A STUDY ON SPEAKING ANXIETY OF SENIOR STUDENTS IN THE PROCESS OF ENGLISH LANGUAGE LEARNING AT HANOI METROPOLITAN UNIVERSITY, VIETNAM

Vuong Thi Hai Yen[1], Nguyen Quynh Anh[2], Trinh Phan Thi Phong Lan[3]
Hanoi Metropolitan University Email address: vthyen@daihocthudo.edu.vn
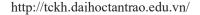*https://doi.org/10.51453/2354-1431/2024/1210*

Article info

Abstract:

Speaking anxiety in English language learning remains a significant barrier to academic achievement and professional development, particularly among non-native speakers in higher education. This study investigates the psychological factors affecting English-speaking competence among senior English majors at Hanoi Metropolitan University during the 2023-2024 academic year. The research aims to identify the primary sources of speaking anxiety and develop effective interventions to enhance students' oral proficiency and self-confidence. The study employed a mixed-methods approach, combining quantitative surveys using the Foreign Language Classroom Anxiety Scale (FLCAS) with qualitative semi-structured interviews. A sample of 150 senior English majors participated in the survey, with 20 students selected for in-depth interviews to explore their experiences with speaking anxiety. Findings revealed that fear of negative evaluation, limited vocabulary, and insufficient speaking practice were the predominant factors contributing to anxiety. Additionally, cultural aspects, such as face-saving concerns and perfectionist tendencies, significantly impacted students' willingness to communicate. The study demonstrated that implementing targeted interventions, including small-group discussions, regular speaking practice sessions, and anxiety management workshops, led to measurable improvements in students' speaking confidence and performance. These findings provide valuable insights for educators to develop more effective teaching strategies and support systems that address the psychological barriers in English language acquisition.

NGHIÊN CỨU VỀ SỰ LO LẮNG KHI NÓI CỦA SINH VIÊN NĂM CUỐI TRONG QUÁ TRÌNH HỌC TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC THỦ ĐÔ HÀ NỘI

Vương Thị Hải Yến[1], Nguyễn Quỳnh Anh[2], Trịnh Phan Thị Phong Lan[3]
Trường Đại học Thủ đô
Địa chỉ email: vthyen@daihocthudo.edu.vn
https://doi.org/10.51453/2354-1431/2024/1210

Thông tin bài viết	Tóm tắt
	Lo lắng khi nói trong quá trình học tiếng Anh vẫn là rào cản đáng kể đối với thành tích học tập và phát triển chuyên môn, đặc biệt là đối với những người không phải là người bản ngữ trong giáo dục ở bậc đại học. Nghiên cứu này tìm hiểu các yếu tố tâm lý ảnh hưởng đến năng lực nói tiếng Anh của sinh viên năm cuối chuyên ngành tiếng Anh tại Đại học Thủ đô Hà Nội trong năm học 2023-2024. Mục đích của nghiên cứu là xác định các nguồn gây ra lo lắng khi nói và xây dựng các biện pháp can thiệp hiệu quả để nâng cao trình độ nói và sự tự tin của sinh viên. Nghiên cứu sử dụng phương pháp tiếp cận hỗn hợp, kết hợp các cuộc khảo sát định lượng sử dụng thang đo lo lắng trong lớp học ngoại ngữ (FLCAS) với các cuộc phỏng vấn bán cấu trúc định tính. Có 150 sinh viên năm cuối chuyên ngành tiếng Anh đã tham gia khảo sát, với 20 sinh viên được chọn để phỏng vấn chuyên sâu nhằm tìm hiểu trải nghiệm của họ với chứng lo lắng khi nói. Các phát hiện cho thấy nỗi sợ bị đánh giá tiêu cực, vốn từ vựng hạn chế và luyện nói không đủ là những yếu tố chính góp phần gây ra chứng lo lắng. Ngoài ra, các khía cạnh văn hóa, chẳng hạn như mối quan tâm giữ thể diện và xu hướng cầu toàn, đã tác động đáng kể đến ý chí giao tiếp của sinh viên. Nghiên cứu đã chứng minh rằng việc thực hiện các biện pháp can thiệp có mục tiêu, bao gồm các cuộc thảo luận nhóm nhỏ, các buổi thực hành nói thường xuyên và các hội thảo quản lý lo lắng, đã dẫn đến những cải thiện đáng kể về sự tự tin và hiệu suất nói của học sinh. Những phát hiện này cung cấp những hiểu biết có giá trị cho các nhà giáo dục để phát triển các chiến lược giảng dạy hiệu quả hơn và các hệ thống hỗ trợ giải quyết các rào cản tâm lý trong quá trình tiếp thu tiếng Anh.

