

Factors Influencing English Speaking Skills Among Learners At Dong Nai University In Vietnam

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Abstract

This study investigates the factors affecting the English speaking skills of non-native speakers - English learners, the typical research subjects here are first-year students of the English Language Department at Dong Nai University in Vietnam. English as a supporting tool of communication in the era of industrialization and modernization today, means that the ability to speak English is becoming more and more important for each person's job opportunities. English teaching methods are increasingly well developed through continuous reforms and updates, but many English learners at Dong Nai University still have difficulty in using English speaking skills fluently. This study determines the purpose of investigating how external and internal factors affect the English speaking ability of Dong Nai University students. The research method in this study is a combination of surveying one hundred-one first-year students of the Faculty of Foreign Language Department (FLD) by using a questionnaire and an interviewing English teachers for an in-depth interview to compare with the results of a student survey to determine the factors that influence students' English speaking skills. Motivation factors, studying environment, teaching methodologies, emotional factors, and a new factor group such are the results of the study that have shown a great impact on the English communication ability of the students. Suggestions for improving and developing English teaching methods as well as setting up classes at Dong Nai University are given based on these findings. This study adds to the existing knowledge in the Vietnamese educational environment about studying English and makes suggestions for improving and developing the English speaking skills of English learners.

Keywords: *communicating in English, EFL learners, intrinsic/internal factors, extrinsic/external factors, language acquisition, motivational factors, teaching methodology, educational environment, vocabulary, grammar, intercultural communication, translation, pragmatics, internationality*

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I. Introduction

Background to the Study

The important skills in using English to communicate in today's industrialization and modernization era have a positive impact on the development of education and economic, more understanding is fluency in communication can result in good relationships such as business development and other fields. English is focused on by Vietnamese society and the Vietnamese government has made English a main subject in the training program at all levels of general education, the Vietnamese education system is always looking for good reforms to develop the best possible English learning program for Vietnamese people, typically students. Although there are improvements to improve the level of English as a foreign language in Vietnam, many English learners, many students, including Dong Nai University students, the majority of the use of English proficiency has not achieved as high results as expected by English learners.

Dong Nai University is the only public university in Dong Nai province, southern Vietnam, established in 1976, the original names were Campus 4 - Ho Chi Minh City Pedagogical College, Dong Nai Pedagogical College, and now Dong Nai University (DNU) has gone through nearly half a century, training over 50,000 teachers, almost 1,000 managers for schools from kindergarten to high school, more than 2,000 bachelors for businesses of economics and engineering. Dong Nai university is an application-oriented higher education institution, that trains human resources for schools and companies in the province and the Southeast region. In the context of rapid changes in science and technology, determining development strategies; restructuring organizational models, and job positions; and clearly defining functions and tasks to create initiative for each unit and individual is an urgent requirement at present. The English Language is one of the majors that is focused on and developed at Dong Nai university. The school focuses on the ability to use English fluently, especially English speaking skills,

which is extremely important. DNU is trying to develop these skills by improving teaching and learning methods in the best possible way. However, there are still many university students who struggle to improve their English proficiency. Researching needs being conducted to thoroughly understand the factors that affect the English communication ability of these learners in the context of differences between the ideal output standards in theory and actual performance.

Many factors affect the ability to speak English fluently of English learners. Typical problems are as follows:

Traditional English teaching methods are still popular in many public school classrooms in Vietnam, especially public elementary schools. Specifically, with the traditional English teaching method, reading and writing skills are often the most focused on, meaning that listening and speaking skills are not given much attention, especially speaking skills are almost ignored or taught superficially. The reason is that parents and teachers are almost only interested in scores because scores will affect the achievements of each learner. This teaching method does not create enough opportunities for students to practice speaking English in real-life contexts. In addition, the quality of English teaching by each English teacher is very different, influenced by factors such as the qualifications, training, and teaching experience of each teacher.

The learning environment such as class size, equipment for learning, available resources in each classroom, and communication lessons in English with foreign teachers, these things play an important role in learners' English acquisition. The large number of students in each class makes it difficult for teachers to manage the quality of teaching and learning speaking skills. The learning ability of each student is different and the number of students in each class is large, English teachers can provide group activities for students to practice but the quality of learning is not very good, and easily causes a loss of class time. In activities to practice English speaking skills, a large number of learners in a class will be distracted from practicing English speaking skills.

Almost all students lack fluency and confidence when communicating in English. The reasons for this problem may include the following: lack of a professional English practice communication environment, not much time in the English speaking skills class, and insufficient vocabulary and grammar of students enough to practice communicating in English and this also makes them hesitant to communicate. English teachers do not have enough time to pay attention to all students during the period of studying because of the large number of students as mentioned above. The lesson content in the learning materials is not attractive enough for students to feel interested enough to practice speaking English according to topics related to the lesson,...

Therefore, we can see that motivational and emotional factors in learning play an important role. If English users are anxious, lack confidence in speaking, and have limited opportunities to practice, these can seriously hinder the development of the English communication skills of learners. On the other hand, if the learning environment is well supported, teaching and learning methods are highly effective, and practice opportunities are increased, students' communication skills can be improved. Dong Nai University has recognized and understood that these factors are necessary for teachers to establish measures and methods with specific goals to improve the quality of English teaching so that students have enough skills to use English fluently.

Academic achievement is not the final stop to demonstrate the importance of English proficiency of Vietnamese students. In today's connected society, the exchange of intercultural communication between countries, success in career, and promotion at work, the very important role of English communication ability is indispensable. Nowadays, English is used more and more widely, English is always one of the important skills that any student must have if they want to join the global workforce because employers in Vietnam and internationally are looking for candidates who can use English fluently in communication. Therefore, improving learners' English speaking skills is both an educational goal and an important part of the career development stages and future work success of students.

The purpose of this study is to investigate the factors that influence the English speaking skills of English learners, typically students (English major) at Dong Nai University, by using a mixed methods approach to provide a comprehensive understanding of the challenges and opportunities that these factors bring to English communication. The findings of these factors will therefore contribute to the development of teaching and learning strategies and methods and provide the best possible English learning environment, meaning that these can help students become more fluent in English, achieve higher levels of proficiency, and improve their chances of success in their studies and careers after graduation.

Statement of the Problem

Education reform is a constant and continuous update to improve and enhance effective teaching and learning, but many students at Dong Nai University still do not achieve the ability to communicate in English confidently and fluently. This problem is still ongoing, which means that the need to find out the influencing factors and understand them is very important, because they greatly affect the English speaking skills of students, through which we can develop effective measures in solving situations or factors that negatively affect learning.

Aims and Objectives of the Study

The main objective of this study is to investigate the factors affecting the English speaking skills of students at Dong Nai University. Specifically, the following objectives are set:

- To identify how internal factors such as emotions and aspects of motivation in learning affect the communication skills of students in English in practice.
- To find out the external factors, including English teaching methods and learning environment, that affect the English speaking skills of students.
- To make recommendations to improve, innovate, and enhance the teaching and learning of English more effectively at Dong Nai University.

Research questions

To conduct effective research, the following questions are marked:

1. What intrinsic factors influence English speaking skills among learners at Dong Nai University?
2. What extrinsic factors affect the proficiency of students in speaking English at Dong Nai University?

Scope of the Study

The research subjects are English students at Dong Nai University, Dong Nai Province, Vietnam. This study focuses on understanding the internal and external factors that affect the speaking skills of the students. The research methods used are quantitative methods with survey questionnaires for students and qualitative methods with interviews with English teachers of the foreign language department at this university.

Significance of the Study

This study addresses an important issue in English teaching at Dong Nai University by finding out the factors that affect the English speaking skills of students, thereby, this study points out the directions that can help develop English teaching strategies as well as improve the English learning environment. The benefits from the study will support the teaching and learning of English teachers and English students to improve effectively, besides, this study also brings benefits to other educational institutions that are facing similar difficulties and challenges.

Definitions of Key Terms

English Speaking Skills: pronunciation, fluency, correctness, and appropriate vocabulary and grammar in the right context such as an intercultural communication environment are the ability to use successful English in communicating.

Intrinsic Factors: The attitude, emotion, and motivation (internal factors) that impact students' foreign language acquisition.

Extrinsic Factors: The teaching methodology, studying environment, and other resources (external factors) that influence students' foreign language acquisition.

EFL Learners: English is not the mother tongue and people in a country study English as a foreign language.

Organization of the Project

There are five parts to this project, including:

“Introduction”: The **Introduction** introduces the study through sections such as Background to the Study, Statement of the Problem, Aims and Objectives of the Study, Research questions, Scope of the Study, Significance of the Study, Definitions of Key Terms, and Organization of the Project.

“Chapter 1: Literature Review”: **Chapter 1** reviews the relevant topics by providing perspectives to discuss issues related to teaching and learning English speaking skills to provide a conceptual foundation for the study. After that, reviewing and discussing the teaching and learning of English speaking skills. Studies and reviews on how to learn English speaking skills through articles or books will help the researcher find the research gap and identify that gap for this study.

“Chapter 2: Research Methodology”: The methods and procedures used in the study such as Research Design, Research Site, Sample and Sampling Procedures, Research Instruments, Data Collection Procedures, Data Analysis Procedures, and Validity & Reliability, Ethical Considerations will be presented in **Chapter 2**.

“Chapter 3: Findings and Discussion”: **Chapter 3** of this study consists of two parts: **Findings and Discussion**. This chapter will analyze and discuss the issues drawn from the research results.

“Conclusion and Recommendations”: The **Conclusion and Recommendations** section summarizes what has been studied in this study, discusses the limitations of the study, and makes recommendations and suggestions for future research to improve the English speaking skills of English learners.

II. Literature Review

Theoretical Background

Definition of English acquisition

English acquisition-the process by which English learners can acquire the ability to understand to be good at listening, speaking, reading, and writing in English. Formal education, immersion, and self-study are how English acquisition takes place. Chomsky's Universal Grammar and Krashen's Input Hypothesis are theories of language acquisition that have provided us with a framework for understanding how learners acquire language. Language acquisition is facilitated by the innate human ability to acquire language through exposure to linguistic input. Chomsky (1965) suggested that language acquisition is most effective when learners are exposed to language slightly above their current level of proficiency, Krashen emphasized comprehensible input as important.

Definition of English speaking skills

Using English to voice thoughts, ideas or opinions, and feelings, correct pronunciation, speaking fluently, using accurate vocabulary and appropriate grammar. These abilities are called English speaking skills and they are used to participate in conversations. In addition, to speak English effectively, the speaker must understand the context of the conversation, use effective expressions, and adjust the use of language to the content being said. If English speakers want to speak fluently and fluently, they need to practice regularly, give feedback, and use English frequently in real-life environments. Vygotsky's (1978) sociocultural theory wrote that language development includes social interaction because communication practical has a positive impact on the language acquisition of learners.

Definition of intercultural communication

Individuals from different cultures exchange information, thoughts, and ideas through intercultural communication, which involves understanding and respecting each other's cultural differences, and adjusting their communication style to make the intercultural conversation effective. Understanding how to communicate well interculturally is important because individuals from different backgrounds can adjust their words, attitudes, and actions appropriately to avoid misunderstandings or being overwhelmed by cultural differences. Some components of intercultural communication competence identified by Byram (1997) include attitudes, knowledge, interpretive and relational skills, exploration and interaction skills, and critical cultural awareness.

EFL learners' acquisition in learning English speaking skills

English as a Foreign Language (EFL) learners or students of English major or students' learning basic English often have difficulties in improving or developing their English speaking skills, these are limited opportunities for practice, limited exposure to native speakers, lack of vocabulary, used wrong grammar and the influence of cultural differences on communication styles. EFL learners' advantages from communicative and teaching methods such as task-based learning and peer-to-peer collaboration. Swain (1985) emphasized the importance of language production in the Output Hypothesis as a way to develop language competence. In addition, attitudes and motivation to learn English play an essential role in learners' success. Gardner (1985) emphasized in his socio-educational model what is important to the integration motivation or the wanting of the target language community in language learning.

