

NINTH-GRADE STUDENTS' PERCEPTIONS OF ENGLISH-SPEAKING DIFFICULTIES: A DESCRIPTIVE STUDY AT A SECONDARY SCHOOL IN LAM DONG PROVINCE

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Abstract: While English-speaking proficiency is crucial for secondary school students in Vietnam, learners in provincial areas often have limited opportunities to practice English. Data were collected via a questionnaire containing closed-ended and open-ended items administered to 45 ninth-graders. Closed-ended responses were summarized using frequencies and percentages, while open-ended responses were grouped into recurring themes. The descriptive statistics indicate that most students find English speaking difficult and face substantial speaking challenges. The primary linguistic challenges include limited vocabulary, grammatical difficulties, and pronunciation problems, together with psychological factors such as nervousness and fear of making mistakes. Furthermore, shyness and fear of negative evaluation were frequently reported as barriers to communication. The results suggest that linguistic, psychological, and environmental constraints frequently co-occur in students' self-reports. Based on these descriptive patterns, teachers should consider creating a supportive, low-anxiety speaking environment, integrating communicative tasks, and providing targeted language scaffolding to gradually enhance students' communicative confidence.

Keywords: junior secondary students, speaking difficulties, speaking skills, students' perceptions

1. INTRODUCTION

In the new global economy, English proficiency has become a central issue for international communication, education, and career development. Investigating the factors that influence oral production is a continuing concern within the field of language pedagogy, as English opens unprecedented opportunities across various globalized sectors. Rao (2019) notes that over 85% of scientific publications are written in English, highlighting its dominant academic role. Given these advantages, many junior secondary students are highly motivated to master English for their future careers.

Among the four essential language skills, speaking is often regarded as the most challenging to master. The issue of speaking difficulties has received considerable

critical attention in recent years. Siahaan and Siahaan (2021) state that speaking is one of the most difficult skills for learners. More recently, there has been a growing recognition of the vital links between learners' psychological states and their oral performance; specifically, students struggle with spontaneous interaction due to the pressure of conveying ideas without preparation. Recent trends in EFL research have led to a proliferation of studies demonstrating that speaking anxiety and a low affective filter significantly hinder classroom participation.

In Vietnam, English is a compulsory subject. Although educational policies increasingly emphasize oral assessments, developing proficiency remains a major challenge. At Le Loi Secondary School in Lam Dong province, ninth-graders

face similar speaking difficulties. Empirical evidence from localized contexts indicates that oral apprehension is associated with perceived linguistic deficits and psychological pressure. In their investigation of Vietnamese EFL students, Le Viet Long and Tran Ho Anh Thi (2025) reported that the fear of committing linguistic errors—most notably restricted vocabulary, inaccurate pronunciation, and grammatical weaknesses—may contribute to speaking anxiety. This aligns with broader international evidence; a recent systematic review by Gunawan (2026) reports that EFL speaking anxiety is commonly associated with the fear of negative evaluation, diminished self-confidence, unsupportive classroom environments, and pervasive linguistic insecurity.

While some research has been carried out on general barriers, context-specific research focusing on junior secondary students' own viewpoints remains limited. This study seeks to obtain data that will help to address these research gaps. Therefore, this study investigated the English-speaking difficulties ninth-graders faced and the perceived contributing factors. A clearer understanding of these reported difficulties can help instructors design targeted pedagogical interventions.

To achieve the research objectives, the study formulation focuses on answering two main research questions:

1. What are the major English-speaking difficulties perceived by ninth-grade students at Le Loi Secondary School?
2. What linguistic, psychological, and environmental factors do students perceive as contributing to their English-speaking difficulties?

2. LITERATURE REVIEW

2.1 The Importance of Speaking in English Language Learning

Recent professional books, research studies, and scientific reports have extensively discussed the issue of English speaking and the challenges faced by learners, particularly in EFL contexts such as Vietnam. In contemporary research, the concept of communication has been frequently emphasized as a central goal of language learning. Recent Vietnamese research has also reported language anxiety among EFL learners during public-speaking preparation (Le Viet Long & Tran Ho Anh Thi, 2025).