1. Introduction

English has established itself as the global lingua franca, playing a pivotal role across diverse sectors including education, commerce, technology, and scientific research. With approximately 20% of the world's population speaking English, its significance in Vietnam's educational landscape has grown substantially. While Vietnamese universities are increasingly emphasizing international integration through enhanced English language programs, students continue to face considerable challenges, particularly in developing speaking proficiency. At Hanoi Metropolitan University, even senior English majors encounter speaking anxiety, which significantly impacts their academic performance and potential career prospects. This psychological barrier requires immediate attention, as it not only affects students' current academic journey but also their future professional development. Understanding and addressing these challenges is crucial for fostering effective language acquisition and ensuring students' long-term success.

This study aims to examine three critical aspects of English speaking anxiety among senior students at Hanoi Metropolitan University. Firstly, it seeks to evaluate students' current English learning experiences and psychological states in various speaking contexts. Secondly, it endeavors to identify and analyze the underlying factors contributing to speaking anxiety. Thirdly, it intends to assess the impact of these challenges on students' learning outcomes and develop effective interventions. The research questions of this study are:

(1) What levels of speaking anxiety do senior English majors at Hanoi Metropolitan University experience across different communicative situations?

(2) What are the primary factors contributing to speaking anxiety among senior English majors at Hanoi Metropolitan University?

(3) What potential solutions can be implemented to help senior English majors overcome these speaking challenges?

2. An overview of previous studies

Research into English speaking anxiety has garnered significant attention both globally and within Vietnam, with scholars examining its impact on language acquisition and oral communication skills. This overview examines key studies from both international and Vietnamese contexts.

International studies have established anxiety as a crucial factor affecting English language learning. Mawardin M. Said and Sukardi Weda's research paper "English Language Anxiety and its Impacts on Students' Oral Communication among Indonesian Students: A Case Study at Tadulako University and Universitas Negeri Makassar" (2018, p. 143) demonstrates how anxiety manifests as a situation-specific psychological impediment in oral communication. Their study highlights the distinct negative effects anxiety has on students' performance in English speaking contexts. Further insights come from Asti Gumartifa and Indawan Syahri's work "English Speaking Anxiety in Language Learning Classroom" (2021, p. 76), which examines the specific challenges EFL students face in developing their oral communication skills. Their research emphasizes how anxiety represents one of the most significant obstacles to successful foreign language acquisition and performance. Adding to this body of knowledge, Rumiyati and Seftika's study "Anxiety of Speaking English in English Foreign Language (EFL) Class" (2018, p. 92) provides comprehensive insights into the nature and causes of speaking anxiety while proposing strategic interventions to enhance students' confidence and overcome these psychological barriers.

Within Vietnam, researchers have made substantial contributions to understanding English speaking anxiety in the local educational

context. Le Thi Phuong Chi's Vietnamese-language research "Đặc điểm tâm lí lo lắng của sinh viên trong lớp học kĩ năng nói Tiếng Anh" [Psychological Characteristics of Student Anxiety in English Speaking Classes] (2021, p. 156) offers valuable insights into the psychological aspects of language anxiety among Vietnamese students. Ho Dinh Phuong Khanh and Truong Thi Nhu Ngoc's study "Exploring Vietnamese Non-English-Majored Freshmen's English-Speaking Anxiety At A Public University In Vietnam" (2022, p. 82) specifically examines anxiety among non-English major students, providing crucial understanding of how anxiety affects different student populations. Tran Thi Trang Loan's investigation "An Investigation into the Causes of Students' Anxiety in Learning English Speaking Skills" (2022, p. 214) further enriches our understanding by exploring the specific causes of anxiety in Vietnamese learners and their impact on both oral proficiency development and overall language learning progression.

