content was analysed to clarify personal experiences, feelings, and strategies, and to add depth to the quantitative results. All conclusions and recommendations are based on the statistical analysis survey.

5. Design of the Study

This study is organized into three main parts:

Part 1: Introduction: This section presents the rationale, aims, research question, scope, methodology, and structure of the study.

Part 2: Development: This section is divided into three chapters:

Chapter 1: Literature Review: Reviews key definitions, components, and factors affecting speaking fluency, along with an overview of previous studies.

Chapter 2: Research Methodology: Describes the research design, participants, instruments, data collection, and analysis methods.

Chapter 3: Findings and Discussion: Presents the study's findings, discusses key results, and provides an analysis of data from student and teacher perspectives.

Chapter 4: Recommended Solutions to Improve Speaking Fluency: Providing practical solutions for improving English-speaking fluency, and recommendations for future research for students after the survey process.

Part 4: Conclusion: This section summarizes what was given in previous chapters, the limitations of the study, and makes recommendations for further study.

PART 2: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. Definition of Speaking Fluency

Speaking fluency is an important skill that shows how well someone can speak a language smoothly and clearly without pausing too much. Nation (1989) describes fluency as the ability to speak at a normal speed while being clear and easy to understand. Lennon (1990) adds that fluency means expressing ideas without much effort or stopping. Segalowitz (2010) explains fluency as the ability to quickly find and say words without thinking too hard. Skehan (1998) breaks fluency into three parts: how fast a person talks (speed fluency), how often and how long they pause (breakdown fluency), and how easily they correct mistakes while speaking (repair fluency). For English-major students, fluency is not only needed for their studies but also for future jobs like teaching or translating. This study focuses on the factors that affect the speaking fluency of third-year English-major students at HPU and suggests practical ways to help them improve their speaking skills.

1.2. Components of Speaking Fluency

Fluency involves different aspects that together make speech smooth and understandable. One important part is speech rate, which refers to how quickly a person speaks. Derwing et al. (2004) mention that fluent speakers talk at a suitable speed that allows others to understand them. Another key element is pausing and hesitation. While short pauses can help organize thoughts, too many or long pauses can disrupt speech and show difficulty in finding words (Tavakoli & Skehan, 2005). Coherence and connected speech are also essential. Fluent speakers can connect their ideas smoothly, making it easier for listeners to follow their thoughts. Munro and Derwing (1995) argue that clear and continuous speech is necessary to keep the listener engaged. Pronunciation and intonation play a crucial role too. Gilakjani (2012) points out that

speaking clearly with the right pronunciation and tone makes communication easier. Lastly, automaticity described by Kormos and Dénes (2004) is the ability to speak without over-thinking. When language retrieval is automatic, speech becomes faster and more natural.

1.3. Factors Affecting Speaking Fluency

1.3.1 Psychological Factors

Psychological factors have a strong influence on speaking fluency. One major issue is foreign language anxiety, which refers to the nervousness people feel when speaking a new language. According to Horwitz et al. (1986), anxiety increases hesitation and disrupts fluency. On the other hand, self-confidence improves fluency. MacIntyre and Gregersen (2012) argue that students who believe in their speaking ability are more likely to speak without fear. Motivation also plays a big role in fluency development. Gardner (1985) states that motivated learners seek more speaking opportunities and practice more often, which helps them speak more fluently. Understanding these psychological factors helps explain why some students speak more smoothly than others.

1.3.2 Linguistic Factors

Linguistic factors, such as vocabulary, pronunciation, and grammar, are also crucial for speaking fluency. Laufer and Nation (1999) suggest that having a large vocabulary allows students to find words quickly, reducing hesitation. When students lack the right words, their speech becomes slow and broken. Clear pronunciation is equally important because unclear speech can lead to misunderstandings. Gilakjani (2012) emphasizes that pronunciation training helps students speak more clearly and fluently. Grammatical knowledge supports fluency by allowing speakers to form sentences quickly without over-thinking. Skehan (1998) explains that students with strong grammar skills are

better at handling complex speech tasks smoothly. Therefore, improving vocabulary, pronunciation, and grammar is essential for developing fluency.

1.3.3 Environmental Factors

The environment in which students learn and use English also affects their fluency. Regular exposure to real-life speaking situations helps learners become more comfortable speaking English. Derwing and Munro (2009) highlight that practising with native speakers or participating in real conversations improves fluency. The classroom environment is another important factor. Tsui (1996) explains that when teachers encourage students and create a supportive atmosphere, learners are more willing to speak. Conversely, a classroom where students fear making mistakes can discourage speaking. Outside the classroom, access to English-language media, such as movies and podcasts, gives learners more opportunities to hear and use natural speech patterns. Understanding these environmental factors can help teachers create better learning conditions for improving fluency.

1.4. Previous Studies on Speaking Fluency

Many studies have explored the different factors affecting speaking fluency. Fillmore (1979) was one of the first researchers to define fluency as speaking without unnatural pauses. Horwitz et al. (1986) found that anxiety reduces fluency by increasing hesitation. MacIntyre and Gregersen (2012) confirmed this and suggested that building confidence can improve fluency. In terms of linguistic factors, Laufer and Nation (1999) showed that a larger vocabulary helps speakers talk more smoothly. Gilakjani (2012) found that pronunciation training significantly improves speech clarity and fluency. Environmental factors also play a role. Derwing and Munro (2009) emphasized the importance of real-life speaking practice, while Tsui (1996) showed that supportive classroom environments encourage more fluent speech. These studies

provide valuable insights for understanding the challenges faced by third-year English-major students at HPU and guide the development of solutions to improve their speaking fluency.

CHAPTER 2: RESEARCH METHODOLOGY

2.1. Research Design

This study adopts a mixed-methods approach to explore the factors influencing English-speaking fluency among third-year English-major students. Rather than relying on a single source of data, it brings together both numerical findings and personal voices to paint a fuller picture of the issue. The purpose is not only to identify what students struggle with, but also to understand how they experience those struggles in real learning situations.

Quantitative data is gathered through structured questionnaires, which help outline general trends, how often students practice, how they rate their own fluency, and which activities they find most helpful. These responses give a broad sense of common habits and challenges. At the same time, Qualitative method through an informal interviews are used to complement the survey results. Through open conversation, students share what it feels like to speak English, what holds them back, and which small changes have helped them along the way. The integration of both methods not only strengthens the analysis but also allows the the result of the study more reliable and valid.

2.2. Participants

The study involves third-year students majoring in English at Hai Phong Technology and Management University, who are currently enrolled in English-speaking courses. The selection of third-year students is based on the assumption that they have already acquired a foundational level of speaking proficiency and are actively engaging in both academic and non-academic speaking activities. A total of 55 participants are selected using a convenience sampling method, ensuring that students from different backgrounds and varying levels of speaking proficiency are included. Participants are based on the research instruments: Survey participants, who complete structured questionnaires to provide quantitative data regarding their speaking fluency, practice habits, and challenges, and Informal Interview Participants, a subset of students

(randomly chosen from the survey participants) who participate in informal interviews to share their personal experiences, difficulties, and strategies for improving fluency.

2.3. Research Instruments

To achieve the research objectives, two primary instruments are employed: questionnaires and informal interviews. These tools are designed to gather diverse data on students' speaking fluency, including their self-perceptions, challenges, and preferred learning strategies.

2.3.1. Questionnaires

Question 1 gathers information on students' self-assessment of their English-speaking fluency. This question helps the researcher understand students' perceived proficiency levels and confidence in speaking English.

Question 2 investigates the frequency of students' English-speaking practice. The researcher aims to determine how often students engage in speaking activities, which serves as a key indicator of fluency development.

Question 3 identifies the major challenges affecting students' speaking fluency. Students are asked to select the obstacles they face, such as fear of making mistakes, lack of confidence, limited vocabulary, pronunciation difficulties, weak grammar knowledge, lack of speaking opportunities, or difficulty organizing ideas while speaking. This question provides insights into the most common barriers to fluency.