Factors for EFL learners' practicing English speaking skills

Factors for EFL learners' learning English speaking skills

Attitude, anxiety, confidence, and motivation which are intrinsic factors very important in language learning. Motivation and a good study spirit have to be improved to raise the level of EFL learners' English speaking skills.

Teaching methodologies, learning environment, resource access, and communication with native speakers play important roles. These elements called extrinsic factors. Interactive and communicative teaching methods such as role-playing and group discussions provide learners with opportunities to practice speaking English in a supportive learning environment.

How to acquire ESL in learning English speaking skills

The following strategies are available for acquiring English as a Second Language (ESL):

“Immersing Programs” is the participation in activities or programs that use English to communicate to help EFL learners have opportunities to practice and speak English as well.

“Exchanging Language” is to improve learners' English speaking skills and have enough knowledge to understand native cultures, EFL learners can choose to join in language exchange programs with native speakers. **“Integrating Technology”** is to have more chances to practice and expose EFL learners themselves to use English in speaking, these things such as language learning apps, online language courses, and multimedia resources provide a flexible and fun English learning environment.

Understanding and using knowledge in intercultural communication, translation and pragmatics to be effective for English speaking skills

Skills in intercultural communication including understanding cultural norms and styles of communication are essential for using English in speaking effectively including creating good conversations or limiting misunderstandings as much as possible between people from different cultures, similarly, Byram (1997) also talked about intercultural competence, including counter-cultural awareness. Practicing translation exercises to improve and develop learners' critical thinking in both languages and at the same time improve their bilingualism. Using pragmatics to appropriate language in different contexts by speakers and listeners, good use of pragmatics for effective communication is very important. Combining the use of pragmatics, accurate translation and context, and cross-cultural understanding will result in professional and fluent communication and meaningful conversations.

Vocabulary, grammar and pronunciation in learning English speaking skills

Developing English communication skills must involve an essential mastering of the foundation of vocabulary, grammar, and pronunciation. Nation and Newton (2020) mentioned in their study that a balanced combination of approaches including instruction on focus and meaning is important. Teaching methods that combine these skills such as grammar instruction, speaking activities related to the vocabulary of the speaking topic, and teaching correct pronunciation to improve the learners' English speaking ability. This means that communication blocks are established by vocabulary with meaningful and accurate sentences made by using correct grammar and correcting pronunciation leads to a correct understanding of context and fluent communication. In other words, to have complete English communication sentences, vocabulary is the first thing to have, and using appropriate vocabulary depending on the sentence structure and context of the conversation (For example: In commerce, "capital" is the financial source of money that business people invest in their business to operate their business, or for the location in the territory of a country called the capital which is the main seat of the government of that country including the main offices and key leaders to lead and run their country.), correct grammar and pronunciation will limit misunderstandings between the speaker and the listener. These skills will create good conversations and connect people from different cultures.

Factors influencing the English acquisition and English speaking skills of EFL learners

Emotional

Factors of emotion such as high levels of anxiety can not have a good effect on a learner's ability to use English in communicating, or self-confidence can improve and develop English speaking ability in a highly effective way. Confidence will create high motivation and will to practice and improve English learning ability and fluency in using English in communication, and vice versa, when the speaker's mood is in a state of anxiety, their ability to process information in conversation will be difficult, meaning that language production is also hindered, Horwitz et al. (1986) emphasized.

Motivational

Motivation for learning has two types called intrinsic and extrinsic motivation. To learn a new language, we need a lot of motivation. If we are motivated, we will try our best to study. Intrinsic motivation is the first which comes from the learners themselves, they are learners' hobbies (loving learning a new language, wanting to have a good accent like native speakers) and goals (studying a certain field (science, language, speakers,...), developing a career, communicating fluently, etc.). Second, extrinsic motivation has grades or study results which are external rewards, or external goals (pride of one's self, making happiness for family). In general, if the learners have a strong motivation to learn a language is very necessary for developing the learner's ability to acquire English, and especially, learners' English speaking skills are enhanced, with much confidence, and more fluency. Gardner's (1985) socio-educational model of language acquisition emphasizes two types of motivation: integrative and instrumental, as well as Dörnyei and Ushioda (2011) showed in their study that motivation helps English learners persevere in learning English, face difficulties in the process of practicing English fluently, and helps English learners confidently participate in English speaking activities.

English teaching methodologies

English acquisition is through various elements and skills of listening-speaking-reading-writing. Speaking skill is the easiest skill to learn but is often not focused on teaching, therefore, this leads to poor English acquisition and many limitations when using English, because of focusing on grammar and translation or scores (traditional English teaching methods). Teaching methods such as task-based learning or communicative language teaching (CLT) are effective teaching methods and provide opportunities for learners to practice using English in different contexts with fluency and meaningful conversations, reducing unnecessary misunderstandings when talking to each other in the content of the conversation topics. Ellis (2003) said that using language along with task-based learning is related to each other closely, meaning that English learners have many opportunities to practice speaking English in real-life contexts by practicing speaking on meaningful communication topics. In communication, the most important thing is interaction, if the interaction is good and persistent when using English to practice communication, as Richards (2006) said the means of interaction is the goal of language learning.

Study environment

A great learning environment includes support and resources for acquiring English and improving English speaking skills so that English learners get many great chances to practice, improve, and enhance their English communication skills. For small classes, learners' attention to English learning is increased (Blatchford et al., 2011), classroom resources: learning materials including multimedia materials, technology devices to support learning English, and language labs (Mayer, 2009), and opportunities to interact with foreign teachers are all part of the good learning environment. If the learning environment is good, along with effective teaching methods, learners will have good learning motivation and they will feel confident when using English in communication.

Previous studies

The International Studies

International studies can show the value of factors influencing the English speaking skills of English learners.

A typical example is the study by Khasawneh (2023) who found that educational tools widely used in the university environment, teaching strategies, and errors made by Jordanian English students when learning English have an impact on the English speaking skills of students at Irbid National University and Jadara University.

Other research has found several research factors that influence student engagement in the classroom including classroom layout, teacher-related characteristics, or social issues (Amani & Fedai, 2024).

In Afghanistan, the findings of the study on factors affecting the speaking skills of students there include noisy and crowded classrooms, students' fears such as fear of making mistakes and being criticized, traditional teaching methods of learners, or lack of vocabulary knowledge (Nijat et al., 2024).

Gilakjani's (2012) article identified the characteristics of pronunciation and the factors that affect this skill because Gilakjani argued that pronunciation plays an important role in the overall communication skills of English learners.

Sha'ar and Boonsuk (2021) wrote in their article that language proficiency is socially evaluated and especially through speaking skills. Factors that hinder the English speaking ability of students at Nakhon si Thammarat Rajabhat University (NSTRU) Thailand were examined by Sha'ar and Boonsuk and they pointed out that stakeholders in education should raise their awareness of these barriers to help students develop their speaking skills.

Through these typical international studies, the common point of the research objective of factors affecting the English speaking skills of EFL students includes teaching methods, learning environment, emotions, and pronunciation,... The importance of factors contributing to the good quality of teaching and learning English speaking skills in countries where English is not the mother tongue.

The Studies in Vietnam

In Vietnam, studies in the field of English also study speaking skills and factors affecting this important skill.

Ngoc and Dung's (2020) study grouped the most prominent factors, followed by automation, error correction, and performance factors affecting the English speaking fluency of non-English major students at a university.

Nhan (2024) wrote that English proficiency is very important because it directly affects the future academic and career outcomes of students, and Nhan's (2024) study of English major students at Nam Can Tho University found the role and influence of factors such as emotions, learning motivation, teaching methods, and learning environment, contributing to a better understanding of English learning motivation to improve English, and education at universities in Vietnam.

Le and Le (2022) emphasized in their study at a higher education institution in the Mekong Delta region that students' learning attitudes affect their own learning outcomes. The researchers found intrinsic and extrinsic factors, and for extrinsic factors, teacher-related factors include teacher personality, professional knowledge,

communication, and teacher attitude. Studies on teaching and learning English speaking skills in Vietnam have also shown that intrinsic and extrinsic factors interact with each other and have an important impact on teaching English communication. At the same time, recommendations for improving English speaking are also given. If English speaking skills are improved in parallel with listening-reading-writing skills, English learners' English proficiency will be fluent, they will also be confident in communication, and these things will positively affect their future lives.

Research Gap

Studies often focus on one or two specific factors, most of which pay little attention to the interactions between different factors that affect the English speaking skills of English learners. Of course, there are still many studies on factors that affect English speaking ability of English learners, but a typical example is when I searched the topic of factors affecting English speaking skills on Google Scholar, there was only one article with content related to this issue for reference titled "An Analysis of Factors influencing Learners' English speaking skills" by Leong and Ahmadi (2017) but this article also only briefly mentioned the factors. Or in the study by Qasim (2021) on factors affecting English speaking skills of English students, only mentioned the teaching methods of teachers and the negative factors affecting the learning of English speaking skills of students themselves, in general, this study only gave an overview, still lacking factors such as motivation in learning. For the study on factors related to English communication of students, specifically the characteristics and challenges that Dong Nai University is facing, studies on these issues have not been carried out yet. Therefore, the purpose of this study is to give an overview of the internal and external factors affecting each other and how these factors affect English speaking skills among English learners at Dong Nai University.

Conceptual Framework

The conceptual framework in figure 1.1 is shown in the form of a diagram to see the factors affecting the English speaking skills of FLD, DNU students including internal and external factors that interact with each other as follows:



Figure 1.1: Factors influencing students' English speaking skills

Central node

The central node is students' English speaking skills, which shows the main purpose of this study, which is to find out the factors affecting the English communication ability of students in order to enhance, improve, and develop students' communication skills.

Intrinsic factors

Emotional factors include anxiety and self-confidence which show the level of anxiety when communicating or confidence when participating in activities using English in communication.

Motivational factors are divided into intrinsic and extrinsic motivation to show personal interests or external rewards such as academic achievements.

Extrinsic factors

Teaching Methodologies include communicative language teaching (CLT) and task-based learning which are communicative activities to engage students in conversational practice with topics in English.

Learning Environment has two elements: classroom dynamics and the availability of resources such as interaction between teachers and students, interaction between students in an enjoyable learning environment, and combined with technological means or multimedia learning materials to achieve high efficiency in students' practice of English communication.

Interconnections

The arrows of intrinsic and extrinsic factors point to the central node and the double-headed arrow connects the intrinsic and extrinsic factors to show the interaction between the factors to determine the strategies for developing students' English speaking skills.

Conclusion of the Conceptual framework

The conceptual framework includes intrinsic and extrinsic factors which helps this study find out how these factors interact with each other and how they affect students' English speaking ability. The result of this finding will enhance teaching methods to create good learning environments, and new teaching and learning strategies can be implemented, motivation and emotion will be highly encouraged, and help improve students' English communication ability.

Research Questions

The two following questions are marked to help effective research:

1. What intrinsic factors influence English speaking skills among learners at Dong Nai University?
2. What extrinsic factors affect the proficiency of students in speaking English at Dong Nai University?