In general, both international and Vietnamese studies share common methodological approaches, predominantly employing quantitative methodologies with survey instruments and systematic data collection procedures. These studies collectively demonstrate that anxiety significantly impacts students' oral proficiency development and overall language learning progression. The research from both contexts emphasizes two key aspects: (1)The identification and analysis of anxiety-inducing factors in English speaking contexts; (2) The development of evidence-based interventions for anxiety reduction.

3. Concepts of Anxiety, Language Anxiety and Speaking Anxiety

3.1. Concepts of Anxiety

The psychological construct of anxiety has been comprehensively defined by S. Rachman (2013, p.

3) as an anticipatory state of tension characterized by a diffuse sense of impending threat. This affective state bears such close resemblance to fear that the terms are often used synonymously. Horwitz, Horwitz, and Cope (1986, p. 125) further refined this conceptualization, describing anxiety as a complex of subjective sensations encompassing tension, apprehension, nervousness, and worry, accompanied by autonomic nervous system arousal.

In the context of foreign language acquisition, Horwitz et al. (1986, p. 128) conceptualized language anxiety as a distinctive amalgamation of self-perceptions, beliefs, feelings, and behaviors specifically associated with classroom language learning. Their framework delineates three primary components of performance anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Allen and Bourhis (1995, p. 64) elaborate on communication apprehension as encompassing various manifestations including reticence, shyness, and stage fright. Test anxiety, as defined by Dusek (1980, p. 88), represents an unpleasant emotional state experienced during evaluative situations. Hill and Wigfield (1984, p. 143) emphasize its potentially debilitating impact on academic achievement. Carleton, McCreary, Norton, and Asmundson (2006, p. 297) characterize fear of negative evaluation as apprehension about others' judgments and the anticipation of negative assessment.

Horwitz et al. (1986, p. 132) identify speaking as the most anxiety-inducing language skill, a finding corroborated by Öztürk and Gürbüz (2013, p. 177). Contemporary research continues to illuminate this phenomenon. Huseyin DEMIR (2015, p. 127) identifies several anxiety triggers among Turkish university students, including public speaking apprehension and spontaneous response anxiety. In the Vietnamese context, Le Thi Phuong Chi (2021, p. 156) reports that among first-year English pedagogy students at Hue University,

approximately 80% experience evaluation anxiety related to instructor assessment, while one-third fear peer criticism. This anxiety manifests in cognitive disruption, with over 50% of students reporting disorganized thinking and knowledge retrieval difficulties during speaking tasks.

3.2. The causes of English - speaking anxiety

Research has identified multiple key sources of English speaking anxiety. In their foundational work, Horwitz, Horwitz, and Cope (1986, p. 127) outline three primary causes: communication apprehension (difficulty with social interaction), test anxiety (self-imposed perfectionism), and fear of negative evaluation (worry about others' judgments).

Koichi Sato (2003, p. 89) contributes two additional factors: the permanent nature of spoken words, which creates anxiety about making irreversible mistakes, and the artificial nature of classroom speaking exercises that feel disconnected from real-life experiences.

Further expanding this understanding, Kevin Manley's extensive study (2015, p. 156), involving 832 Korean university students, identifies five specific anxiety triggers: classroom performance anxiety, speaking discomfort, evaluation-related pressure (particularly in test preparation), stress from peer comparison, and negative attitudes towards English instruction. These combined factors create significant barriers to students' speaking skill development.

3.3. The effects of anxiety

Research reveals multiple significant effects of anxiety on English language learners' performance. According to Sari (2017, p. 143), anxiety emerges as the primary obstacle to classroom participation, with students experiencing vulnerability and psychological discomfort when speaking English before peers.