Question 4 examines the speaking activities students participate in the most. It helps identify whether students engage in class discussions, group presentations, speaking clubs, self-practice methods (e.g., shadowing, recording), debates, informal conversations, or peer feedback sessions. The responses indicate which activities are most commonly used to develop fluency.

Question 5 explores the environments that students find most effective for improving their speaking fluency. It allows the researcher to understand students' preferences regarding speaking contexts, such as classroom discussions, informal conversations,

practising with native speakers, on-line speaking platforms, debates, or real-life communication situations.

Question 6 collects students' perspectives on effective strategies for enhancing their speaking fluency. The researcher aims to identify the methods that students believe are most beneficial, such as interactive classroom activities, participation in English-speaking clubs, real-life speaking opportunities, public speaking practice, confidence-building exercises, receiving regular feedback, and collaborative speaking tasks.

Question 7 investigates students' personal approaches to improving their speaking fluency. This open-ended question allows students to share any additional methods or strategies they use, particularly on-line platforms or self-study techniques, providing qualitative insights into their independent learning habits.

2.3.2. Informal Interviews

Informal interviews were conducted with selected students to complement the survey data by providing deeper, more nuanced insights into their personal experiences with speaking English. These interviews were semi-structured and recorded on-site at the university to capture authentic responses in a natural setting. The informal interview questions were open-ended and designed to elicit detailed narratives regarding key areas such as:

Question 1: What emotions did you experience when you had to communicate in English, and why?

Question 2: Where and with whom do you usually use English?

Question 3: Outside the classroom, in what real-world contexts do you choose to speak English (for example, with friends, online, when traveling), and how often do these opportunities arise?

Question 4: When you are speaking English, what specific difficulties do you find most disruptive? (searching for vocabulary, pronouncing certain sounds, applying grammar rules, or feeling anxious)

Question 5: What strategies have you tried to overcome those difficulties? (such as shadowing, using language apps, or group practice, and which have you found most or least effective)

Question 6: Which types of activities or supportive environments (peer feedback, one-on-one tutoring, pronunciation drills, extended speaking tasks) would most effectively boost your speaking fluency?

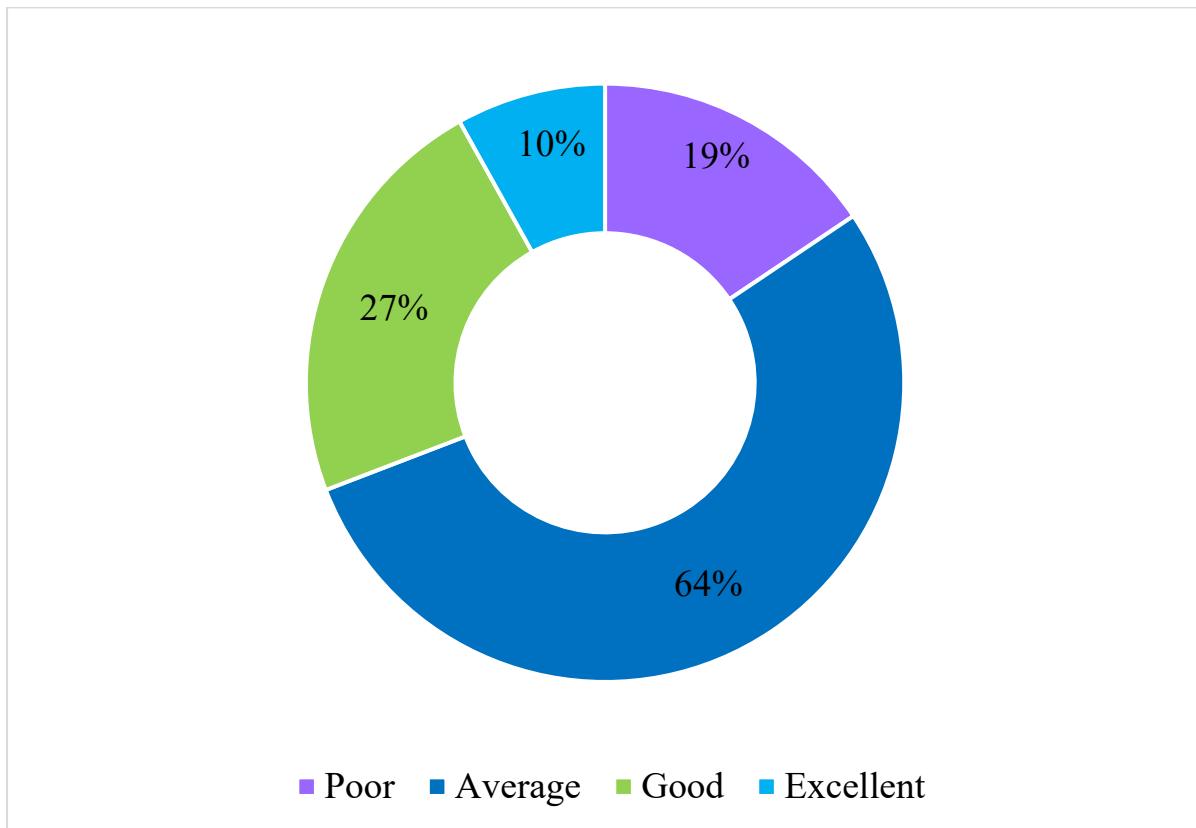
CHAPTER 3: FINDINGS AND DISCUSSION

This chapter presents the key findings derived from both the questionnaire completed by 55 third-year English-major students and the follow-up informal interviews. The data are discussed according to several major themes, including students' self-perception of their fluency, speaking habits, psychological and linguistic barriers, environmental limitations, and preferences regarding speaking activities and settings. The results are presented in both percentage and narrative form, allowing for a more comprehensive interpretation that combines statistical trends with qualitative insights.

3.1. The result of Questionnaires

Data were collected using a 7-question survey. Quantitative results were analysed using frequency counts and percentages, while qualitative responses were thematically coded. The findings below represent a synthesis of both data sources, categorized by influencing factors, and student perceptions.

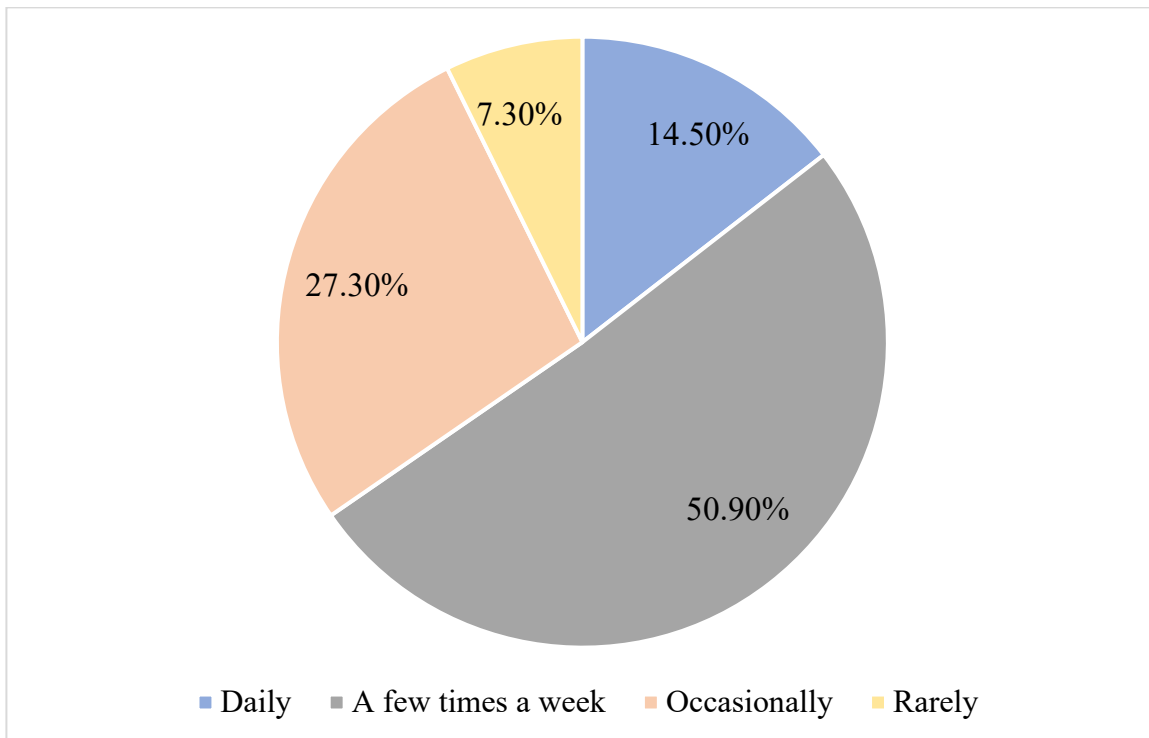
3.1.1 Students' Self-Assessment of Their English-Speaking Fluency