Speaking plays a dominant role in communication and is often regarded as the most critical skill among the four primary language skills—listening, speaking, reading, and writing. A growing body of literature has examined speaking difficulties in EFL contexts, showing that learners often perceive oral English production as a major challenge in their academic development.

In Vietnam, due to the vital role of English in social and professional communication, speaking skills have received increasing attention in educational programs. Despite national curriculum initiatives aimed at developing communicative proficiency, advancing lower secondary students' oral competence remains a significant challenge. Nguyen Thi Hong Chuyen and Nguyen Minh Hieu (2025) examined collaborative learning activities to enhance seventh-graders' English speaking skills.

2.2 Common speaking difficulties among junior secondary students

Although students learn English for many years, many still find it difficult to communicate effectively in real situations. One of the most significant challenges faced by junior secondary students is speaking anxiety. As synthesized by Cahya and Churnia (2026) and Gunawan (2026), the real-time, cognitive demands of oral production—such as rapid information processing and

spontaneous turn-taking—may contribute to performance anxiety among EFL learners, and may be accompanied by disrupted oral fluency, heightened hesitation, and a marked reluctance to engage in communicative tasks. Furthermore, a substantial body of literature emphasizes that oral communication demands rapid cognitive processing and real-time lexical retrieval, the deficit of which may exacerbate speaking apprehension during spontaneous communicative tasks. In their systematic review, Cahya and Churnia (2026) report that communication anxiety is associated with linguistic insecurity, low communicative self-efficacy, and a heightened fear of negative evaluation. Their findings further suggest that this affective barrier may be intensified in unsupportive classroom environments—characterized by teacher-centered instruction, rigid error correction, and perceived peer judgment—which may disrupt oral fluency, coherence, and learners’ willingness to communicate.

Anxiety in speaking negatively affects intelligibility and overall language development, as anxious learners may forget ideas, speak hesitantly, or avoid communication altogether. Therefore, communication anxiety remains a persistent affective barrier to second language oral development, and may impair spontaneous speech production, lexical retrieval, and oral fluency (Cahya & Churnia, 2026).

2.3 Linguistic difficulties in English speaking

Linguistic difficulties refer to problems related to language components, including vocabulary, grammar, pronunciation, and fluency (Randu Farhani et al., 2020; Widyasworo, 2019).

2.3.1 Grammar

Without grammatical knowledge, learners cannot form correct sentences or participate

effectively in conversations. As highlighted by Sargsyan (2026), grammatical accuracy in spontaneous spoken English remains a persistent challenge for EFL learners, particularly in contexts where opportunities for sustained oral practice are limited.

2.3.2 Vocabulary

Lack of vocabulary is another major obstacle in speaking. Limited vocabulary causes learners to pause frequently, hesitate, or fail to express intended meanings, as insufficient lexical resources constrain both lexical access and the ability to construct coherent utterances in real time (Hilton, 2008). Research with young EFL learners shows that insufficient vocabulary is the most frequently cited barrier preventing students from articulating their ideas appropriately in oral communication (Sanjines & Pila, 2025). In another EFL context, vocabulary limitation has similarly been reported as the most frequently cited speaking difficulty, directly undermining learners’ ability to convey meaning accurately and fluently (HS et al., 2026).

2.3.3 Pronunciation

Pronunciation difficulties arise due to differences between the phonological systems of English and Vietnamese. English involves complex stress, intonation, and sound patterns, whereas Vietnamese has a relatively simpler phonological structure. Recent trends in EFL research place an increased emphasis on pronunciation as a baseline for intelligibility, with particular attention to suprasegmental features such as word stress, rhythm, and linking sounds, which are argued to play a crucial role in enhancing spoken comprehensibility (Yenkimaleki & van Heuven, 2021). While segmental accuracy remains important for preventing loss of intelligibility, mispronunciation—especially in stress patterns and connected speech—can

lead to misunderstandings or unintended meanings, underscoring the pedagogical significance of integrating both segmental and suprasegmental instruction in EFL classrooms (Yenkimaleki & van Heuven, 2021).