A comprehensive study by Dahliana, Habiburrahim, Risdaneva, Putri, and Muluk

(2020, p. 176), examining 108 Indonesian university students, identifies two major anxiety manifestations: cognitive difficulties in English expression and memory lapses triggered by peer observation anxiety. These factors significantly impair students' ability to articulate ideas and deliver messages effectively. MacIntyre and Gardner (1991, p. 112) highlight how elevated anxiety leads to reduced classroom participation and reluctance to attempt complex linguistic structures. Building on this, Horwitz, Horwitz, and Cope (1986, p. 129) note that anxiety often results in avoidance behaviors, including class absences.

These effects are particularly evident at Hanoi Metropolitan University, where anxious students commonly employ avoidance strategies such as choosing rear seating positions to minimize teacher attention. Despite having substantial vocabulary knowledge, these students often struggle or show unwillingness to respond when called upon, demonstrating the significant impact of anxiety on learning engagement and performance.

4. Methodology

This study employs a mixed-methods approach to investigate speaking anxiety among senior English major students at Hanoi Metropolitan University. The research combines quantitative and qualitative data collection techniques to provide comprehensive insights into students' speaking anxiety levels and experiences. The study focuses specifically on senior English major students at Hanoi Metropolitan University. This population was selected for their extensive experience with English language learning and their ability to provide informed perspectives on speaking challenges and anxiety-related impediments to oral communication development.

The primary research instrument is a 16-question questionnaire administered via Google Forms. The questionnaire is structured in two main sections such as (1) Participants'

demographic information; (2) Speaking anxiety assessment and strategy suggestions. The instrument incorporates diverse question types including likert scale questions measuring anxiety severity; closed-ended and multiple-choice questions exploring demographic factors and coping mechanisms, open-ended questions allowing for detailed expression of personal experiences; yes/no questions for direct response items. The survey was conducted from January to March 2024, yielding 76 valid responses after filtering for completion requirements.

5. Research findings of senior students' anxiety toward speaking competence

The study gathered data from 76 valid responses from senior English major students at Hanoi Metropolitan University. The gender distribution shows a significant female majority (80.3%, 61 students) compared to male participants (19.7%, 15 students). All participants reported experiencing anxiety when speaking English.

Table 1. Students' confidence in their own speaking ability

Options	Answer	Percentage %
Extremely confident	5	6,6%
Confident	14	18,4%
Neutral	41	53,9%
Slightly confident	12	15,8%
Not confident	4	5,3%

The study examines students' speaking confidence using a five-point Likert scale, revealing diverse levels of self-assurance among participants. At the highest level, only 6.6% of students report being "extremely confident," demonstrating ability to speak fluently without anxiety about potential errors. A slightly larger group (18.4%) identifies as "confident," showing general comfort with speaking despite occasional concerns.

The majority of participants (53.9%) position themselves in the "neutral" category, indicating

neither strong confidence nor significant insecurity. These students generally accept their moderate speaking abilities and maintain a balanced attitude toward making mistakes, though they may engage in less speaking practice than others. Lower confidence levels are represented by 15.8% of students who report being "slightly comfortable" with speaking English. These individuals often require additional support and encouragement, frequently comparing themselves unfavorably to peers and struggling with fear of mistakes or vocabulary recall. The lowest confidence category, "unconfident," comprises 5.3% of participants. These students exhibit significant self-doubt, fear of judgment, and anxiety about making mistakes, often leading to communication difficulties and reluctance to practice speaking.

These findings highlight the significant variation in speaking confidence among students, ranging from those who communicate effortlessly to those who experience severe anxiety and self-doubt. The results emphasize the importance of creating a supportive learning environment that addresses these varying confidence levels and provides appropriate assistance for all students to develop their speaking abilities.