The results showed that most students felt their fluency was average. Approximately 64% of students described their fluency as “Average,” with 19% rating themselves as “Poor.” On the other hand, 27% considered their fluency to be “Good,” and a small group (about 10%) felt it was “Excellent.” These responses suggest that while many students valued the foundation they had built over the years, there was a strong desire to progress beyond average and become more confident communicators.

This data indicates that most students rated their English-speaking ability as Average. In contrast, only a few believe they are Excellent in English-speaking fluency. This suggests that although they may have built a basic level of speaking proficiency, many still think they can be better and want to achieve greater fluency.

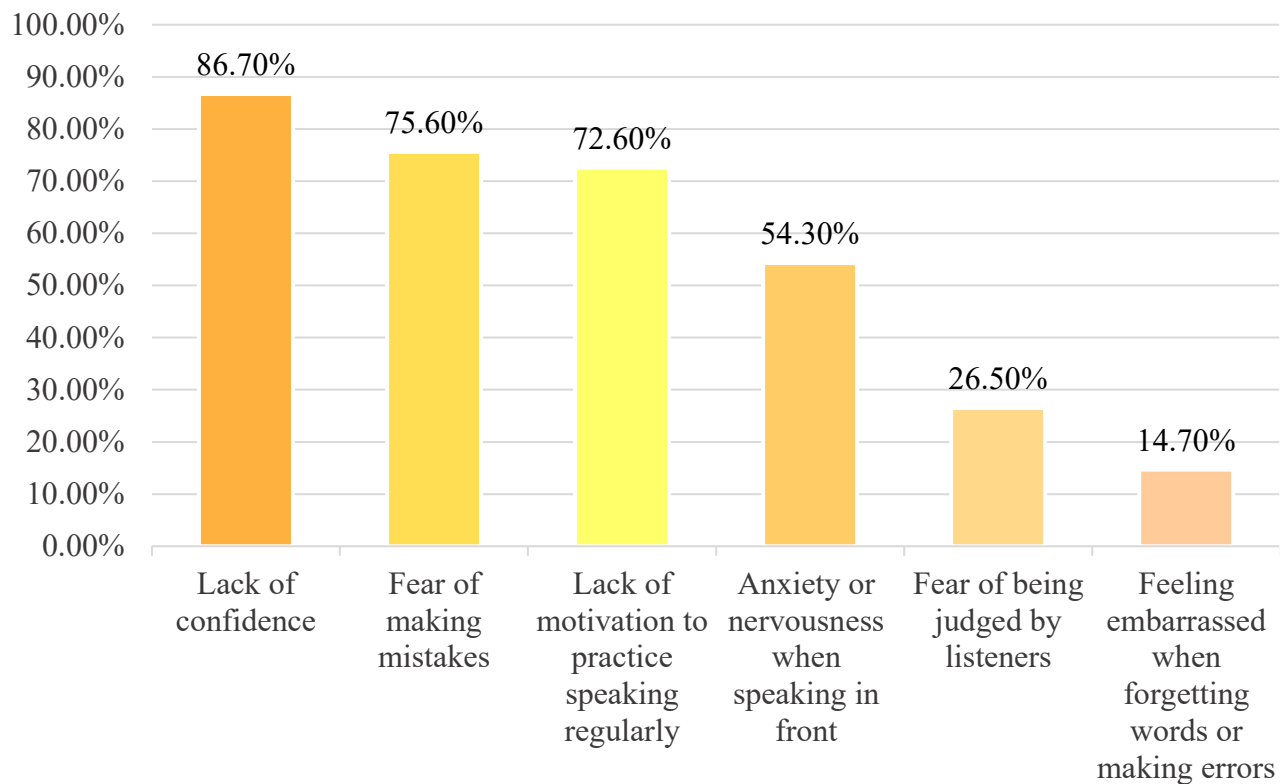
3.1.2. Students' Frequency of English-Speaking Practice Among Students



The data showed that how often students put their speaking skills into practice, the picture we got is both diverse and revealing. Out of the 55 participants, 14.5% said they practice daily, while a substantial 50.9% practised a few times a week, which is encouraging. About 27.3% practice occasionally, and 7.3% noted that they rarely get the chance to speak English. These findings gently underscore the idea that, although many students make an effort to practice, establishing a more consistent daily routine might provide the extra boost they need to truly excel.

The result suggests that over half of the students practice speaking English regularly. However, the relatively low percentage of daily practice highlights the need for more consistent speaking opportunities.

3.1.3. Students' Psychological Factors Affecting Fluency

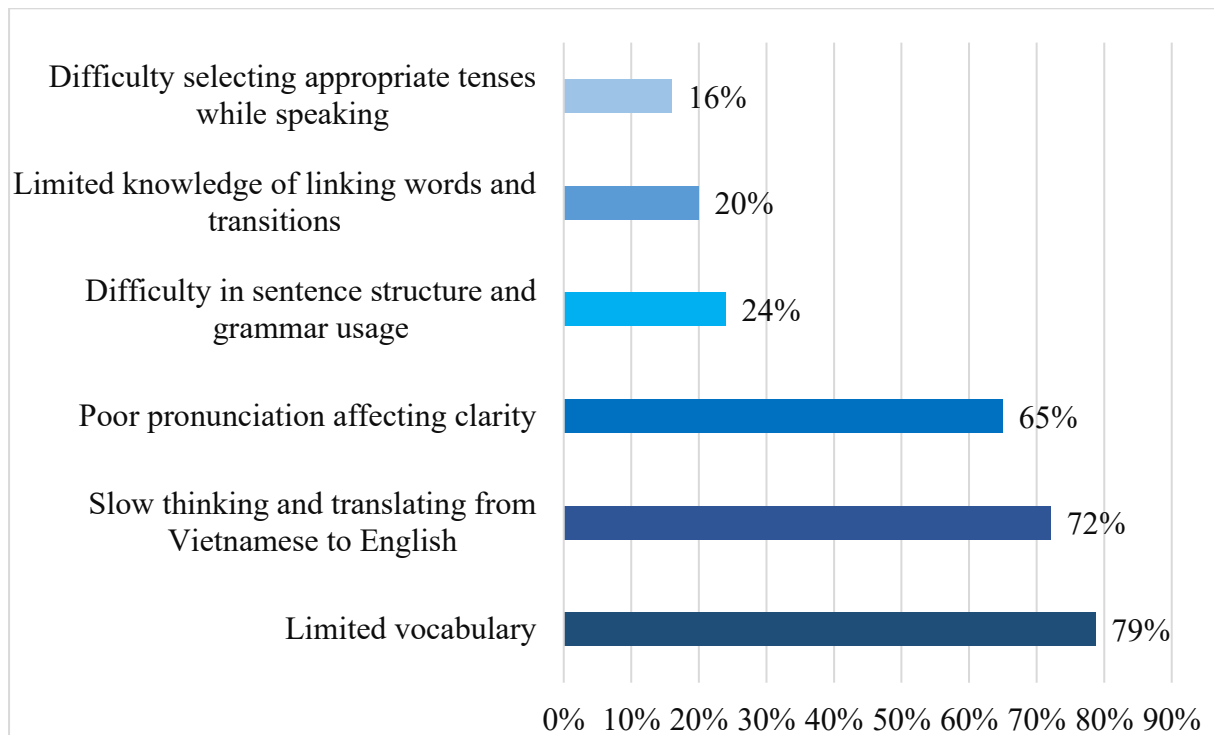


The data presents many students revealed several emotional barriers that quietly yet significantly affect their fluency. A large portion (85.7%) identified lack of self-confidence as a major obstacle, while around 73.6% shared that the fear of making mistakes during conversations impacts their ability to speak fluently. Besides, nearly 72,6% believed that a lack of motivation to practice regularly contributing to their difficulty. Also, 26,5% of participants were anxious about being judged by their listeners, when 54,3% expressed concern when speaking in front of others, and about. In addition, approximately 26,5% admitted feeling embarrassed when they forget words or make errors, and around 14,7% felt embarrassed when they forgetting words or making errors.