III. Research Methodology

Research Design

The research process is carried out according to the following procedure:

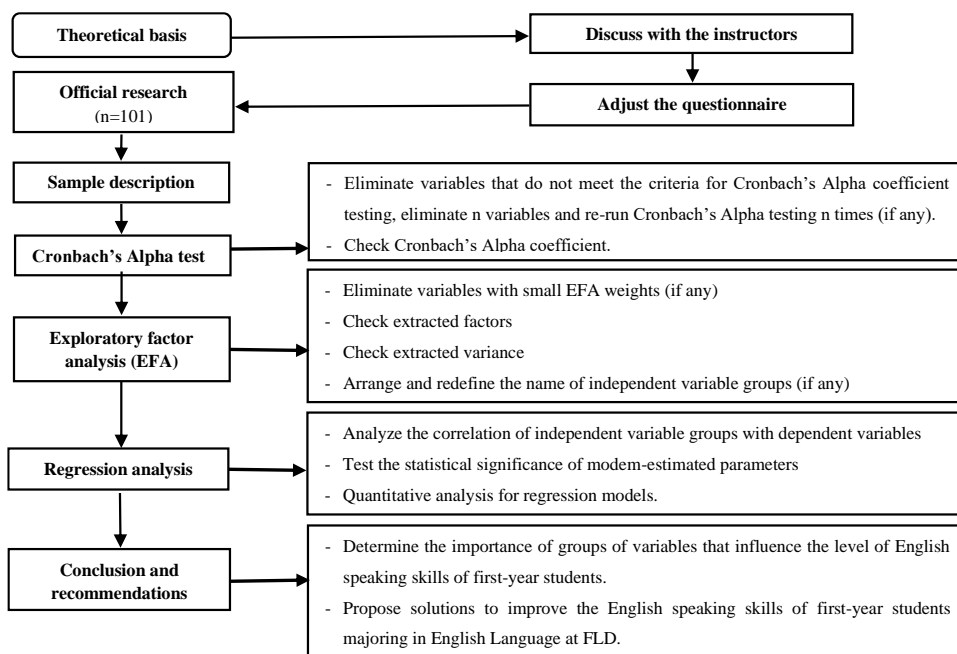


Figure 2.1: Research process diagram

Restating of the hypothesis and Research approach

According to the article titled Deductive Reasoning Systems (Bibel et al., 2015), the authors of this article explained the relevance of reasoning to prediction and solution, they argued that errors in human reasoning are widespread, and reasoning systems use abstractions that are related to language, inferential relationships, and the syntactic nature of reasoning. Jonathan Evans (2013) researched the psychology of deductive reasoning states people reason with specific content when they are in an extended discussion, and the author also puts forward a theory of dual reasoning processes with connections to the field of psychology. Tavakol et al., (2011) referred to Lee Cronbach's measure developed in 1951 called Alpha to measure the internal consistency of a test or a scale for research or testing purposes to ensure validity. Stapleton (1997) wrote about the basic concept in exploratory factor analysis (EFA) that it serves several functions such as determining the number of factors (the basis for a

set of variables) and identifying correlated and uncorrelated factors to aid in assessing validity. "An Introduction to Regression Analysis" written by Sykes in 1993 talks about statistical tools for investigating relationships between variables (estimating the quantitative effects of causal variables on the variables they influence) and assessing the level of confidence that the true relationship and the estimated relationship are close to each other.

From the research of these authors, this study decided to choose the main methods and tools of Cronbach's Alpha Test, Exploratory Factor Analysis EFA, and Regression Analysis for research because the factors that the study sought in this study are related to psychology such as emotions and learning motivation which are internal factors of first-year students when participating in English speaking skills classes; and teaching methods and learning environment are external factors. That is, the above research factors are qualitative because they are not much related to specific data, so the collected data will be transferred and use quantitative method to analyze to have a basis for analysis and give the most accurate and reliable results possible to serve the discussion well after the analysis is completed and to give new directions or suggestions for future research.

Research question

Here are the following two questions are posed to find out the factors that affect the English communication of first-year students of FLD, DNU:

1. What intrinsic factors influence English speaking skills among learners at Dong Nai University?
2. What extrinsic factors affect the proficiency of students in speaking English at Dong Nai University?

Research purpose

The purpose of this study is to find out the factors that affect the English speaking skills of first-year students of the Faculty of Foreign Languages (FLD) at Dong Nai University (DNU), these factors include intrinsic and extrinsic factors. When we find out these internal and external factors, then we can recognize the extent to which they affect the English communication of first-year students, meaning what advantages or difficulties they have in learning to speak English, we can find solutions to help improve and develop the communication skills of first-year students to achieve the best possible results. The study will take place over a week at the Faculty of Foreign Languages, Dong Nai University.

Research strategy (data)

The research method will use a mixed method of quantitative and qualitative. The quantitative data is a designed questionnaire to survey first-year students of FLD. In-depth interviews to interview FLD lectures are qualitative methods with semi-structured interview questions to help the research find out the factors affecting the English communication of FLD first-year students at DNU.

Research Site

The research was conducted at the Faculty of Foreign Languages (FLD) of Dong Nai University (DNU) with the approval of the Dean of the Faculty of Foreign Languages here to allow the research to be conducted. Dong Nai University is an important school, one of the key schools in Vietnam, and a good learning environment in Vietnamese higher education. DNU is located in the city of Bien Hoa, Dong Nai province, Vietnam, DNU in the land is a rapidly developing area. DNU contributes to building a good English learning foundation to meet the work needs of each student in the field of different professions. The Faculty of Foreign Languages of DNU was established in 1986, the predecessor is the Faculty of Foreign Languages of Dong Nai Pedagogical College. FLD has the task of training high-quality human resources in the field of Foreign Languages to serve the socio-economic development of Dong Nai province and neighboring provinces. FLD always updates and builds English training programs, develops and improves English teaching and learning, and creates opportunities for students to develop their English skills through scientific and technological activities, international cooperation projects, etc., FLD has a D building with 20 classrooms equipped with modern learning equipment to achieve the best results in teaching and learning English. (according to the "**General Introduction**" section about FLD posted on DNU's website in 2016).

Sample and Sampling Procedures

The sample includes one-hundred first-year students of English Language major of FLD at DNU so that the survey could be conducted objectively according to the knowledge level and viewpoint of each student. An interview with the participation of eleven lecturers of the Foreign Language Department, who are masters and doctors at Dong Nai University, and the questions of this semi-structured interview will be based on their experiences in teaching English here.

Research Instruments

The study has two instruments including a questionnaire in English for surveying first-year students of FLD, DNU and an interview including five questions to interview lecturers of FLD. Specifically as follows:

Questionnaire

In this study, a questionnaire was used to survey first-year students of FLD, DNU about the factors affecting their English speaking skills. These factors are divided into two main factors: Intrinsic factor (Emotional and Motivational), and Extrinsic factors (Teaching Methodologies and Learning Environment). This survey is conducted based on the voluntary spirit of students participating in the survey. The questionnaire will be written in English with a description in Vietnamese (Appendix 1) for each question and each question will have five levels from 1 to 5 (Likert scale) for students to choose from.

Questionnaire design

Proposed research model

Variables in the model is a model studies the factors affecting the English speaking skills of first-year students majoring in English Language (Y) as a dependent variable, influenced by groups of factors that are independent variables including Emotional (E) with 9 observed variables, from E01 to E09; Motivational (M), with 10 observed variables, from M01 to E10; Teaching Methodologies (T), with 10 observed variables, from T01 to T10; Learning Environment (L), with 8 observed variables, from L01 to E08.

Used scales is building a scale for research which is a necessary task of every research, making it easier to analyze the research. This study uses a 5-point Likert scale. In principle, the more detailed the scale, the more accurate it is, however, for this study, a 5-point Likert scale is very suitable. The levels of responses to the surveys are shown in the following table 2.1 below:

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Formal research model

The proposed research model is as follows:

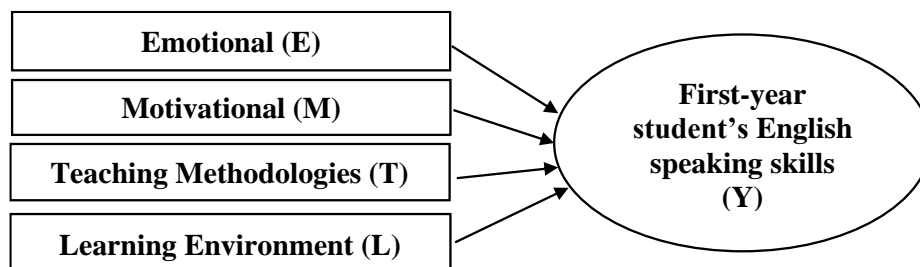


Figure 2.2: Formal research model of the study by the researcher

Based on the research model proposing factors affecting English speaking skills of first-year students majoring in English Language, the research hypotheses are set out as follows:

- “Emotional” of learners has a positive impact on the English speaking skills of students.
- “Motivational” of learners has a positive impact on the English speaking skills of students.
- “Teaching methodologies” of lecturers have an impact on the English speaking skills of students.
- “Learning Environment” of the school has an impact on the English speaking skills of students.

The survey part using the questionnaire includes 37 questions to survey the views and assessments of first-year students majoring in English Language about the factors affecting their learning to communicate in English using the Likert scale survey method. The 37 survey questions will be divided into four parts and each part has related questions such as Emotional (9 questions), Motivational (10 questions), Teaching Methodologies (10 questions) and Learning Environment (8 questions); the order of each parts is arranged based on two main factors: intrinsic and extrinsic. The orders are Intrinsic factors (Emotional, Motivational) and Extrinsic factors (Teaching Methodologies, Learning Environment). The two factors Emotional and Motivational are factors related to students. Teaching Methodologies is the part to find out the factors related to lecturers, and the factors related to the learning environment will be in the Learning Environment section. Each question has different descriptions for the items in the Likert scale from 1 to 5, and these descriptions will depend on each question as shown below (Appendix 1).

According to Figure 2.2, the designed questions are specified through the following questionnaire:

Table 2.2: Questionnaire design and scale coding		
Factors	Scale	Coding
Emotional (E)	Do you like this new learning environment?	E01
	Has the English learning environment at university made you feel easier to learn English, especially English communication?	E02
	How much do you like your current English speaking skills class?	E03
	Do you enjoy participating in useful English activities with participants from different countries?	E04
	Do you feel stress in English-speaking class?	E05
	Does the way your current English teachers teach make you feel more interested in learning English than before?	E06
	How much do you feel when you forget vocabulary while speaking English?	E07
	When you make sentences in English to communicate, is this easy for you?	E08
	Do you like to study other subjects or listen to-read information from many fields in English?	E09
Motivational (M)	Your motivation to learn English to serve different fields of study.	M01
	The prevalence of English use in practice.	M02
	English is easy to use in communication between people from different countries.	M03
	How much motivation do you have to learn English to communicate fluently in English?	M04
	Do you think English fluency will help you have a good future career?	M05
	How has English affected your life (critical thinking)?	M06
	How has English affected your life (confidence in communication)?	M07
	How has English affected your life (circles of connections for relationships)?	M08
	How has English affected your life (current events in your life: study, current job)?	M09
	How has English affected your life (applying English knowledge to areas: information technology, commerce, tourism,...)?	M10
Teaching Methodologies (T)	Do you feel it is easy to get answers to English knowledge in class?	T01
	Does the teacher respect, listen to, and give feedback on students' opinions and learning perspectives in English-speaking class?	T02
	For students who do not speak English well, do teachers support them in improving this problem?	T03
	How did the teachers make the discussions on topics in English communication learning lively, interesting, and useful?	T04
	How do you rate the efforts of the teachers in teaching you to learn English well, especially English speaking skills?	T05
	Are the teachers' feedback or teaching of English speaking skills implemented consistently when instructing the students?	T06
	How do the teachers grade and give feedback on English speaking skills?	T07
	Do the teachers encourage, motivate, and guide the students to actively practice English speaking skills and themselves take responsibility for their progress?	T08
	Do the teachers give clear requirements and instructions for English-speaking tests or exams?	T09
	Does the teacher use English to teach English speaking skills throughout the lesson?	T10
Learning Environment (L)	Are classroom equipment such as interactive boards, projectors, microphones, speakers, etc. connected to the internet for use during class time fully available in the classroom?	L01
	The English proficiency of students in the class is similar.	L02