Table 2. Students' opinions of speaking English increases anxiety in the language learning process

Options	Answer	Percentage %
Very agree	9	11,8%
Agree	30	39,5%
Neutral	29	38,2%
Disagree	6	7,9%
Very disagree	2	2,6%

The findings reveal that the largest segment of respondents (39.5%) agrees that speaking English generates anxiety during the learning process, citing past uncomfortable experiences. Following closely, 38.2% maintain a neutral stance, suggesting that anxiety's impact on English language acquisition can vary and is largely subjective. A smaller proportion (11.8%)

strongly agrees about experiencing anxiety while speaking English, potentially due to negative past experiences that may significantly impede their language development. The smallest groups comprise those who disagree (7.9%) and strongly disagree (2.6%) with the anxiety-speaking correlation, indicating they feel more confident in their language abilities and have developed effective anxiety management strategies.

The majority of respondents (44.7%) indicated a "neutral" stance, suggesting neither strong confidence nor discomfort in demonstrating their English skills, though they may experience uncertainty about their proficiency. A quarter of students reported feeling "nervous," indicating moderate anxiety without severe impediment to classroom participation. The "very anxious" category (10.5%) represented students experiencing significant stress, particularly during public speaking, potentially hampering their learning progress. A smaller proportion (13.2%) reported only "a little" anxiety, maintaining active participation despite minor concerns. The smallest group (6.6%) expressed complete confidence in their English abilities, demonstrating no anxiety in any classroom context.

Table 3. Students' anxiety levels when using English in classroom settings

Options	Answer	Percentage %
Very nervous	8	10,5%
Nervous	19	25%
Neutral	34	44,7%
A little	10	13,2%
Never	5	6,6%

The data analysis reveals students' anxiety levels when using English in classroom settings.

Table 4. Students' overall feelings of unease when speaking English in front of the class

Options	Strongly Agree (SA)	Agree (A)	Neutral(N)	Disagree(D)	Strongly disagree (SD)
1. You confidently present in English in front of the class	9 participants (11,7%)	12 participants (15,6%)	47 participants (61,1%)	6 participants (7,8%)	2 participants (2,6%)
2. You are not afraid of making mistakes when speaking English	9 participants (11,7%)	24 participants (31,2%)	23 participants (29,9%)	15 participants (19,5%)	5 participants (6,5%)
3. You are not afraid of being called to stand up and speak English	13 participants (16,9%)	20 participants (26%)	31 participants (40,3%)	10 participants (13%)	2 participants (2,6%)
4. You confidently volunteer to answer in English	8 participants (10,4%)	20 participants (26%)	37 participants (48,1%)	7 participants (9,1%)	4 participants (5,2%)
5. You felt unsure with the vocabulary that you have	8 participants (10,4%)	24 participants (31,2%)	34 participants (44,2%)	7 participants (9,1%)	3 participants (3,9%)
6. You feel more confident when practicing speaking before class	9 participants (11,7%)	21 participants (27,3%)	30 participants (39%)	11 participants (14,3%)	5 participants (6,5%)
7. You find it easier to express yourself in Vietnamese and then translate your thoughts into English	7 participants (9,1%)	25 participants (32,5%)	33 participants (42,9%)	6 participants (7,8%)	5 participants (6,5%)

Regarding confidence before class, 11.7% of students reported feeling completely comfortable speaking English, likely due to high proficiency and positive prior experiences. These students often serve as role models for their peers. The majority (over 60%) maintained a neutral stance, suggesting moderate confidence levels and possibly intermediate proficiency. Approximately 10% expressed significant anxiety, indicating difficulties with vocabulary and psychological discomfort. Concerning fear of making mistakes, 42.9% of students (11.7% strongly agree and 31.2% agree) reported not being afraid of errors when speaking English, demonstrating a positive learning attitude. About 29.9% expressed neutrality, while 19.5% acknowledged fear of mistakes, often stemming from concerns about criticism or misunderstanding. A small portion (6.5%) strongly disagreed, indicating severe anxiety about making errors. Regarding public speaking in English, 42.9% (16.9% strongly agree and 26% agree) expressed confidence, while 40% remained neutral. Only 15.6% reported significant anxiety, suggesting generally positive attitudes toward public English speaking. However, when it comes to volunteering answers in class, confidence levels decreased slightly, with 36.4% expressing willingness to participate voluntarily, 48.2% remaining neutral, and 14.3% showing reluctance. The study also examined vocabulary confidence, where 41.6% of students expressed uncertainty about their vocabulary range (10.4% strongly agree and 31.2% agree), while 44.2% maintained a neutral stance. This suggests that vocabulary anxiety remains a significant concern for many learners. Regarding general speaking anxiety in class presentations, 39% expressed uncertainty, while 27.3% reported feeling confident after practice. However, 20.8% still experienced anxiety despite preparation, indicating that practice alone may not fully address speaking apprehension for all students. Finally, the research explored language processing preferences, finding that 32.5% of students found it easier to formulate thoughts in Vietnamese before translating to English. 42.9% were neutral about this approach, while only 7.8%