Students said the three main psychological factors that affect speaking fluency are a lack of confidence, fear of making mistakes, and lack of motivation to practice speaking

regularly. The lack of confidence makes learners afraid to speak, leading to a small, interrupted voice; fear of making mistakes creates psychological pressure, causing hesitation when choosing words; and low motivation reduces the frequency of practice, so skills are not "renewed" and maintained on a daily basis.

3.1.4. Students' Opinions on Linguistic Factors Hindering Fluency

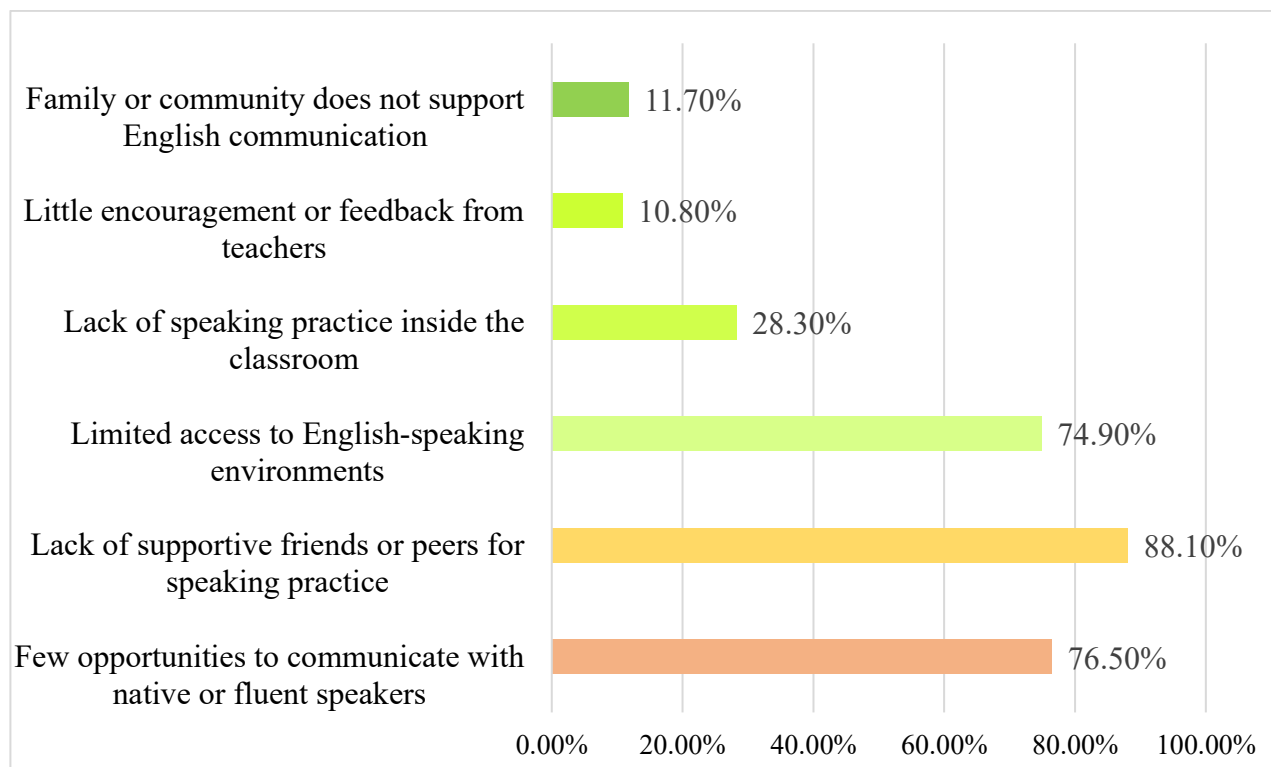


The results showed that the most significant concern was limited vocabulary, with nearly 79% of participants felt that limited vocabulary prevented them from speaking fluently. Meanwhile, around 72% said they thought too slowly or needed to translate from Vietnamese. Around 65% of students identified unclear pronunciation as a problem, and 24% had difficulty constructing sentences correctly or using grammar effectively. Additionally, 20% felt unfamiliarity with conjunctions made their speech unnatural, while 16% had difficulty choosing the correct tense, disrupting their natural flow of speech. This picture of language challenges clearly shows that while vocabulary

is a primary concern, issues with grammar, pronunciation, and cognitive processing also need attention.

The three prominent language barriers are limited vocabulary, slow thinking and translating from Vietnamese to English, and poor pronunciation. When vocabulary is insufficient, learners waste time searching for words or have to use roundabout expressions; translating each sentence from the first language to the second language interrupts the flow of thinking; poor pronunciation makes them have to "stop" and adjust when speaking, further reducing fluency.