	Students in the class enjoy communicating in English.	L03
	Classmates often help each other to improve their English speaking fluency.	L04
	Do you have enough time and opportunities to practice speaking English in communication lessons and English-related activities within the school framework?	L05
	In group activities on communication topics, do members of each group actively interact with each other?	L06
	In group activities on communication topics, do members of each group actively interact with each other mostly in English?	L07
	Does the number of students in the class affect your spirit during group activities on English communication topics?	L08
First-year student's English speaking skills (Y)		Y

The research variables according to the proposed model are shown in the following table:

Coding	Concept	Number of variables	Scale
E	Emotional	9	Likert 5-point
M	Motivational	10	Likert 5-point
T	Teaching Methodologies	10	Likert 5-point
L	Learning Environment	8	Likert 5-point

Interview

Interview questions design

Five questions for the semi-structured interviews will be put into Google Forms after discussing with the instructors and they will be sent by the Google Forms link to the FLD lecturers, DNU to ask them to answer these questions. Initially, the study is planned to conduct a semi-structured interview by asking the FLD lecturers for their permission to meet them directly for interviews, but the time of conducting this research project also coincides with the time when FLD lecturers are busy preparing for the new school year, they are very busy between teaching and school-related activities, so this interview will be flexible in this research by using the Google Forms link with interview questions that will be convenient for the lecturers, they will answer the questions in their free time frames. The survey time is also one week, which means that the interview with FLD lecturers and the survey of FLD first-year students are both within the same time frame of one week. The questions of the interview will be based on the experiences and opinions of the lecturers during their teaching process at FLD, DNU, hoping this can be able to find out the difficulties and factors that can help first-year students improve their English communication when they are starting their second school-year and later.

The content of the Interview questions

The questions of the semi-structured interview include:

1. What factors negatively affect the English speaking skills of students, especially first-year students of different majors who have to take basic English courses and first-year students of the Foreign Language Department (FLD) at Dong Nai University (DNU)?
2. What factors hinder the teaching of English speaking skills to first-year students of the Foreign Language Department (FLD) at Dong Nai University (DNU), do you think these are related to the curriculum, teaching methods, or the duration of the class, etc. at high schools or foreign language centers? What are your suggestions to help first-year students study better in English communication?
3. Do you think we can apply technology to test and evaluate students' English speaking skills? Please let us know your views on this issue.
4. Would you please tell us your views on how factors such as lecturers, students, and learning environment are related, impact and support each other in teaching and learning English speaking skills?
5. What factors do you think can help students maintain impressive conversations (knowledge: intercultural communication, vocabulary, grammar,...)?

Data Collection Procedures

The data collection of the questionnaire for the survey (secondary data) and the interview questions (primary data) will be written on the Google Forms application with two links that will be sent to two main groups of survey subjects: lecturers and students. Using Google Forms ensures respect and privacy of lecturers and students

because of hoping to give them the respect that they feel comfortable and voluntary when participating in the survey and interview of this researching. Specifically as follows:

Questionnaire

The link to the questionnaire written on Google Forms will be sent to FLD lecturers after their permission to support sending this link to the groups of students who are participating voluntarily in the survey. Sending the survey link via Google Forms to ask students' permission to participate in the survey because I hope it will not affect the study time and other activities of each student, I respect them and keep their personal information confidential, this is my way of expressing my gratitude because of the first-year students' permission of FLD, DNU to participate the survey of this study. The choices of students' answers through the Linear Scale function of Google Forms will be recorded by Google Forms and these data will be extracted from Google Forms using the link of Excel application after the survey period ends in one week.

Interview

After receiving the permission of FLD lecturers to answer the interview questions about factors that they think will have a negative impact or significant impact on the English speaking ability of first-year students in English major, which can then improve and develop the English communication ability of these students. Google Forms will integrate the answers of the lecturers, they will be extracted the answers by Excel application to collect lectures' opinions for research.

Data Analysis Procedures

From the questionnaire to survey first-year students and five interview questions to interview lecturers of FLD, DNU, the collected answers will be the data of this study. Two data analysis methods are used in combination in this study, specifically as follows:

Quantitative method analysis

The quantitative method analyzes data from the questionnaire table using descriptive statistics and inference. The overview of the data is provided by descriptive statistics, and inferential statistics to determine the meaning between variables and how they are related to each other. This study uses an Excel application and a SPSS software (main analysis application) to analyze the data collected from the questionnaire table written on Google Forms, the answers will be extracted by Google Forms and forwarded to Excel on Google Drives. The data will be analyzed by SPSS when there is a statistical table of answers in Excel. We both know SPSS application is widely used in the fields of social research, economics, education, medicine, and many other fields, that's why this research takes the SPSS application to be the main analysis application. Choosing the SPSS application to collect and analyze the research data because the topic of this study is factors affecting FLD students' speaking skills at FLD, DNU, it has variables that need to be used in the SPSS application for analysis. Using the SPSS application to analyze data because it is useful, highly accurate, and meets all the tools to analyze data such as showing the meaning of variables and showing numbers and variables by charts,... In addition, several simple Excel formulas of Excel application support a more accurate and clear analysis. When analyzing the data, they will be divided into small elements each item according to each main element group, including statistics, frequency, percentage, and correlation between groups of elements from using the SPSS software to calculate the average, frequency, and standard deviation,... The data after being analyzed will be displayed in tables, and charts with percentages and average indicators of the elements, these indicators will be explained in the next chapter called Findings and Discussions.

Qualitative method analysis

The qualitative method is used to analyze data from interview with lecturers of FLD, DNU by interview data coding and Excel application. From these data results, it is possible to find out the factors related to teaching methods, learning environment, and other factors that affect the English communication of first-year students of FLD, DNU.

Validity, Reliability and Ethical Considerations

Validity

To ensure the validity of the survey and interviews, in this research, because it is official research, the survey and interview must be prepared and conducted carefully, in detail, as best as possible, specifically, several lecturers have taught me, including my instructors, several lecturers from FLD, DNU, they have high professional knowledge, excellent teaching and research experience, and enthusiasm for the teaching profession, they have reviewed the questions in the questionnaire and interview, and they have given me suggestions for corrections so that the survey and interview can go well, as well as collecting data for analysis will be the most accurately. The

lecturers have reviewed, considered, and given suggestions so that the survey can write good and clear questions, related to the research, not off-topic. Based on their suggestions, the survey and interview questions have been screened, edited, and suitable for the research topic, research subjects and objectives. The official questionnaire and interview questions are in Appendix 1 and 2.

Reliability

As mentioned in the "Validity" section, a similar test was conducted previously, using testing tools such as Google Forms, Excel and SPSS, the data were statistically presented, presented in the form of graphs, and percentages, and analyzed verbally from inferences through the collected and analyzed data. Therefore, this research also has the same research method and uses the same instruments to collect and analyze the data, and SPSS is the main data analyzing tool for this research.

Ethical considerations

Before conducting the survey and interview, a call to the Dean of FLD, DNU to present the research will be the first step, after the Dean of FLD approves, a letter for a request of approval and confirmation will be sent to the Dean of FLD to carry out the survey and interview. Next, calling the lecturers of FLD to present the project and ask their permission to agree to answer interview questions. At the same time, sending two links of the survey (students) and interview (lecturers) written on the Google Forms platform to ask for the lecturers' permission to support in asking the first-year students' voluntary permission of FLD to participate in the survey. Therefore, this study was presented to the leaders of FLD, DNU, lecturers, and students to obtain their consent to participate voluntarily and their personal information was kept confidential. Beyond expectations, this study was fortunate to have more students participating in the survey than expected, as well as more support from lecturers participating in interview than expected, almost twice the number of participants in both the survey and the interview.

Chapter summary

"Chapter 2: Research Methodology" outlines the methodology used in this study in the order of steps which are research design, research site, sample and sampling procedures, research instruments, data collection procedures, and data analysis procedures. All steps are carefully prepared and implemented based on the factors of validity, reliability, and ethical considerations. Two combined research methods, quantitative and qualitative, are used in this study to bring the most accuracy to the study as well as to find out negative factors and develop good factors, meaning that using mixed methods in this study will help to evaluate the factors and research subjects in the most specific and objective way to be able to make better findings and recommendations for teaching and learning English communication in the future.

IV. Findings And Discussions

The findings and discussion highlighted the intrinsic and extrinsic factors affecting proficiency of students in speaking English at Dong Nai University.

Findings

Questionnaire (Survey)

Description of research variables

Description of research sample

Mundfrom et al. (2005) wrote that sample sizes of 3 to 20 times the number of variables and an absolute range of 100 to over 1000 are recommended minimums. Applied to the research model of the topic and the limitations of the survey scope, time and budget, the study surveyed 101 first-year students majoring in English Language at the Faculty of Foreign Languages, Dong Nai University. All data of the survey were processed using SPSS version 23 software to study the factors affecting the English speaking skills of first-year students majoring in English Language at FLD, DNU.

Groups of observed variables

Table 3.1: Summary of emotional assessment results (E)

Evaluation criteria	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total (%)
	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	
	(1)	(2)	(3)	(4)	(5)						
E01: Do you like	1	1.0%	8	7.9%	23	22.8%	41	40.6%	28	27.7%	100,00

this new learning environment?											
E02: Has the English learning environment at university made you feel easier to learn English, especially English communication?	3	3.0%	17	16.8%	42	41.6%	20	19.8%	19	18.8%	100,00
E03: How much do you like your current English speaking skills class?	1	1.0%	2	2.0%	33	32.7%	39	38.6%	26	25.7%	100,00
E04: Do you enjoy participating in useful English activities with participants from different countries?	2	2.0%	2	2.0%	32	31.7%	29	28.7%	36	35.6%	100,00
E05: Do you feel stress in English-speaking class?	6	5.9%	21	20.8%	44	43.6%	12	11.9%	18	17.8%	100,00
E06: Does the way your current English teachers teach make you feel more interested in learning English than before?	1	1.0%	2	2.0%	33	32.7%	30	29.7%	35	34.7%	100,00
E07: How much do you feel when you forget vocabulary while speaking English?	23	22.8%	38	37.6%	19	18.8%	7	6.9%	14	13.9%	100,00
E08: When you make sentences in	0	0.0%	15	14.9%	48	47.5%	19	18.8%	19	18.8%	100,00

English to communicate, is this easy for you?											
E09: Do you like to study other subjects or listen to-read information from many fields in English?	1	1.0%	1	1.0%	31	30.7%	32	31.7%	36	35.6%	100,00

Emotional factor includes nine questions using a Likert scale with 5 points from “Totally disagree” (lowest-level 1) to “Totally agree” (highest-level 5). Table above summarizes the results of the above emotional assessment, showing the respondents' responses (N=101) expressed through the number and percentage from the survey data collected. We can see that most participants chose the Neutral level with 48 choices and a percentage of 47.52% for question E08. Levels 3 (Neutral) - 4 (Agree) - 5 (Strongly Agree) were mostly chosen, and level 3 had the highest number of choices and percentages. There is a small note in question E07, the number of choices and proportion of levels 1 and 2 are 23 (22.77%) and 38 (37.62%) respectively, which means that participants feel stressed when forgetting English vocabulary or we can see that English vocabulary is very important in communicating in English.