disagreed with this strategy, suggesting that many students still rely on their native language as a cognitive bridge in English communication.

Table 5. Students' biggest challenge when speaking English on class

Options	Answer	Percentage %
1. Fear of makingmistakes (wrong grammar, wrong pronunciation...)	16	21,1%
2. Afraid of being laughed at and judged by classmates, teachers	10	13,2%
3. Poor vocabulary	25	32,9%
4. Not confident whenspeaking in front of acrowd	21	27,6%
5. Others	4	5,2%

The most prevalent challenge, reported by 32.9% of students, is insufficient vocabulary. This limitation significantly impairs students' ability to express themselves effectively and flexibly in various contexts, often restricting their willingness to engage in conversational practice due to their perceived inadequacy. The second most common obstacle, affecting 27.6% of respondents, is lack of confidence when addressing large audiences. This anxiety manifests in reduced participation in class discussions, presentations, and speeches, potentially stemming from limited public speaking experience or fear of evaluation by peers and instructors. Fear of ridicule and criticism from classmates or teachers emerged as another significant concern, cited by 13.2% of students. This anxiety often originates from students' self-perception of inferior language skills compared to their peers, sometimes reinforced by negative past experiences of mockery or criticism, which can create lasting psychological barriers to language learning. Interestingly, a small portion of respondents (5.2%) selected "others" as their response, with many of these students expressing confidence in their English abilities, providing an encouraging counterpoint to the predominant challenges identified in the survey.

Table 6. Students' level of anxiety in each situation

Options	Extremely anxious	Very anxious	Anxious	A little	Never
1. Giving apresentation in class	9 participants (11,7%)	10 participants(13%)	27 participants (35,1%)	23 participants (29,9%)	7 participants (9,1%)
2. Participating in a group discussion	3 participants (3,9%)	6 participants (7,8%)	22 participants (28,6%)	28 participants (36,4%)	17 participants (22,1%)
3. Makinga phone call or placing anorder in English	3 participants (3,9%)	9 participants (11,7%)	27 participants (35,1%)	22 participants (28,6%)	15 participants (19,5%)
4. Attending an English -job interview	7 participants (9,1%)	20 participants(26%)	28 participants (36,4%)	15 participants (19,5%)	6 participants (7,8%)
5. Conversing with a native English speaker	3 participants (3,9%)	11 participants (14,3%)	32 participants (41,6%)	18 participants (23,4%)	12 participants (15,6%)
6. Participating in social activities in English	4 participants (5,2%)	9 participants (11,7%)	25 participants (32,5%)	24 participants (31,2%)	14 participants (18,2%)
7. Using English in a gaming activity	4 participants (5,2%)	7 participants (9,1%)	15 participants (19,5%)	22 participants (28,6%)	28 participants (36,4%)