3.1.5. Students' Opinions on Environmental Factors Limiting Fluency

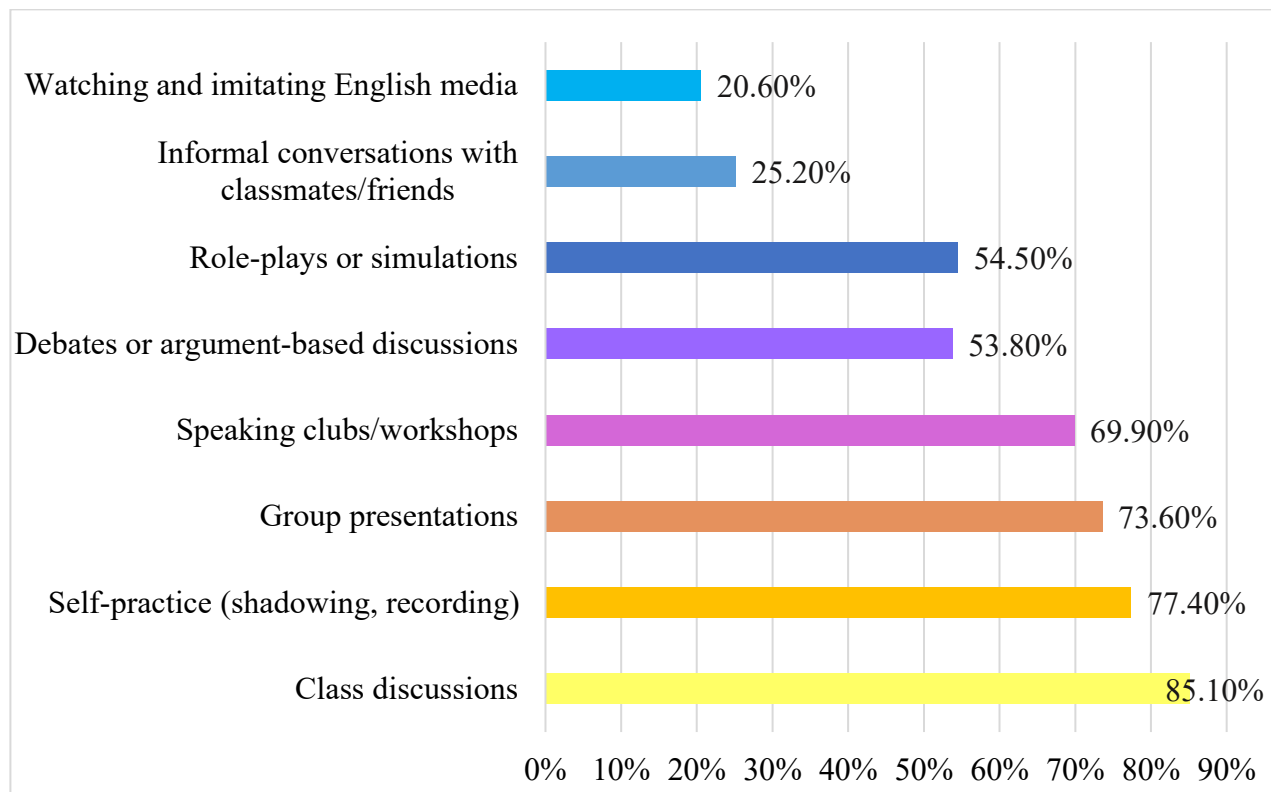


The data indicates that most of the students (88,1%) believe that not having supportive friends or peers is a significant barrier. In addition, 74,9% mentioned that limited access to environments such as clubs or groups limits their practice opportunities. Impressively, 76,5% feel that there are few chances to communicate with native or

fluent speakers, which seems to be the most critical environmental factor. While, 10,8% of the students noted that little encouragement or feedback from teachers is a problem, about 28,3% said that the lack of speaking practice within the classroom limits their practice; only 11,7% said that the family or community environment does not promote English communication enough. These responses gently remind us that the external setting plays an integral role in shaping students' language use, and enhancing these conditions can have a profound impact on fluency.

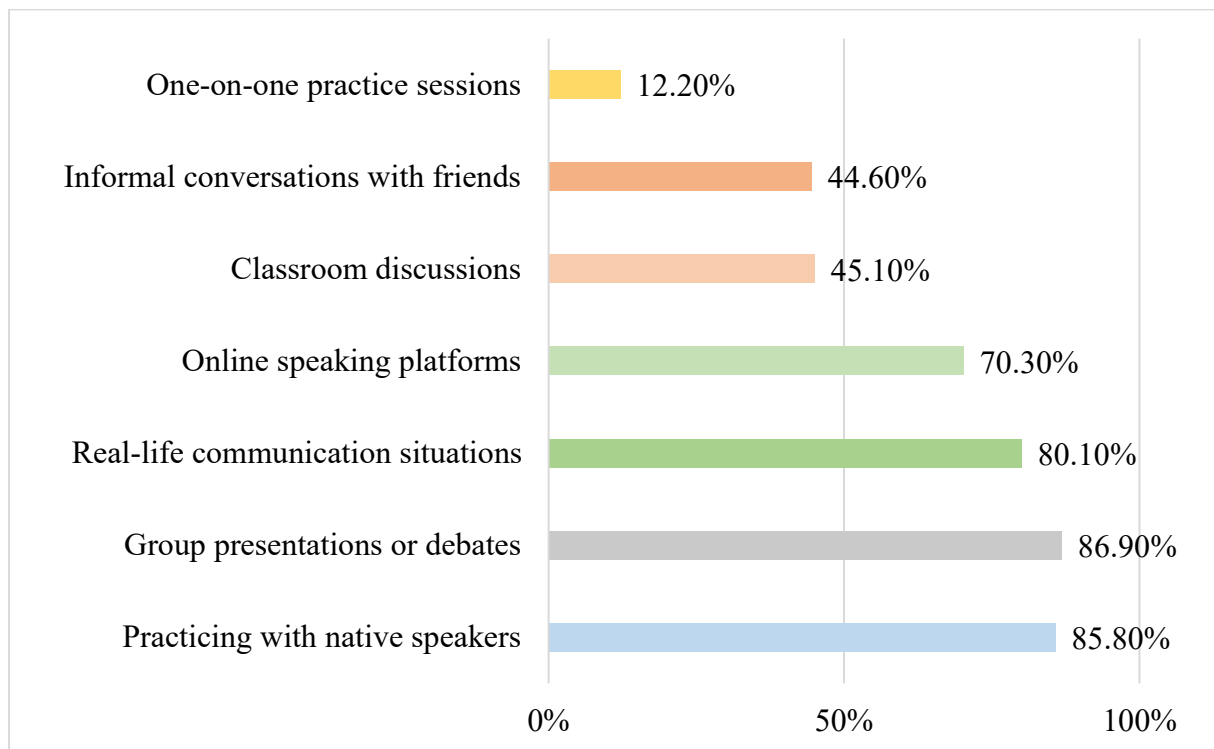
The three aspects of the environment that limit practice opportunities are lack of speaking practice in the classroom, difficulty accessing English-speaking environments outside, and little interaction with native speakers or fluent speakers. Classroom lectures focus more on grammar, with few speaking hours; outside, students lack clubs and exchange groups. Besides, interacting with native speakers is the best opportunity to practice natural reflexes.

3.1.6. Students' Preferred Speaking Activities



The data showed that 85.1% of participants were most comfortable with classroom discussions, and 77.4% preferred independent practice that included shadowing or recording. Group presentations were also popular, with 73.6% of students participating in these activities. Other activities, such as watching and imitating English media, appealed to 20.6% of students, while role-playing or simulation games were highly valued by 54.4% of students. Speaking clubs or workshops were presented very impressive, with 69,9% and debates were chosen almost by 69.9%. The percentage of role-plays and informal conversations tended to be lower preferences at 21.8% and 14.5% respectively. These preferences suggest that students thrive best in a vibrant, interactive classroom environment where communication is collaborative and supportive.

3.1.7 Students' Preferred Speaking Environment



The results showed that learners preferred interactive, high-impact formats such as group presentations or debates (86.9%). Top of the list is practicing with native speakers (85.8%), followed by real-life communication situations, at 80.1%, and about 70.3% chose online speaking platforms. In contrast, more relaxed activities such as classroom discussions (45.1%) and informal conversations with friends (44.6%) only attracted an average level of interest. One-on-one practice sessions only achieved 12.2%.

More “challenging” options that stimulate motivation and help learners progress faster are preferred in these activities, such as group presentations or debates (86.9%) and practicing with native speakers (85.8%). real-life communication situations (80.1%) and online speaking platforms (70.3%) are also preferred. “Safe” activities such as chatting with friends or discussing in class are not preferred by many students. One-on-one sessions are the activity with the lowest rate of selection.

3.2. The result of Informal interviews

First, most participants described feeling anxious, hesitant while communicating or feeling that they are not good at speaking and are always afraid of making mistakes when speaking English. English use mainly takes place in the classroom and is limited to informal conversations with friends or part-time jobs that require a lot of English.

In addition, they tend to participate in group discussions and speaking activities in class, because they are familiar with teachers and classmates, so they no longer feel afraid of making mistakes or lack confidence. The biggest obstacles in the language factor are limited vocabulary and poor pronunciation, followed by a lack of motivation to practice speaking regularly.

When they constantly feel pressured because they are not good at speaking, are afraid of making mistakes, they gradually ignore practising speaking skills regularly, leading to poor reflexes with the language. While they all realize that it is the most important thing to improve speaking fluency.

In terms of strategies, imitation and self-recording emerged as the most frequently used methods, although students had mixed assessments of their impact. Some explored structured pronunciation apps or exercises and created speaking environments, albeit infrequently. They agreed that conventional grammar lectures and exercises, while useful for writing, did not build the spontaneity and flexibility needed for fluent conversation. All participants reported feeling comfortable and open to sharing candid feedback, suggesting that less-pressured settings are essential for gaining genuine insights and designing effective speaking tasks.