Table 3.2: Summary of motivational assessment results (M)

Evaluation criteria	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total (%)
	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	
	(1)	(2)	(3)	(4)	(5)						
M01: Your motivation to learn English to serve different fields of study.	2	2.0%	6	5.9%	19	18.8%	49	48.5%	25	24.8%	100,00
M02: The prevalence of English use in practice.	0	0.0%	1	1.0%	23	22.8%	41	40.6%	36	35.6%	100,00
M03: English is easy to use in communication between people from different countries.	0	0.0%	7	6.9%	32	31.7%	29	28.7%	33	32.7%	100,00
M04: How much motivation do you have to learn English to communicate fluently in English?	0	0.0%	0	0.0%	27	26.7%	34	33.7%	40	39.6%	100,00

M05: Do you think English fluency will help you have a good future career?	0	0.0%	1	1.0%	8	7.9%	23	22.8%	69	68.3%	100,00
M06: How has English affected your life (critical thinking)?	0	0.0%	2	2.0%	21	20.8%	42	41.6%	36	35.6%	100,00
M07: How has English affected your life (confidence in communication)?	0	0.0%	4	4.0%	23	22.8%	35	34.7%	39	38.6%	100,00
M08: How has English affected your life (circles of connections for relationships)?	1	1.0%	1	1.0%	27	26.7%	38	37.6%	34	33.7%	100,00
M09: How has English affected your life (current events in your life: study, current job)?	0	0.0%	1	1.0%	27	26.7%	40	39.6%	33	32.7%	100,00
M10: How has English affected your life (applying English knowledge to areas: information technology, commerce, tourism,...)?	1	1.0%	2	2.0%	18	17.8%	44	43.6%	36	35.6%	100,00

Table 3.2 shows the summary of the Motivational factor (M) assessment results (N=101). In this table, levels 3, 4, and 5 accounts for a very high percentage of the variables selected, almost all participants chose the highest levels, typically levels 4 (M01: 49%) and 5 (M05: 69%), especially the percentage of selected levels 5. Very few participants chose levels 1 and 2. Compared to the Emotional factor table, the Motivational factor table is more dominant in terms of motivation in studying. Through this, we can see that the motivation to master speaking skills of students is very high, it could be a good learning environment, teaching methods and career needs of students are always their top priority, meaning that these are things that make students' study motivation grow.

Table 3.3: Summary of teaching methodologies assessment results (T)

Evaluation criteria	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total (%)
	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	
	(1)	(2)	(3)	(4)	(5)						
T01: Do you feel it is easy to get answers to English knowledge in class?	0	0.0%	6	5.9%	44	43.6%	24	23.8%	27	26.7%	100,00
T02: Does the teacher respect, listen to, and give feedback on students' opinions and learning perspectives in English-speaking class?	0	0.0%	1	1.0%	13	12.9%	36	35.6%	51	50.5%	100,00
T03: For students who do not speak English well, do teachers support them in improving this problem?	1	1.0%	2	2.0%	17	16.8%	34	33.7%	47	46.5%	100,00
T04: How did the teachers make the discussions on topics in English communication learning lively, interesting, and useful?	0	0.0%	2	2.0%	16	15.8%	45	44.6%	38	37.6%	100,00
T05: How do you rate the efforts of the teachers in teaching you to learn English well, especially English speaking skills?	0	0.0%	2	2.0%	14	13.9%	40	39.6%	45	44.6%	100,00

T06: Are the teachers' feedback or teaching of English speaking skills implemented consistently when instructing the students?	1	1.0%	1	1.0%	27	26.7%	34	33.7%	38	37.6%	100,00
T07: How do the teachers grade and give feedback on English speaking skills?	0	0.0%	4	4.0%	28	27.7%	32	31.7%	37	36.6%	100,00
T08: Do the teachers encourage, motivate, and guide the students to actively practice English speaking skills and themselves take responsibility for their progress?	0	0.0%	1	1.0%	19	18.8%	36	35.6%	45	44.6%	100,00
T09: Do the teachers give clear requirements and instructions for English-speaking tests or exams?	0	0.0%	4	4.0%	15	14.9%	38	37.6%	44	43.6%	100,00
T10: Does the teacher use English to teach English speaking skills throughout the lesson?	0	0.0%	2	2.0%	26	25.7%	38	37.6%	35	34.7%	100,00

Similar to Table 3.2 (N=101) on Motivational factors, in Table 3.3, we can see that the satisfaction level of first-year English major students with the teaching methods of FLD, DNU lecturers is extremely high. Participants chose to evaluate mainly at levels 4 and 5, at level 1 there were only two choices, and level 5 was chosen the most

(the selected variables were almost all over 27 choices with the lowest proportion at this level being T01: 26.73% and the highest being T02: 50.5%). If we look at the correlation between tables 3.2 and 3.3, we can see that the variables in these two groups of factors, although different, have a positive impact on each other, meaning that if the teaching method is good, the motivation to learn will also increase in an upward direction.

Table 3.4: Summary of learning environment assessment results (L)

Evaluation criteria	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total (%)
	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	
	(1)	(2)	(3)	(4)	(5)						
L01: Are classroom equipment such as interactive boards, projectors, microphones, speakers, etc. connected to the internet for use during class time fully available in the classroom?	6	5.9%	16	15.8%	29	28.7%	21	20.8%	29	28.7%	100,00
L02: The English proficiency of students in the class is similar.	11	10.9%	25	24.8%	34	33.7%	14	13.9%	17	16.8%	100,00
L03: Students in the class enjoy communicating in English.	2	2.0%	18	17.8%	44	43.6%	19	18.8%	18	17.8%	100,00
L04: Classmates often help each other to improve their English speaking fluency.	0	0.0%	4	4.0%	38	37.6%	29	28.7%	30	29.7%	100,00
L05: Do you have enough time and opportunities to practice speaking English in communication lessons and English-related	6	5.9%	7	6.9%	40	39.6%	24	23.8%	24	23.8%	100,00

activities within the school framework ?											
L06: In group activities on communication topics, do members of each group actively interact with each other?	0	0.0%	4	4.0%	31	30.7%	39	38.6%	27	26.7%	100,00
L07: In group activities on communication topics, do members of each group actively interact with each other mostly in English?	2	2.0%	13	12.9%	33	32.7%	29	28.7%	24	23.8%	100,00
L08: Does the number of students in the class affect your spirit during group activities on English communication topics?	8	7.9%	9	8.9%	38	37.6%	22	21.8%	24	23.8%	100,00

Table 3.4 (N=101) shows that the participants' satisfaction with the learning environment is also high, this satisfaction is shown through the choices almost all concentrated at levels 3, 4, and 5, especially level 3 (lowest L01: 28.71% and highest L03: 43.56%) showing high proportions compared to levels 4 and 5. There are still some people who are not satisfied with the learning environment but the proportion of choices displayed at the lowest levels, levels 1 and 2 in table 3.4 is insignificant. Looking at tables 3.1, 3.2, 3.3, and 3.4 in general, we can see that the two most important factors are teaching methods and motivational factors, the learning environment may be in position 03, and the rest is the emotional factor.

Dependent variable groups (Y)

Table 3.5: Summary of assessment results on the level of first-year students' English speaking skills at FLD, DNU (Y)

Evaluation criteria	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total (%)
	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	Quantity	Proportion (%)	
	(1)		(2)		(3)		(4)		(5)		
Y: First-year students' English speaking skills	1	0,99	14	13,86	20	19,80	46	45,54	20	19,80	101

For table 3.5, the results of the assessment of the satisfaction level of students when learning English speaking skills are high, however, the level of "Agree" (level 4) accounts for 45.54% and 19.80% are levels 3 and 5 (Neutral and Strongly agree). In general, through the summary table compiled from this actual survey data, we can see that students are highly motivated in learning because the learning environment and teaching and learning methods are satisfactory to them, therefore, their emotional factors are quite positive in learning.

Scale evaluation

With 101 valid questionnaires collected, all data were processed using SPSS 23 software to research the level of English speaking skills of first-year students of English Language at FLD, DNU. The specific research results are presented below.

Evaluation by Cronbach's Alpha coefficient test

To analyze the reliability of the scales, the topic uses Cronbach's alpha coefficient. This coefficient is a statistical test that checks the tightness and correlation between observed variables. This is related to two aspects: the correlation between the variables themselves and the correlation of each variable with the whole. The requirement for the scale to be accepted is that the observed variables must have a corrected item-total correlation coefficient greater than or equal to 0.3 and a Cronbach's Alpha coefficient greater than or equal to 0.6. Observed variables that do not meet the requirements will be eliminated.

In addition, variables with a factor loading coefficient greater than 0.3 are considered suitable variables and will be included in the next steps of analysis. The results of the Cronbach's Alpha analysis of the topic are shown specifically as follows:

Table 3.6: Results of the Cronbach's Alpha reliability coefficient analysis

Observed variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Emotional (E): $\alpha = 0,885$				
E01	28,178	35,928	0,570	0,878
E02	28,693	33,135	0,740	0,863
E03	28,178	35,848	0,653	0,872
E04	28,099	37,250	0,434	0,888
E05	28,891	32,738	0,723	0,865
E06	28,089	35,862	0,599	0,875
E07	29,525	30,892	0,742	0,864
E08	28,624	34,237	0,725	0,865
E09	28,040	36,578	0,549	0,879
Motivational (M): $\alpha = 0,893$				
M01	37,050	29,348	0,519	0,890
M02	36,822	29,328	0,636	0,881
M03	37,059	28,336	0,601	0,884
M04	36,802	28,800	0,681	0,878
M05	36,347	31,069	0,504	0,889
M06	36,822	28,828	0,688	0,877
M07	36,851	28,408	0,660	0,879
M08	36,911	28,102	0,715	0,875
M09	36,891	28,958	0,671	0,879
M10	36,822	28,728	0,663	0,879
Teaching Methodologies (T): $\alpha = 0,933$				
T01	37,594	35,604	0,593	0,932
T02	36,950	35,808	0,753	0,924
T03	37,079	34,874	0,722	0,925
T04	37,129	35,433	0,771	0,923

T05	37,040	35,278	0,782	0,922
T06	37,248	34,148	0,789	0,921
T07	37,297	34,631	0,719	0,925
T08	37,069	35,045	0,790	0,921
T09	37,099	35,270	0,709	0,925
T10	37,257	35,313	0,716	0,925
Learning Environment (L): $\alpha = 0,915$				
L01	24,624	34,477	0,675	0,901
L02	25,119	33,386	0,763	0,893
L03	24,802	34,800	0,812	0,889
L04	24,287	36,967	0,725	0,897
L05	24,604	34,582	0,760	0,893
L06	24,248	37,128	0,759	0,896
L07	24,535	34,651	0,807	0,889
L08	24,683	37,759	0,455	0,921

Components of variables belonging to the emotional (E):

The emotion scale has a Cronbach's Alpha coefficient of $0.885 > 0.6$ and the total item correlation coefficients of the component measurement variables (E01, E02, E03, E04, E05, E06, E07, E08, E09) all meet the requirement > 0.3 . Therefore, the observed variables of this component are included in the EFA exploratory factor analysis.

Components of variables belonging to the motivational (M):

The motivation scale has a Cronbach's Alpha coefficient of $0.893 > 0.6$ and the total item correlation coefficients of the component measurement variables (M01, M02, M03, M04, M05, M06, M07, M08, M09, M10) all meet the requirement > 0.3 . Therefore, the observed variables of this component are included in the EFA exploratory factor analysis.

Components of variables belonging to the teaching methodologies (T):

The teaching method scale has a Cronbach's Alpha coefficient of $0.933 > 0.6$ and the total item correlation coefficients of the component measurement variables (T01, T02, T03, T04, T05, T06, T07, T08, T09, T10) all meet the requirement > 0.3 . Therefore, the observed variables of this component are included in the EFA exploratory factor analysis.

Components of variables belonging to the learning environment (L):

The learning environment scale has a Cronbach's Alpha coefficient of $0.915 > 0.6$ and the total item correlation coefficients of the component measurement variables (L01, L02, L03, L04, L05, L06, L07, L08) all meet the requirement > 0.3 . Therefore, the observed variables of this component are included in the EFA exploratory factor analysis.