In classroom presentations, 35.1% of students reported significant anxiety, with 11.7% experiencing extreme nervousness. These feelings often manifest in physical symptoms like shaking and cognitive disruptions such as memory lapses, despite adequate vocabulary and fluency. Approximately 29.9% attributed their anxiety to inexperience and performance pressure, while only 9.1% reported feeling comfortable during presentations. Regarding group discussions, anxiety levels were generally lower, with only 3.9% reporting extreme nervousness and 7.8% feeling very anxious. The majority (36.4%) experienced minimal or no anxiety, suggesting that group interactions are perceived as less threatening than individual presentations. In practical scenarios like phone conversations or placing orders in English, 35.1% reported moderate anxiety, while 19.5% felt completely at ease. Job interviews in English generated higher anxiety levels, with 9.1% feeling extremely nervous and 26% very anxious, though 36.4% reported only mild concern. Interactions with native English speakers produced varied responses: only 3.9% reported extreme anxiety, while 41.6% experienced minimal nervousness. This suggests that many students have developed reasonable confidence in authentic communication situations. Social activities conducted in English showed lower anxiety levels overall, with 32.5% reporting slight anxiety and 18.2% feeling no anxiety. Similarly, gaming activities in English demonstrated low anxiety levels, with 28.6% experiencing minimal concern and 36.4% reporting no anxiety at all.

Table 7. Solutions to help improving students' speaking skill

Options	StronglyAgree (SA)	Agree (A)	Neutral (N)	Disagree(D)	Strongly disagree(SD)
1. Taking an English-speaking class	14 participants (18,2%)	31 participants (40,3%)	26 participants (33,8%)	4 participants (5,2%)	1 participants (1,3%)
2. Regularly practicing speaking English with friends or native speakers	29 Participants (37,7%)	25 Participants (32,5%)	19 Participants (24,7%)	5 Participants (6,5%)	0
3. Using English learning apps or software focused on speaking skills	13 participants (16,9%)	35 participants (45,5%)	22 participants (28,6%)	4 participants (5,2%)	2 participants (2,6%)
4. Watching English movies or videos with English or Vietnamese subtitles	31 participants (40,3%)	26 participants (33,8%)	15 participants (19,5%)	3 participants (3,9%)	1 participant (1,3%)
5. Listening to English music and singing along	34 participants (44,2%)	24 participants (31,2%)	15 participants (19,5%)	2 participants (2,6%)	1 participant (1,3%)

Formal English-speaking classes are viewed favorably by a significant portion of students, with 58.5% (40.3% agree, 18.2% strongly agree) considering them effective for skill development. However, 33.8% remained neutral, suggesting that traditional classroom settings may not universally appeal to all learners. Regular interaction with native speakers and friends emerged as a highly valued method, with 70.2% of students (37.7% strongly agree, 32.5% agree) endorsing this approach. This strong support indicates recognition of authentic communication's importance in language acquisition. Technology-based learning through specialized applications and software received considerable support, with 62.4% of students (16.9% strongly agree, 45.5% agree) affirming their effectiveness. This suggests growing acceptance of digital tools in language learning. Multimedia approaches, such as watching English movies or videos with subtitles, gained approval from 74.1% of students (40.3% agree, 33.8% strongly agree). Similarly, music-based learning through listening and singing along received strong support, with 75.4% (44.2% agree,

31.2% strongly agree) viewing it as an effective tool for improving speaking skills.

6. Conclusion

The analysis examines the primary factors contributing to speaking anxiety among senior students, highlighting insufficient vocabulary, limited practice opportunities, and fear of errors as key concerns. The study reveals that reduced exposure to English significantly impacts fluency and confidence, particularly affecting students with lower proficiency levels. The text emphasizes the crucial role of both teachers and students in addressing these challenges. Teachers are encouraged to create an inclusive learning environment through interactive activities such as role-plays, debates, and group discussions, while providing constructive feedback that acknowledges both strengths and areas for improvement. Students are advised to actively seek opportunities for language practice through various channels, including language exchange programs and interactions with native speakers. The importance of setting achievable goals

and breaking them into manageable tasks is highlighted as a strategy for building confidence progressively. The document also addresses anxiety management through techniques such as self-talk and visualization, while emphasizing the importance of seeking feedback from teachers, peers, and language learning platforms. The successful development of speaking competence is presented as a collaborative effort between educators and learners, requiring a supportive environment that encourages practice while managing anxiety effectively.