CHAPTER 4: SUGGESTED SOLUTIONS TO IMPROVE SPEAKING FLUENCY

This chapter introduces a series of thoughtful solutions designed to support learners in improving their speaking fluency. These are not one-size-fits-all techniques, but connected methods that reflect what students have shared through surveys and interviews, alongside insights from classroom experience. Whether it's a quiet peer activity, a digital tool used daily, or a personal goal set each week, each method is explained with care for how it works, why it matters, and how it might feel in real practice.

The aim is not just to help students speak more, but to help them speak more fluently with confidence that grows over time. When teaching and learning come together with empathy and structure, fluency becomes not only possible, but something students can gradually own and enjoy.

4.1. Proposed solutions To Overcome Psychological Barriers

4.1.1. Ways To Overcome Lack Of Confidence

It focuses on strengthening students' belief in their own ability to speak English. By consciously replacing negative inner comments with encouraging, realistic affirmations, they build the confidence needed to speak more freely.

Start with writing down common negative thoughts about speaking: "I'll mess up" or "They won't understand me." Next to each, crafting a supportive statement such as "Mistakes help me learn" or "My ideas are worth sharing."

Moreover, students can quietly repeat two to three of their personalized affirmations. Saying them aloud: "I learn by speaking, even if it's not perfect." and visualize yourself speaking confidently.

Over time, these small acts of self-encouragement will bring many advantages through reducing the power of self-doubt and lower your speaking anxiety. As your inner dialogue shifts toward positivity, they will notice themselves volunteering answers

more readily, recovering from hesitation faster, and carrying a steadier confidence into every English-speaking situation.

4.1.2. Ways to Overcome Fear Of Mistakes

Error Logs And Feedback turns mistakes into meaningful learning moments. By tracking students' slips and welcoming supportive comments from peers, they demystify errors and gradually remove the fear around them.

Each person can carry a small notebook or digital note where you jot down any error you notice, about mispronunciation, wrong tense, or awkward phrasing after a speaking task. Beside each mistake, write the correct form and a brief reminder (e.g., "Use 'I went,' not 'I goed'").

To receive feedbacks from the others, students can read a sentence or play back a recording, invite their teacher or friends to highlight one strength and one area for improvement, always phrased gently ("I liked students clear pace; maybe try 'I went' for past tense").

At the end of each week, students look back through their log, notice any recurring patterns, and choose one error to focus on in the coming days.

With an error log, students will get benefits from quickly spot the patterns that trip them up most, giving clear, manageable goals. Over time, this practice builds resilience that they can speak more freely, knowing every slip is just another chance to improve.

4.1.3. Ways to Overcome Lack of Motivation

Setting Weekly Speaking Goals gives their practice direction and keeps motivation high. By defining small, achievable targets each week, they create clear milestones that encourage steady progress.

There are several activities that they can immediately use. From beginning, learners should decide on a concrete speaking challenge, such as "use five new vocabulary words in conversation," "record a 1-minute monologue without pausing," or "ask three

questions in English during class.” Besides, writing goals in a visible place on their desk, in their journal, or as a phone reminder, then mark off each day learners work toward it. At week’s end, review how they did. Celebrate their achievements, note what felt easy or hard, and set a refined goal for the next week based on those insights. By focusing on one clear target, these psychological factors can be broke soon avoiding overwhelm and build confidence through consistent achievement. Week by week, these small victories add ups, and speaking in English will feel more natural and satisfying.

4.2. Proposed Methods To Improve Linguistic Factors That Hinder Fluency

4.2.1. Applied Methods To Overcome Limited Vocabulary

Themed Vocab Journals offer a gentle, topic-focused way to grow your active vocabulary. By gathering words around a single theme and weaving them into short, personal entries, learners steadily transform unfamiliar terms into natural parts of their English expression.

Several activities can be applied. However, make sure to be fluent with the most common 1,000–3,000 high-frequency words before adding brand-new vocabulary:

Each week, begin by choosing a theme that resonates with you, such as “Daily Routines,” “Cafe Conversations,” or “Campus Life.”

Sketch a simple word map: place the theme in the center and add 8–10 related words or phrases radiating out, each with a quick example sentence.

Spend just three to five minutes every day writing or recording two to three sentences that use those words.

For example: Theme: “Cafe Conversations”

“This morning, I ordered a cappuccino and enjoyed the cosy corner seat by the window.”

By focusing on a handful of high-frequency words each week, learners avoid feeling overwhelmed and start to use these words naturally. The daily practice moves

vocabulary from passive to active memory. Over time, learners will notice fewer pauses as they speak and greater ease in expressing their ideas.

4.2.2. Using The Combined Methods To Overcome Slow Thinking And Translation



Shadowing is a simple yet powerful technique to slow thinking and translation. By listening closely and repeating what a native speaker says, learners can gradually develop a better sense of rhythm, pronunciation, and natural speech patterns.

There are several activities that learners can follow-up. Firstly, choosing a short, and easy-to-understand audio clips (1-2 minutes) on familiar topics such as daily routines or personal stories. The audio is broken into small chunks of 10–15 seconds. After listening, learners repeat the sentences aloud, trying to match the speaker's tone, pace, and stress. Then, using slow or moderately paced clips to avoid feeling overwhelmed. Then, they can move on to faster or more complex materials.

Thus, this method can bring many benefits for learners. In general, shadowing trains both the ear and the mouth at the same time. It helps learners get used to how native speakers talk, reducing hesitation and improving flow. The more regularly it's practised, the easier it becomes to think and speak in English without translating from

Vietnamese. With enough repetition, learners often find themselves speaking more smoothly, clearly, and confidently even in spontaneous situations.

While Timed Speaking invites learners to express their thoughts clearly within a set window; learners say one or two minutes per turn. This simple structure pushes students to organize ideas quickly and rely less on translation, building a habit of speaking with flow.

In practice, a prompt is given such as “Describe your morning routine”, learners speak until a timer beeps. Starting with longer intervals (two to three minutes) gives space for comfort; as confidence grows, the time can be reduced to one minute or even thirty seconds. After each round, a brief group reflection highlights how smoothly ideas were shared, rather than focusing on errors.

Over time, this exercise trains the brain to think in English on the fly. As they learn to prioritize key points and manage their pace, hesitation fades.

4.2.3. Applied Methods To Improve Poor Pronunciation

It targets pronunciation weaknesses by training the mouth to remember exactly how to form each sound.

First, choose three to five short phrases (5–8 words) containing problem sounds or consonant clusters that you struggle with such as the /θ/–/ð/ contrast, the /r/–/l/ distinction, or consonants like “str-” and “spr-.” Start warming up by saying each phrase slowly and deliberately, watching the tongue, lips, and jaw in the mirror, to ensure pronounce it correctly.

Next, repeat the same phrase several times at a gradually increasing speed, about 10–20% faster each round, while still clearly pronouncing each sound; if learners find themselves stuttering or mispronouncing it, slow down immediately and repeat the correct form two or three more times. Once mastering the individual phrases, string

them together into a continuous sequence of twenty to thirty words and practice running through the entire sequence at a steady, fast pace to smooth out the transitions.

Finally, record the entire exercise, listen back critically, and note any unclear or missed sounds so you can focus on them in your next session. By spending just five to ten minutes a day on these targeted exercises, you will build reliable muscle memory for accurate pronunciation, reinforce a natural speaking rhythm to speak more fluently.

4.2.4. Techniques To Enhance Vocabulary, Pronunciation.

4.2.4.1. Duolingo



Duolingo is a game-like language learning app designed to help learners build vocabulary and basic grammar step by step. Its friendly interface uses bright colors, sound effects, and level-up systems to make learning feel fun and casual. Lessons are often short, just 5 to 10 minutes and focusing on everyday topics like food, family, or travel.

Learners can select level or taking a short placement test. Each day, learners can choose a skill to work on such as adjectives, greetings, or verb tenses.

They can also review difficult words and try the “Stories” section to practice vocabulary in mini-dialogues.

Duolingo encourages consistent, low-pressure daily practice. It helps you review and memorize vocabulary through repetition and variation.