The results of Cronbach's Alpha reliability analysis for the 4 scales (Emotional, Motivational, Teaching methodologies, Learning environment) all meet the scale reliability. This proves that the scales measuring the research concepts are reliable and the data collected through these scales achieve internal reliability for subsequent analyses (exploratory factor analysis (EFA), correlation analysis, regression analysis).

Exploratory Factor Analysis (EFA)

Exploratory factor analysis (EFA) is one of the statistical analysis methods used to reduce many observed variables together into a set of variables (factors) so that they are more meaningful but still contain most of the information of the original set of variables (Hair, 1988). Criteria for applying factor analysis: "KMO and Bartlett's Test" is to test the suitability of the data (the sample and the observed input variables have appropriate correlations) for EFA exploratory factor analysis ($KMO > 0.50$, and $Sig. < 0.05$) (Hoang Trong and Chu Nguyen Mong Ngoc (2008)).

Results of factor analysis

Table 3.7: KMO and Bartlett test results - the first time		
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0,880
Bartlett's Test of Sphericity	Approx. Chi-Square	3,011,902
	df	666
	Sig.	0,000

The KMO coefficient (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) = 0.88 satisfies the condition ($0.5 < KMO < 1$) so the data ensures enough samples for EFA. Bartlett's Test is statistically significant ($Sig = 0.000 < 0.05$) so the observed variables are correlated with each other on the whole.

Extracted variance results

Bảng 3.8: Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16,461	44,490	44,490	16,461	44,490	44,490	7,094	19,174	19,174
2	3,098	8,372	52,862	3,098	8,372	52,862	4,984	13,471	32,644
3	2,494	6,740	59,602	2,494	6,740	59,602	4,884	13,200	45,844
4	1,389	3,754	63,356	1,389	3,754	63,356	4,511	12,191	58,035
5	1,319	3,566	66,922	1,319	3,566	66,922	3,111	8,408	66,443
6	1,053	2,846	69,768	1,053	2,846	69,768	1,230	3,325	69,768
7	0,976	2,637	72,405						
8	0,873	2,360	74,765						
9	0,776	2,097	76,862						
10	0,719	1,943	78,805						
11	0,647	1,748	80,553						
12	0,608	1,643	82,197						
13	0,573	1,549	83,746						
14	0,529	1,429	85,175						
15	0,517	1,399	86,573						
16	0,491	1,328	87,901						
17	0,433	1,169	89,071						
18	0,393	1,063	90,133						
19	0,377	1,019	91,152						
20	0,344	0,929	92,081						
21	0,317	0,858	92,939						
22	0,282	0,763	93,703						
23	0,272	0,734	94,437						
24	0,258	0,697	95,134						
25	0,247	0,668	95,802						
26	0,230	0,623	96,425						
27	0,182	0,492	96,917						
28	0,175	0,472	97,389						
29	0,163	0,442	97,831						
30	0,146	0,396	98,226						
31	0,139	0,377	98,603						
32	0,125	0,337	98,940						
33	0,111	0,301	99,241						
34	0,099	0,266	99,508						
35	0,074	0,201	99,709						
36	0,060	0,163	99,872						
37	0,048	0,128	100,000						

Shows the percentage of variation in the dependent variable (Y) explained by the observed variables in the factor groups (independent variable groups).

The scale of the level of satisfaction with learning English speaking skills of first-year students of English Language at FLD, DNU includes 4 components with 37 observed variables. After testing with Cronbach's Alpha, the remaining 37 observed variables were included in EFA analysis with the result of KMO coefficient = 0.88 > 0.5, Bartlett's test achieved sig = 0.000, showing that the factor analysis is appropriate, the variables are correlated with each other. The total variance extracted reached 69.768% > 50%. This proves that 69.768% of the variation in the data is explained by the factor groups.

Identifying groups of factors

The determination is done by constructing a rotation matrix, from which to determine the groups of observed variables that affect the dependent variable (Y) on the level of English speaking skills of the students. From there, determine the level of influence of the group of separate independent variables on the dependent variable, which is the level of cognitive skills.

Rotated Component Matrix					
Observed variable	Component				
	1	2	3	4	5
T02	0,795				

T05	0,775			
T08	0,747			
T06	0,723			
T03	0,689			
T04	0,660			
T09	0,659			
T07	0,650			
T10	0,635			
E06	0,574			
L03		0,749		
L07		0,730		
L05		0,659		
L02		0,643		
L01		0,625		
L06		0,611		
L04		0,576		
M09			0,746	
M08			0,744	
M07			0,741	
M10			0,737	
M06			0,647	
M04			0,622	
E05				0,743
E07				0,706
E02				0,667
L08				0,648
E08				0,643
E03				0,577
E04				0,728
M02				0,721
M01				0,633
M03				0,575

The factor groups have some disturbances in the component variables (observed variables), so the names of the factor groups will be reviewed and adjusted as follows:

Variable Group	Observed variables form a new group	Removed variables	Newly added observation variables	
			Variable code	Variable content
T (Teaching methodologies)	T02, T05, T08, T06, T03, T04, T09, T07, T10, E06	T01	E06	Does the way your current English teachers teach make you feel more interested in learning English than before?
L (Learning environment)	L03, L07, L05, L02, L01, L06, L04			
M (Motivational)	M09, M08, M07, M10, M06, M04			
E (Emotional)	E05, E07, E02, L08, E08, E03	E01, E06, E09	L08	Does the number of students in the class affect your spirit during group activities on English communication topics?
M (Motivational), E (Emotional)	E04, M02, M01, M03		E04	Do you enjoy participating in useful English activities with participants from different countries?
			M02	The prevalence of English use in practice.
			M01	Your motivation to learn English to serve different fields of study.
			M03	English is easy to use in communication between people from different countries.

The study conducted a content analysis of the observation variable E06 and found that the content “Does the way your current English teachers teach make you feel more interested in learning English than before?” is consistent with the teaching method variable group (T).

The study conducted a content analysis of the observation variable L08 and found that the content “Does the number of students in the class affect your spirit during group activities on English communication topics?” is consistent with the emotional variable group (E).

The content of the question of the variable E04 has the content “Do you enjoy participating in useful English activities with participants from different countries?” is consistent with the internationality of English speaking skills (I).

The content of the question of the variable M02 has the content “The prevalence of English use in practice.” is consistent with the internationality of English speaking skills (I).

The content of the question of the variable M01 has the content “Your motivation to learn English to serve different fields of study.” is consistent with the internationality of English speaking skills (I).

The content of the question of the M03 variable is “English is easy to use in communication between people from different countries.” which is suitable for the internationality of English speaking skills (I).

Specifying the name of the independent variable group for the model

Through the process of constructing a rotation matrix to determine the group of factors for estimating the regression function, the observed variables in these 4 groups of variables were rearranged into 5 groups of variables. From there, re-studying the content of the questions in the rearranged observed variables showed that the 5th group of variables included observed variables related to the popularity of international communication. Therefore, the name of this group of variables was re-named "Internationality (I)"

To build a linear regression model, the study assigned new variables representing the 5 groups of factors above:

Table 3.11:
The new proxy variable for the factor groups is the independent variable

No.	Representative variable name	Representative variable label	Characteristic variables
1	REGR Factor 1 for analysis	T02, T05, T08, T06, T03, T04, T09, T07, T10, E06	T - Teaching Methodologies
2	REGR Factor 2 for analysis	L03, L07, L05, L02, L01, L06, L04	L - Learning environment
3	REGR Factor 3 for analysis	M09, M08, M07, M10, M06, M04	M - Motivational
4	REGR Factor 4 for analysis	M09, M08, M07, M10, M06, M04	E - Emotional
5	REGR Factor 5 for analysis	E04, M02, M01, M03	I- Internationality

The newly identified independent variable groups are respectively the factors influencing the level of English speaking skills of the students in the estimated regression model.

Correlation and regression analysis

Correlation analysis

Table 3.12: Pearson correlation coefficient analysis

		Y	REGR Factor 1	REGR Factor 2	REGR Factor 3	REGR Factor 4	REGR Factor 5
Y	Pearson Correlation	1	0,382**	0,367**	0,368**	0,202*	0,179*
	Sig.		0,000	0,000	0,000	0,042	0,074
REGR Factor 1	Pearson Correlation	0,382**	1	0,000	0,000	0,000	0,000
	Sig.	0,000		1,000	1,000	1,000	1,000
REGR Factor 2	Pearson Correlation	0,367**	0,000	1	0,000	0,000	0,000
	Sig.	0,000	1,000		1,000	1,000	1,000
REGR Factor 3	Pearson Correlation	0,368**	0,000	0,000	1	0,000	0,000
	Sig.	0,000	1,000	1,000		1,000	1,000
REGR Factor 4	Pearson Correlation	0,202*	0,000	0,000	0,000	1	0,000
	Sig.	0,042	1,000	1,000	1,000		1,000
REGR Factor 5	Pearson Correlation	0,179*	0,000	0,000	0,000	0,000	1
	Sig.	0,044	1,000	1,000	1,000	1,000	

The symbol ** indicates that this pair of variables has a linear correlation at the 99% confidence level (corresponding to a significance level of 1% = 0.01). The symbol * indicates that this pair of variables has a linear correlation at the 95% confidence level (corresponding to a significance level of 5% = 0.05).

The purpose of running Pearson correlation is to check the strong linear correlation between the dependent variable and the independent variables because the condition for regression is that they must first be correlated. In addition, it is necessary to identify the problem of multicollinearity when the independent variables are also strongly correlated with each other. The suspicious sign is based on the Sig. value of the correlation between the independent variables being less than 0.05.

Through the results of Pearson correlation analysis, the Sig. values of the independent variables compared to the dependent variable are all < 0.05, which shows a statistically significant correlation between the independent variables and the dependent variables at the significance level ($\alpha < 5\%$). Therefore, these research variables will be included in the regression analysis.

Regression analysis

To evaluate the suitability of the model, we use the multiple linear regression method for the 5 factors analyzed above, including T- Teaching method (Fac1); L- Learning environment (Fac2); M- Motivational (Fac 3); E- Emotional (Fac 4); I- International nature (Fac 5).

Test the suitability of the model:

Table 3.13: R² results of the model

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Durbin-Watson
1	0,699 ^a	0,689	0,662	0,7167	1,585

Table 3.14: ANOVA results of the model

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	46,684	5	9,337	18,175	0,000 ^b
1 Residual	48,802	95	0,514		
Total	95,486	100			

The adjusted coefficient of determination R Squares is 0.689, which means that the constructed linear regression model fits the data set to a level of 68.90%. This also shows that the relationship between the dependent variable and the independent variables is quite close, all 05 groups of variables above contribute to explaining 68.90% of satisfaction with the level of English speaking skills. The F test used in the variance analysis table is still a hypothesis test on the suitability of the overall linear regression model. According to the analysis results, the F test result has a value of 18.175 with Sig. = 0.000, proving that the multiple linear regression model is suitable for the data set and can be used.

Linear regression model estimation results

Table 3.15: Multiple regression results

Model	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	Statistical value t	Significance level Sig.	Multicollinearity statistics (VIF)
Constant	3,693		51,784	0,000	
REGR Factor 1 (T - Teaching methodologies)	0,374	0,382	5,213	0,000	1,000
REGR Factor 2 (L - Learning environment)	0,358	0,367	4,998	0,000	1,000
REGR Factor 3 (M - Motivational)	0,360	0,368	5,016	0,000	1,000
REGR Factor 4 (E - Emotional)	0,198	0,202	2,761	0,007	1,000
REGR Factor 5 (I - Internationality)	0,175	0,179	2,436	0,017	1,000

From the table above, the relationship between the dependent variable and 5 groups of independent variables is shown in the following standardized regression equation: $Y = 3.693 + 0.374.T + 0.358.L + 0.36.M + 0.198.E + 0.175.I + e_i$

Specifically: Level of English speaking skills = 3.693 + 0.374.Teaching methodologies + 0.358.Learning environment + 0.36.Motivational + 0.198.Emotional + 0.175.Internationality.