REFERENCES

Allen, Bourhis (1995). *The Relationship of Communication Apprehension to Communication Behavior: A Meta-Analysis.* Top Three Paper in Communication Theory Western States Communication Association Convention

Asti Gumartifa1, Indawan Syahri2 (2021). English Speaking Anxiety in Language Learning Classroom. *English Language in Focus (ELIF)*, 3(2), 99–108.

Carleton, R. N., McCreary, D. R., Norton, P. J., & Asmundson, G. J. G. (2006). *Brief Fear of Negative Evaluation Scale-Revised. Depression and Anxiety*, Hillsdale, NJ: Erlbaum. 23(5), pp. 297–303.

Darmaida Sari (2017). SPEAKING ANXIETY AS A FACTOR IN STUDYING EFL. *ENGLISH EDUCATION JOURNAL (EEJ)*, 8(2), pp.177-186.

Demir, H. (2015). Speaking anxiety among Turkish EFL students (Case of IBSU). *Journal of Education* – Volume 4, Issue 2, pp. 37-43.

Dusek, J. B. (1980). *The development of test anxiety in children. In I. G. Sarason (Ed.), Test anxiety: theory, research and applications.* Hillsdale, NJ: Erlbaum

Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). *Foreign language classroom anxiety.* The Modern Language Journal, 70(2), pp.125-132.

Horwitz, E., Tallon, M., & Luo, H. (2010), *Foreign Language Anxiety.* In J. C. Cassady (Ed.), *Anxiety in schools: The Cause, Consequences and Solutions for Academic Anxieties* (pp. 95-99). New York: Peter Lang Publishing.

Habiburrahim, H., Risdaneva, R., Putri, G., Dahliana, S., & Muluk, S. (2020). The Effects of Anxiety Toward Acehnese Students' English Speaking Ability. *The Qualitative Report*, 25(1), pp.254-270

Belgin AYDIN (1999), *A STUDY OF SOURCES OF FOREIGN LANGUAGE CLASSROOM ANXIETY IN SPEAKING AND WRITING CLASSES.* Anadolu University The Institute of Social Sciences

Ho Dinh Phuong Khanh, Truong Thi Nhu Ngoc (2022). EXPLORING VIETNAMESE NON-ENGLISH-MAJOREDFRESHMEN'S ENGLISH-SPEAKING ANXIETY AT A PUBLIC UNIVERSITY IN VIETNAM. *VNU JOURNAL OF FOREIGN STUDIES*, VOL. 38, NO. 5 (2022)

Kevin Manley (2015), *Comparative study of Foreign Language Anxiety in Korean and Chinese Students*. Thesis at St. Cloud State University

Koichi Sato (2003), *Improving Our Students' Speaking Skills: Using Selective Error Correction and Group Work to Reduce Anxiety and Encourage Real Communication.* Akita Prefectural Akita Senior High School

Le Thi Phuong Chi (2021). ***ĐẶC ĐIỂM TÂM LÍ LO LẮNG CỦA SINH VIÊN TRONG LỚP HỌC KĨ NĂNG NÓI TIẾNG ANH.*** *Journal of University of Foreign Languages*, Hue University.

Mawardin M.Said, Sukardi Weda (2018). English Language Anxiety and its Impacts on Students' Oral Communication among Indonesian Students: A Case Study at Tadulako Universityand Universitas Negeri Makassar. *TESOL International Journal* Vol. 13 Issue 3.

Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation*. Procedia –Social and Behavioral Sciences*. 70, pp. 654-665.

PETER D. MACINTYRE, R. C. GARDNER (1991), *Investigating Language Class Anxiety Using the Focused Essay Technique.* New York.

Rumiyati, Seftika (2018). Anxiety of Speaking English in English Foreign Language (EFL) Class. *Journal of English Education, Literature and Linguistics*, Vol. 1 No.1

S.Rachman (2013). *Anxiety, Clinical Psychology.* Third Edition.Hillsdale, NJ: Erlbaum.

Tran Thi Trang Loan (2022). An Investigation into the Causes of Students' Anxiety in Learning English Speaking Skills. *International Journal of TESOL & Education* Vol. 2; No. 3; 2022