At the same time, building basic sentence structure and keeps motivation high with streaks, achievements, and fun challenges.

4.2.4.2. The Coach



The Coach is a useful app to foster language thinking and improve slow translation from Vietnamese to English. It is a structured yet flexible role, guiding learners through speaking with consistent feedback and encouragement. Unlike AI or practicing alone, working with a coach provides emotional connection, real-time correction, and accountability, all of which are crucial for developing fluency in real-world situations.

Learners can adopt and follow a short schedule and regular tasks: 15–20 minutes, 2–3 times per week. Focus on quick topic-based conversations or Q&A games rather than long lectures. Then set specific fluency goals.

For example: "Answer each question within 5 seconds" or "Speak for one minute without using filler words like 'uh' or 'you know.'"

Then have the coach pause the conversation as needed to point out hesitations, unnatural phrasing, or better word choices, and rephrase the sentence immediately. Record the sessions. Listen back to monitor their pace and how quickly the learner recovers from small mistakes.

4.2.4.3. ELSA Speak



ELSA Speak is a pronunciation training app powered by speech recognition technology. Each exercise focuses on specific English sounds, vowels, consonants, or clusters. As learners speak, the app compares their voice to a native model and gives them instant feedback with a score and suggestions.

Learners need to choose a topic or sound to focus on; for example, the “th” sound or tricky /r/ pronunciations. Spend 5–10 minutes per day listening to model sentences, repeating them, and checking their pronunciation. ELSA records their voice and pinpoints exactly which parts were off, along with friendly tips like “raise their tongue slightly” or “soften the final sound.” They can save their progress and repeat exercises until you feel comfortable.

With the benefits of those activities, ELSA Speak helps to pronounce clearly and naturally; to build a daily habit with gentle reminders and short sessions.

Gives immediate, detailed feedback, no need to wait for teachers or classes

4.3. Proposed Solutions To Create a Supportive Speaking Environment

4.3.1. Peer Talk Sessions

Peer Talk Sessions to create a supportive environment for learners. Peer Talk Sessions create low-pressure setting where learners practice speaking with classmates. By removing the stress of formal assessment, these sessions encourage exploration, risk-taking, and mutual support.

Once or twice a week, learners pair up or form small groups of three to four. Each participant takes turns leading a short, informal conversation, choosing a simple prompt such as “Describe their favourite weekend activity” or “Share a memorable meal.”

Peers listen actively and offer one positive comment without giving any grades afterward. Groups rotate prompts and partners so learners experience varied topics and speaking styles.

4.3.2. English Café Sessions

This method is applied to help learners get used to and gain access to more English-speaking environments or real situations. English Café Sessions create the warmth of a cosy coffee shop, where chatting by speaking English feels natural and becomes a habit.. English Café Sessions create the warmth of a cosy coffee shop, where chatting by speaking English feels natural and becomes a habit.

Learners gather around a café table or in a virtual “café corner” and dive into light prompts like “What would be your dream vacation?” or “Share your favorite childhood memory.” Rather than ticking off a rigid list of speaking tasks, each student speaks freely for a minute or two, and others listen, smile, and offer gentle encouragement. Sometimes the group might use a “story chain,” where each person adds a sentence to a growing tale, keeping the conversation flowing without fear of making mistakes.

Over time, participants learn to associate English speaking with enjoyment and community, which in turn makes them more inclined to seek out casual conversations beyond the classroom walls.

4.3.3. Using App Cambly to Practice with Native Speakers



Cambly is a flexible, demand platform that connects you one-on-one with native English speakers from around the world. After downloading the app or accessing the web interface, you simply select a tutor whose accent, specialty, and availability suit your needs, whether you want to focus on pronunciation, conversational fluency, or industry-specific vocabulary. Each session is completely customizable: you can bring your own questions, select a topic from Cambly's lesson library, or let the tutor lead a free-flowing discussion.

Learners can book lessons by the minute, Cambly easily fits into even the busiest student schedule. Recording features allow you to revisit any part of your conversation, identify recurring errors, and track progress over time. Immediate, personalized feedback from a native speaker helps you refine intonation, eliminate persistent pronunciation mistakes, and practice natural idioms and collocations in context.

By integrating Cambly into your study routine, aiming for short, focused conversations several times per week, you will accelerate your ability to think and respond directly in English, gain cultural insights, and develop the poise needed for any real-world speaking situation.

PART 3: CONCLUSION

1. Conclusion:

This study examined the problems faced by HPU third-year English major students and proposed practical and easy-to-implement ways to develop their fluency. The study identified the main factors of psychological barriers, participants expressed their feelings about psychological factors, with significant barriers being lack of confidence, fear of mistakes, and lack of motivation to practice regularly, which were chosen by almost 86,7% and 73.6% of the participants. Lack of motivation also contributes nearly 72,6%.

To discuss about linguistic factors, the highest factor is insufficient vocabulary, which accounts for 79%. The other impressive rates are slow thinking or translation between two languages, and poor pronunciation, which are 72% and 65%, respectively.

Besides, environmental factors, who tend to prefer to practice speaking in real situations, have a supportive English speaking fluency environment, which is significantly 88,1% of the total. Approximately 74,9% mentioned that limited access to environments limits their practice opportunity, and 76,5% feel that there are few chances to communicate with native or fluent speakers.

On the other hand, participants are more confident in familiar classroom discussions. Limited vocabulary, poor pronunciation, and low motivation hinder their fluency, creating a cycle of anxiety and avoidance. While shadowing and self-recording are common strategies, their effectiveness varies, and grammar drills don't foster conversational spontaneity. All agreed that low-pressure environments are essential for genuine feedback and building speaking confidence.

Therefore, suitable and highly effective solutions for learners are offered with 3 main factors of psychological factor, linguistic factor, and environmental factor. First, the strategies to overcome lack of confidence are positive self-talk, error logs & feedback and weekly speaking goals. The proposed solutions, which improved learners' speaking

fluency, include shadowing, themed vocabulary journals, timed speaking, and pronunciation-precision drills. To create a supportive speaking environment and encourage speaking frequency, these methods, such as peer talk sessions and English café sessions, are effective for learners. Also, the combination of technological tools, such as English learning apps or AI, facilitates gradual practice that also enhances fluency in speaking skills.

In conclusion, these solutions are applied to the daily learning process and practised in class, students can gradually eliminate hesitation, expand their active vocabulary, and develop confident English communication skills to speak naturally and fluently.

2. Limitations of the study

Although this study provides useful insights and practical solutions to improve English speaking fluency in third-year English majors, it also has certain limitations. Due to time constraints, this study was unable to incorporate broader data collection methods such as classroom observations or recorded speech assessments, which could have strengthened the reliability and depth of the findings.

In addition, the limitation lies in the number of participants in the study. The study would have been more accurate and objective if more people had participated in surveys and informal interviews.

Despite these limitations, this study aims to serve as a useful reference for English majors who are looking for more flexible and helpful ways to improve their speaking fluency. It is hoped that future research will expand on this foundation to develop more comprehensive, evidence-based approaches.

3. Suggestions for Further Research

Future investigations might explore longitudinal changes in speaking fluency, tracking the same cohort over multiple semesters to understand how different interventions interact over time.

It would also be valuable to examine the impact of peer-led versus instructor-led speaking activities in varied classroom settings, uncovering which formats yield the most sustained confidence and fluency gains. Incorporating experimental studies comparing blended learning tools, such as AI chatbots, against traditional conversation clubs could clarify which technological supports most effectively bridge gaps in vocabulary and processing speed.

Finally, expanding the sample to include students from diverse academic backgrounds or other universities would test the generalizability of these findings and help tailor solutions to a broader range of learners.