Since all factors in the VIF column < 2, the regression model does not have multicollinearity.

From the model estimation results table, we see that the p-value of the factors all have Sig. < 0.05, so all factors are statistically significant with a confidence level >95% and have explanatory significance for the dependent variable (English speaking skills).

Quantitative analysis for regression model

The estimated regression model has the function value:

$$Y = 3,693 + 0,374.T + 0,358.L + 0,36.M + 0,198.E + 0,175.I + e_i$$

Teaching methodologies (T): $\beta_1 = 0.374$. Teaching methodologies have a positive correlation with the level of English speaking skills. When the teaching methods factor increases by 1 point and other factors remain

unchanged, the level of English speaking skills increases by 0.374 points. This shows that teaching methods determine the level of English speaking skills of students.

Learning Environment (L): $\beta_2 = 0.358$. Learning environment has a positive correlation with the level of English speaking skills. When the learning environment factor increases by 1 point and other factors remain unchanged, the level of English speaking skills increases by 0.358 points. This shows that the learning environment determines the level of English speaking skills of students.

Motivational (M): $\beta_3 = 0.36$. Learner's motivations have a positive correlation with the level of English speaking skills. When the learner motivation factor increases by 1 point and other factors remain unchanged, the level of English speaking skills increases by 0.36 points. This shows that learner motivation determines the level of English speaking skills of students.

Emotional (E): $\beta_4 = 0.198$. Learner's emotions have a positive correlation with the level of English speaking skills. When the learner's emotional factor increases by 1 point and other factors remain unchanged, the level of English speaking skills increases by 0.198 points. This shows that learner emotion determines the level of English speaking skills of students.

Internationality (I): $\beta_5 = 0.175$. Internationality has a positive correlation with the level of English speaking skills. When the Internationality factor increases by 1 point and other factors remain unchanged, the level of English speaking skills increases by 0.175 points. This shows that the internationality determines the level of English speaking skills of students.

The importance level of groups of factors affecting students' English speaking skills

After analyzing the research data, the 4 initial groups of variables of the study included Emotional (E), Motivational (M), Teaching methodologies (T), and Learning environment (L). The process of building a rotation matrix to determine the group of factors for estimating the regression function has been rearranged into 5 groups of variables, the 5th group of variables being "Internationality (I)".

The importance level of the groups of factors to students' English speaking skills is shown through the standardized regression coefficients converted into percentages shown in the following table:

Table 3.16: The importance level of groups of factors affecting students' English speaking skills			
Independent Variables	Absolute Value (Times)	Contribution Level (%)	Importance level of Variables
T - Teaching methodologies	0,382	25,50	1
M - Motivational	0,368	24,57	2
L - Learning environment	0,367	24,50	3
E - Emotional	0,202	13,48	4
I - Internationality	0,179	11,95	5
Total	1,498	100,00	

Note: "Importance level: 1 is the highest to 5 is the lowest".

After EFA analysis, 5 factors were included in the model: Emotional (E), Motivational (M), Teaching methodologies (T), Learning environment (L), Internationality (I). The results in the table above have verified the influence of 5 groups of factors on the level of English speaking skills as follows: The highest is Teaching methodologies (T), accounting for 25.50% of the influence; the second is Motivational (M), accounting for 24.57% of the influence; the third is Learning environment (L), accounting for 24.50% of the influence; the fourth is Emotional (E), accounting for 13.48% of the influence, and finally, Internationality (I), accounting for 11.95% of the influence on the English speaking skills of first-year students majoring in English Language at FLD, DNU.

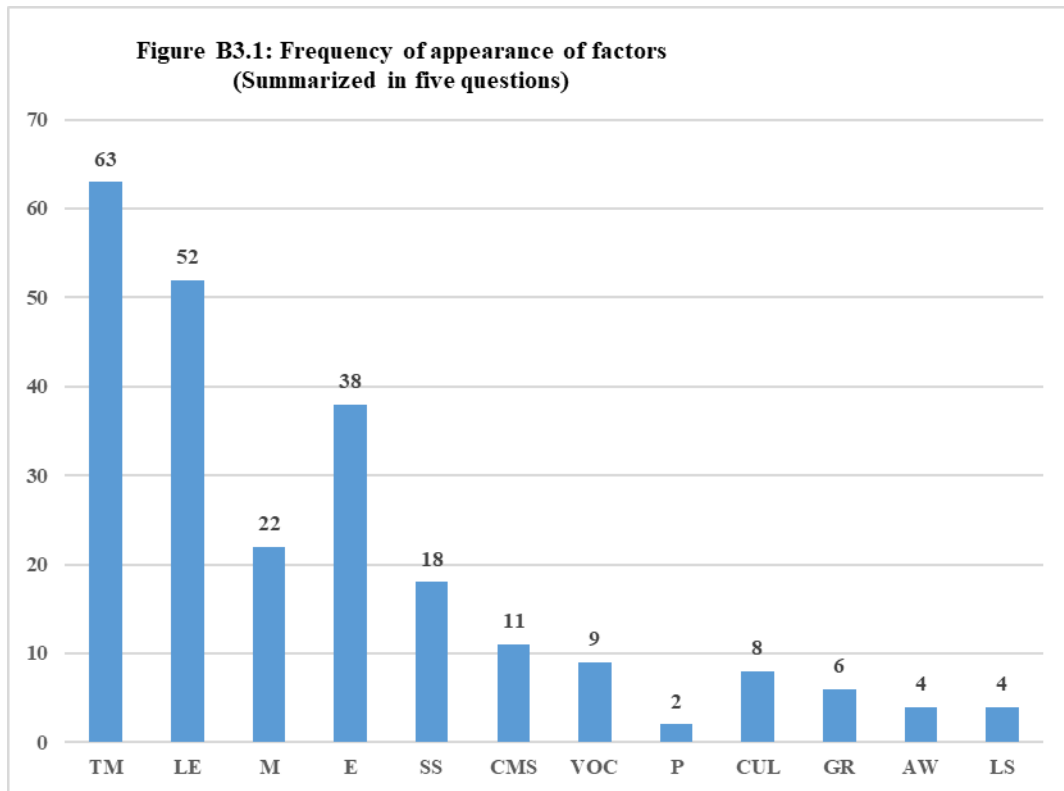
Interview

Interview data Coding

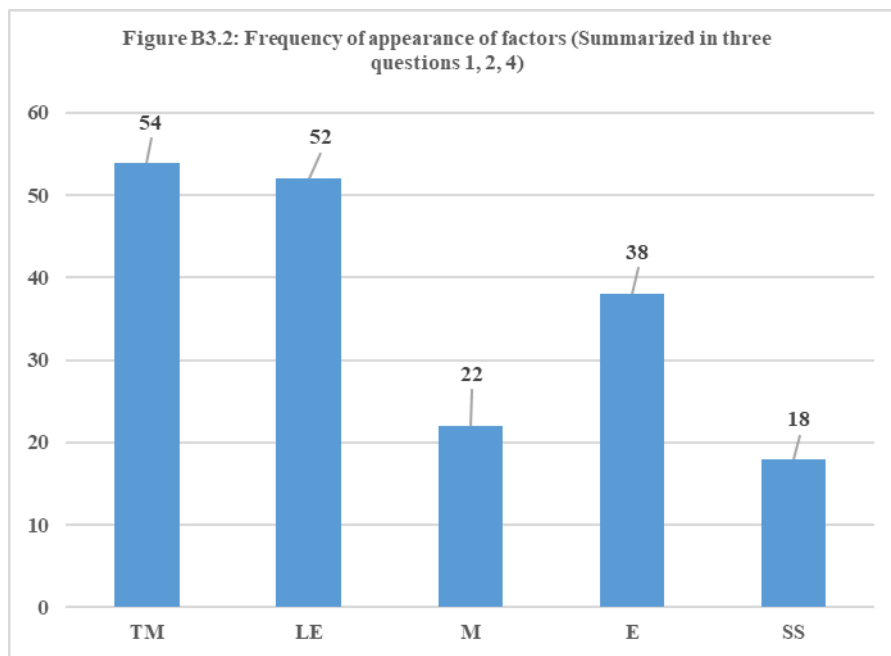
The interviews with FLD, DNU lecturers are to identify and analyze from their perspective, and compare the survey results when surveying FLD, DNU English major students on the factors affecting the English communication skills of these students. The lecturers' answers will be coded, named with a theme, and included with quotes to identify the elements, perspectives, and suggestions that the lecturers consider important and necessary in their responses. Codes are one- or two-word ideas that cogently and succinctly explain what is happening in the data (Chametzky, 2016). As you start your coding, if you need or want to create a made-up word (like fearfulizing [sic], to use an example from the previous sentence), to describe the various slices or segments of (raw) data, do so (Chametzky, 2016).

From the teachers' perspective on the factors that affect the learning and improvement of speaking skills of first-year students, here is the figure and table of data from the interview results in the interview that has been compiled and coded.

The frequency of appearance of factors affecting English speaking skills is shown in the following graph:



Below is the frequency of appearance of factors affecting English speaking skills, specifically through the summary chart of questions 1, 2, and 4 (five main factors).



After coding the interview data, based on the frequency of appearance of factors affecting English speaking skills of students, this following table summarizes the interview data analysis results.

Table B3.1: Interview Data Coding				
Coding	Theme	Content	Quote	Frequency of appearance
TM	Teaching	Teaching methods are the most	Lecture 4: "update the curriculum,	1

	Methodologies	important factor for English learners to achieve good learning results and help their future careers.	use interactive methods, and increase speaking practice opportunities”	
LE	Learning Environment	Class size affects the quality of teaching and learning English speaking skills.	Lecture 11: “limited exposure to English”	2
E	Emotional factors	The learner's psychology and emotions must always be in a positive state.	Lecture 3: “Active participation and peer interaction enhance learning”	3
M	Motivational factors	Motivation is an indispensable factor in learning English speaking skills.	Lecture 2: “If the core has an encouraging, motivating and rightful guide, it can thrive to its full potential.” - “the core”: students	4
SS	Speaking Skills	Essential skills to improve and use English fluently in communication.	Lecture 1: “Fluency in language using, appropriate range of vocabulary, pronunciation ”	5
CMS	Communication Skill	Good communication skills will make students confident in communication.		6
VOC	Vocabulary	Large vocabulary creates meaningful conversations.		7
CUL	Culture	Intercultural knowledge will help avoid misunderstandings in communication.	Lecture 8: “culture is also an important factor”	8
GR	Grammar	Correct grammar reflects the content of the context in which it is spoken.	Lecture 4: “key factors: proper grammar, active listening”	9
LS	Listening Skills	Good listening skills will lead to accurate responses in communication.		10
AW	Awareness	Each student's self-awareness is very important in learning English speaking skills.	Lecture 6: “contextual awareness”	10
P	Pronunciation	Correct pronunciation helps students feel confident when speaking English.	Lecture 1: “Fluency in language using, appropriate range of vocabulary, pronunciation ”	11

Note:

"Coding" is the code that represents each related topic.

"Theme" is the topic in the interview that will be named based on the content to be analyzed.

"Content" includes a brief description of the content of the related topics that have been compiled and selected after coding.

"Quote" is from the lecturer's answers related to the mentioned content.

"Frequency of importance" which the order shows the level of importance of the factors from the highest (No. 1) to the lowest (No. 11).