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APPENDIX 1: QUESTIONNAIRE FOR STUDENTS

1.1. ENGLISH VERSION

1. How would you rate your English-speaking fluency?

☐ Poor ☐ Average ☐ Good ☐ Excellent

2. How often do you practice speaking English?

☐ Daily ☐ A few times a week ☐ Occasionally ☐ Rarely

3. Which psychological factors affect your English-speaking fluency?

☐ Fear of making mistakes when speaking

☐ Lack of self-confidence during conversations

☐ Anxiety or nervousness when speaking in front of others

☐ Fear of being judged by listeners

☐ Feeling embarrassed when forgetting words or making errors

☐ Lack of motivation to practice speaking regularly

4. Which linguistic factors hinder your English-speaking fluency?

☐ Limited vocabulary for expressing ideas fluently

☐ Difficulty in sentence structure and grammar usage

☐ Poor pronunciation affecting clarity and listener understanding

☐ Limited knowledge of linking words and transitions

☐ Difficulty selecting appropriate tenses while speaking

☐ Slow thinking and translating from Vietnamese to English

5. Which environmental factors limit your opportunities to improve speaking fluency?

- ☐ Lack of speaking practice inside the classroom
- ☐ Limited access to English-speaking environments (e.g., clubs, groups)
- ☐ Few opportunities to communicate with native or fluent speakers
- ☐ Little encouragement or feedback from teachers
- ☐ Lack of supportive friends or peers for speaking practice
- ☐ Family or community does not use or support English communication

6. Which speaking activities do you like participate in most?

- ☐ Class discussions
- ☐ Group presentations
- ☐ Speaking clubs/workshops
- ☐ Self-practice (shadowing, recording)
- ☐ Role-plays or simulations
- ☐ Debates or argument-based discussions
- ☐ Informal conversations with classmates or friends
- ☐ Watching and imitating English media (movies, podcasts, etc.)
- ☐ Peer feedback or speaking practice with partners

7. What type of environment helps you speak English fluently?

- ☐ Classroom discussions
- ☐ Informal conversations with friends
- ☐ Practicing with native speakers

- ☐ Online speaking platforms
- ☐ Group presentations or debates
- ☐ Real-life communication situations (e.g., shopping, traveling)
- ☐ One-on-one practice sessions

Thank you for your participation!

1.2. VIETNAMESE VERSION

1. Bạn đánh giá khả năng nói tiếng Anh trôi chảy của mình như thế nào?

- ☐ Kém ☐ Trung bình ☐ Tốt ☐ Xuất sắc

2. Bạn luyện nói tiếng Anh thường xuyên như thế nào?

- ☐ Hằng ngày ☐ Vài lần một tuần ☐ thỉnh thoảng ☐ Hiếm khi

3. Những yếu tố tâm lý nào ảnh hưởng đến khả năng nói tiếng Anh trôi chảy của bạn?

- ☐ Sợ mắc lỗi khi nói
- ☐ Thiếu tự tin trong khi giao tiếp
- ☐ Lo lắng hoặc hồi hộp khi nói trước mặt người khác
- ☐ Sợ bị người nghe đánh giá
- ☐ Cảm thấy xấu hổ khi quên từ hoặc mắc lỗi
- ☐ Thiếu động lực để luyện nói thường xuyên

4. Những yếu tố ngôn ngữ nào cản trở khả năng nói tiếng Anh trôi chảy của bạn?

- ☐ Vốn từ vựng hạn chế để diễn đạt ý tưởng trôi chảy
- ☐ Khó khăn trong cấu trúc câu và cách sử dụng ngữ pháp

- ☐ Phát âm kém ảnh hưởng đến sự rõ ràng và khả năng hiểu của người nghe
- ☐ Kiến thức hạn chế về các từ nối và chuyển tiếp
- ☐ Khó khăn trong việc chọn thì thích hợp khi nói
- ☐ Suy nghĩ chậm và dịch từ tiếng Việt sang tiếng Anh

5. Những yếu tố môi trường nào hạn chế cơ hội cải thiện khả năng nói trôi chảy của bạn?

- ☐ Thiếu thực hành nói trong lớp học
- ☐ Hạn chế tiếp cận với môi trường nói tiếng Anh (ví dụ: câu lạc bộ, nhóm)
- ☐ Ít cơ hội giao tiếp với người bản ngữ hoặc người nói lưu loát
- ☐ Ít được giáo viên khuyến khích hoặc phản hồi
- ☐ Thiếu sự hỗ trợ của bạn bè hoặc thiếu bạn bè để thực hành nói
- ☐ Gia đình hoặc cộng đồng không sử dụng hoặc hỗ trợ giao tiếp bằng tiếng Anh

6. Bạn thích tham gia hoạt động nói nào nhất?

- ☐ Thảo luận trên lớp
- ☐ Thuyết trình/trình bày nhóm
- ☐ Câu lạc bộ/hội thảo nói tiếng Anh
- ☐ Tự luyện tập (shadowing – nghe bắt chước, ghi âm)
- ☐ Đóng vai hoặc mô phỏng
- ☐ Tranh luận hoặc thảo luận dựa trên lập luận, quan điểm về các vấn đề
- ☐ Trò chuyện không chính thức với bạn cùng lớp hoặc bạn bè
- ☐ Xem và bắt chước phương tiện truyền thông tiếng Anh (phim, podcast, v.v.)
- ☐ Phản hồi của bạn bè hoặc luyện nói với bạn học

7. Loại môi trường nào giúp bạn nói tiếng Anh lưu loát?

- ☐ Thảo luận trên lớp
- ☐ Trò chuyện không chính thức với bạn bè
- ☐ Luyện tập với người bản ngữ
- ☐ Nền tảng nói trực tuyến
- ☐ Trình bày hoặc tranh luận nhóm
- ☐ Tình huống giao tiếp thực tế (ví dụ: mua sắm, du lịch)
- ☐ Buổi thực hành một kèm một

Cảm ơn bạn đã tham gia!

APPENDIX 2: INFORMAL INTERVIEWS FOR STUDENTS

2.1. ENGLISH VERSION

1. Actual Experience in Speaking Skills

Question 1: What emotions did you experience when you had to communicate in English, and why?

Question 2: Where and with whom do you usually use English?

Question 3: Outside the classroom, in what real-world contexts do you choose to speak English? (for example, with friends, online, when traveling)

2. Main Difficulties in Speaking Practice

Question 4: When you are speaking English, what specific difficulties do you find most disruptive? (vocabulary, pronunciation, grammar rules, or feeling anxious)

3. Personal Learning Strategies

Question 5: What strategies have you tried to overcome those difficulties? (such as shadowing, using language apps, or group practice, and which have you found most or least effective)

Question 6: Which types of activities or supportive environments would most effectively boost your speaking fluency? (peer feedback, one-on-one tutoring, etc.)

2.2. VIETNAMESE VERSION

1. Trải nghiệm thực tế về khả năng nói

Câu hỏi 1: Bạn đã trải qua những cảm xúc nào khi phải giao tiếp bằng tiếng Anh và tại sao?

Câu hỏi 2: Bạn thường sử dụng tiếng Anh ở đâu và với ai?

Câu hỏi 3: Ngoài lớp học, bạn chọn nói tiếng Anh trong bối cảnh thực tế nào? (ví dụ, với bạn bè, trực tuyến, khi đi du lịch)

2. Khó khăn chính khi luyện nói

Câu hỏi 4: Khi bạn nói tiếng Anh, bạn thấy những khó khăn cụ thể nào gây gián đoạn nhất? (hạn chế về từ vựng, phát âm chưa tốt, quy tắc ngữ pháp hoặc cảm thấy lo lắng)

3. Chiến lược học tập cá nhân

Câu hỏi 5: Bạn đã thử những chiến lược nào để vượt qua những khó khăn đó? (chẳng hạn như theo dõi, sử dụng ứng dụng ngôn ngữ hoặc thực hành nhóm)

Câu hỏi 6: Những loại hoạt động hoặc môi trường hỗ trợ nào sẽ giúp bạn nói trôi chảy hơn? (ví dụ phản hồi của bạn bè, luyện phát âm, các bài tập nói mở rộng)