Description of the Elements after Coding

Teaching methodologies (TM): Good and effective teaching methods will create positive learning motivation, create a dynamic learning environment, and encourage students' likes and confidence in communicating in English (*Lecture 9: “Lectures can be an instructor in a speaking activity to encourage students and correct the mistakes.”*). Teaching methods are the most important factor for English learners to achieve good learning results and help their future careers.

Applying technology and multimedia in teaching and learning to improve English speaking skills, supporting lecturers in testing and evaluating students' English communication skills, and using technology in teaching is good and should be done. However, technology should not completely replace humans in teaching, assessment, and testing because using technology is just a tool to support teaching and learning (*Lecture 2: “Further use of technology I presume is not currently possible”*).

Learning environment (LE): A good learning environment for improving English speaking skills includes support, positive, adequate class size, adequate learning facilities, and well-organized English speaking activities according to each communication topic (*Lecture 1: “Class size effects on student's performance”*).

Emotional factors (E): Students need to have self-confidence, a positive learning spirit, a serious attitude in studying, and actively participate in activities related to English speaking practice (*Lecture 7: “lack of confidence in speaking English and a negative attitude toward the language”*).

Motivational factors (M): Motivation is an indispensable factor in learning English speaking skills. Without motivation, students will hardly have the energy positive thoughts and emotions to learn, or they may not set the right learning goals, which may affect their future work (*Lecture 1: “motivation in learning” - the answer of question 4*).

Speaking skills (SS): A large vocabulary, correct grammar, standard pronunciation, multicultural knowledge, good at communication skills and listening skills, and self-awareness will help students improve their

communication skills (*Lecture 4: "strong vocabulary, proper grammar, cultural awareness, active listening, and confidence in speaking"*).

Evaluation of research data

Evaluating the reliability of data collected from interviews includes coding, grouping topic names, selecting content related to the named topics for comparison and determining consistency across the answers of lecturers. Typically, lecturers all mentioned the factor of "teaching methods" as being of utmost importance in teaching, improving and developing English speaking skills of first-year English students.

Validity of research data

The validity of the data includes many lecturers participating in interviews to find answers with a lot of information related to the research, consensus in the views of lecturers on factors affecting English communication skills, interview questions are designed coherently and closely follow the research topic, the data of lecturers' answers is to compare with the survey answers of first-year students or to compare with previous research theoretical foundations.

Contribution of research data

The contribution of this study shows that lecturers need to be trained more such as being given opportunities to do internships in international environments or being trained by short-term training courses abroad to improve their teaching and create dynamic, positive and practical learning environments to create high motivation and more learning emotions for students to make good progress in learning English speaking skills.

V. Discussions

The analysis and evaluation of the results after having the collected data of this study is the task of the discussion and we will find the important factors affecting the English speaking skills of first-year students majoring in English Language.

The presentation of the results and the provision of reasonable explanations will be specified in this discussion section. The Discussion is the hardest part of a scientific article to write, as cognitive skills must be used to properly contextualize the findings of a study (Vieira, Lima & Mizubuti, 2019).

Using a mixed method of quantitative and qualitative to make the study clear and objective in finding out the variables and specific information from the feelings of the students and the teaching experiences of the lecturers. Because of its logical and intuitive appeal, providing a bridge between the qualitative and quantitative paradigms, an increasing number of researchers are utilizing mixed research methods to undertake their studies (Onwuegbuzie & Leech, 2006).

Similarities

The factor "Teaching methodologies" is shown to be of the highest importance and "Learning environment" does not have much difference between the opinions of lecturers and students and this factor is very essential for both interviewees. When comparing the important position of the two factors in affecting the English speaking skills of first-year English students, the analysis results show that teaching methods play a key role in improving and developing these skills. Good teaching methods will create a good learning environment, thereby developing the right direction of skills related to English communication and contributing to creating good motivation and learning emotions for English learners.

The second similarity is that both quantitative and qualitative methods found new factors affecting the English speaking skills of students. The quantitative method found a new factor called "Internationality", which means that English is widely applied and useful in different areas of life and career of learners. Skills such as vocabulary, pronunciation, grammar, and multicultural knowledge are focused on by lecturers and included in teaching English speaking skills, these are essential skills for students to speak English fluently and appropriately with the nature of their work and life, and the qualitative method integrates these factors through the views of lecturers when they answer the interview.

The most common similarity is that both methods synthesize five specific factors, typically each method is similar in four main factors: emotions and motivation (internal factors), teaching methodologies and learning environment (external factors). Through these similarities, the study shows the key importance of the factors studied interacting and greatly influencing the improvement of students' English communication skills.

Differences

There are two distinct differences in the results of quantitative and qualitative analysis. The importance of factors affecting students' English speaking skills is shown in the following table summarizing the results using the mixed analysis method.

Table B3.2:
The importance of factors affecting students' English speaking skills
(Comparing the results of the mixed analysis method)

Survey		Interview
Teaching Methodologies	1	Teaching Methodologies
Motivational	2	Learning Environment
Learning Environment	3	Emotional
Emotional	4	Motivational
Internationality	5	Speaking Skills

In the quantitative analysis, first-year English students believe that learning motivation is much higher than emotional factors. That is, if the motivation to learn speaking skills is high and there is a specific learning purpose, learning emotions will also be proportional.

However, the lecturers believe that emotional factors are more important than learning motivation, although the difference between the two factors is not significant. They believe that if students are not confident and do not love learning, it will affect learning motivation, meaning that emotions are not positive, and motivation will not be high, leading to negative effects on learning English speaking skills.

Therefore, balancing motivation and emotions in learning is very important for good learning results, but creating motivation and love of learning for students is not easy because, in addition to teaching methods and learning environment factors or other skills of learning English speaking, it is also necessary to consider other cases or many other small factors. For example, good teaching methods and good learning environment, but there are cases where students' motivation or emotions are affected by economics or family matters. So, in addition to keeping emotions stable, students' intrinsic and extrinsic motivation also needs to be balanced by themselves.

VI. Conclusion And Recommendations

Implication of the study

The analysis and discussion of Chapter 3 are to reaffirm the main objective of this study to find out the intrinsic factors (emotion and motivation) and extrinsic factors (teaching methodologies and learning environment) and new factors that affect English speaking skills among English learners at Dong Nai University, typically first-year English major students of the Faculty of Foreign Languages. From the results of this study, recommendations are made to improve and enhance the teaching and learning of English communication skills for students and help them succeed in their future careers.

Summary of main analysis results

The results of the data analysis answered the two research questions as follows:

Firstly, both quantitative and qualitative analysis methods pointed out four main factors affecting the communication skills of English major students, namely teaching methodologies, learning environment, motivation, and emotion. In particular, this mixed analysis method pointed out the consistent factor that teaching methodologies are the most important factor in improving students' English speaking ability. In addition, preparing skills such as vocabulary, grammar, translation, multicultural knowledge, etc. is necessary and must be combined in parallel with teaching and learning English.

Second, the outstanding discovery in the data analysis process is the new factor called "internationality" that was formed and this factor is worth noting because English is widely used all over the world, speaking English is not too difficult, but to have meaningful conversations when using English, this new factor is something that should not be ignored in future research.

Finally, compared to the initial expectations of this research, the results achieved after analyzing the data are in the right direction and there is joy in the research in finding new factors. A large part of this success is that the survey and interview process was conducted flexibly but by the process and ethical standards of the research, so the number of participants in the research exceeded expectations compared to the initial sample size, thanks to that, the analysis results were good because there was complete analysis data.

Contributions of the study:

In theory, this study has supplemented and contributed to clarifying the current theories on factors affecting English speaking skills and issues that need to be studied on these factors and new findings have been formed for future research.

In practice, in addition to the important factor of teaching methodologies, balancing the two factors in learning, emotion and motivation, is not easy for both teachers and students. Therefore, teaching and learning methods must always be considered and implemented flexibly and appropriately with the teaching program and meet the needs of society.

In society, although the need to learn English today is saturated, the use of English is increasingly widespread and appears in many economic and educational fields, typically fluent English communication is one of the basic requirements of employers. Therefore, to meet the supply of highly qualified human resources for the current industry, this study has found new factors as well as discovered what is essential to note so that the training of English communication skills is as good as possible. Human resources trained with good skills will develop the economy, and the economy and education will develop the country will be strong.

Final conclusion

The purpose of this study is to find factors that affect the communication ability of English learners so that teaching and learning are on the right track and meet the demand for competent human resources with enough talent and virtue to join hands in building and developing the country's economy and society.

Balancing teaching methods, motivation, emotions, and learning environment is easy in theory, but not easy in practice. A large part is influenced by the traditional teaching method of the learning environment from high school and below, which means only focusing on reading, grammar, and grades, and these have made it difficult for freshmen to start a new learning environment at the college and university level, as well as making it difficult for lecturers when they have to keep up with the curriculum and consolidate knowledge as quickly as possible for freshmen because they have not fully completed their English skills at the previous general education levels. Besides, other skills of internationality factor need to be focused more.

Therefore, to teach and learn effectively, fluent English, vocabulary skills, grammar, pronunciation, multicultural knowledge, etc. must always be combined in parallel, at the same time, students' motivation and emotions in learning must always be balanced and "kept fire" by the indulged and enthusiasm of teaching and learning.

Limitations of the study

After analyzing the data from the mixed method, the new factors and the main factors related to the English speaking ability of the students were shown in the right direction with the initial research plan. So, although the research question has been answered, it is still not possible to explore further, and may not be generalizable to other contextual situations.

Recommendations

For FLD lecturers at DNU: The teaching methods and learning environment of FLD, DNU are very good, typically the survey results show that students are very satisfied with the teaching methods and learning environment at FLD, DNU and they have more motivation to learn as well as more love for communicating in English than before. However, the difficulties in learning English that first-year students have encountered when studying at high school and below, this is a headache challenge for FLD lecturers at DNU. Therefore, I hope that lecturers would like to consider creating more learning motivation and creating a better balance between learning motivation and emotions for first-year students majoring in English in particular and first-year students taking English courses in other majors in general by creating more cultural exchange environments with more English-related activities so that students have more opportunities to use English in communication. That is, still taking students as the core, teaching methods, learning environment, and learning motivation will encourage students' learning emotions better.

For FLD first-year students at DNU: Currently, you have just started the first months of your second year of study, you should clearly define your own learning motivation and future goals for your career and life. Focus a lot on studying, practicing skills such as vocabulary, grammar, learning about intercultural knowledge, translation, participating in English speaking clubs or extracurricular activities in English-speaking environments (foreign language centers or receptionists at foreign company offices, etc.), practicing pronunciation, and regularly practicing English listening and speaking skills in parallel. The lecturers motivate you a lot to study, but you yourself must also motivate yourself to study because you are the one who understands yourself the best. Even if life is difficult, but let try to be steadfast and complete your goals with all your abilities, as well as balance your emotions in life to make your life more joyful. If you are steadfast, persistent, and diligent in studying and working, you will definitely succeed.

For the LHU Graduate School: I would like to suggest that the faculty consider letting English master's students take courses on quantitative and qualitative research data analysis such as ANOVA, EFA, SPSS, etc. so that the students' graduation research projects will be greater in the future.

For future research:

The motivational and emotional factors of students in learning English need to be studied more deeply, especially the motivation and emotion of learning English speaking skills need to be focused more on from primary school levels. Although the traditional teaching method at primary school levels has gradually changed

towards the modern teaching method of practicing speaking English more, it has not been thoroughly and uniformly implemented. The curriculum and textbooks are also factors that affect students' English communication skills.

Buela-Casal et al. (2006) argued in their study measuring internationality that the concept of internationality is vaguely applied, especially in the world of academic journal publishing. An assessing to determine the factors that influence the adjustment and academic achievement of international students has global implications for intercultural education (Andrade, 2006). Therefore, the internationality factor should also be studied more in the future.

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