2.4 Psychological factors affecting speaking skills

Psychological factors significantly influence learners' speaking performance. Haidara (2016) emphasizes that psychological conditions such as anxiety, low confidence, and lack of practice negatively affect speaking development. Many learners believe they possess adequate vocabulary and grammar knowledge but still feel uncomfortable speaking English.

Fear of making mistakes is a dominant psychological barrier. Students often feel shy, hesitant, and afraid of negative evaluation from teachers or peers (Dalem, 2017). This fear may discourage learners from speaking and reduce opportunities for improvement. Low confidence may further exacerbate this issue, as learners doubt their own ability to communicate effectively. More recently, Lin et al. (2025) reported relationships among foreign language anxiety, academic buoyancy, and willingness to communicate in the EFL classroom.

2.5 Lack of practice and motivation

Limited opportunities for speaking practice both inside and outside the classroom also contribute to speaking difficulties. Research on automatization in second-language learning emphasizes the importance of repeated practice in developing more automatic language processing (Suzuki et al., 2025).

Motivation plays a crucial role in speaking development. Drawing upon the Affective Filter Hypothesis, Salamea-Avila and Fajardo-Dack (2023) reported that

intrinsic motivation plays a pivotal role in fostering EFL speaking proficiency. When learners exhibit high levels of motivation alongside elevated self-confidence, the affective filter is significantly lowered, which may reduce speaking apprehension and may enhance real-time oral output in the classroom. Learners with strong motivation are more persistent, whereas those with low motivation tend to avoid speaking activities. As students do not use English in daily communication as frequently as their first language, many perceive speaking English as difficult.

2.6 Studies on speaking difficulties

In recent years, several international and Vietnamese studies have examined the challenges learners face in learning English.

One example is Colombian public schools, in which León and Cely (2010) examined how games improve teens' speaking abilities. Students experienced vocabulary, shyness, and embarrassment issues. Even with guidance, many students struggled with English in class. Leong and Ahmadi (2017) state that speaking is one of the hardest parts of language acquisition, and many students encounter difficulties speaking English. The students did not dare to speak English in class for many reasons such as fear of making mistakes, lack of vocabulary and confidence.

Currently, in Vietnamese secondary educational settings, learners frequently encounter substantial challenges in developing oral proficiency, largely due to structural and environmental constraints within the classroom (Le Thanh Son, 2011). As documented by Le Thanh Son (2011), typical class sizes of 45 to 55 students, combined with rigid seating arrangements of long rows facing forward, severely impede teachers from managing instructional interactions and

organizing communicative pair or group activities. Consequently, this physical and logistical environment deprives students of essential opportunities to engage in meaningful speaking practice during class. As documented by Nguyen Ho Hoang Thuy and Tran Thi Thanh Nga (2018), the absence of oral assessment within Vietnam's exam-driven system significantly undermines the teaching of spoken English. This structural constraint diminishes pedagogical motivation and compels both teachers and students to prioritize discrete grammatical forms for examinations at the expense of authentic communicative practice.

Although international and Vietnamese studies have shed light on learners' difficulties in speaking English, several research gaps remain. First, research focusing specifically on ninth-grade students' speaking difficulties remains limited. Second, junior secondary students' perceptions of their own speaking obstacles have not been sufficiently explored.

To fill these gaps, this study examines ninth-grade students' perceived English-speaking difficulties at Le Loi Secondary School and the linguistic, psychological, and environmental factors they perceive as contributing to those difficulties.

3. METHODOLOGY

3.1 Research design

To provide further evidence for the research problem, a survey was conducted with ninth-grade students at Le Loi Secondary School in Lam Dong province. This study employed a descriptive survey design using a questionnaire with closed-ended and open-ended questions to explore students' perceptions of English-speaking difficulties. This descriptive approach enabled the identification of common speaking

challenges through quantitative items while capturing students' subjective viewpoints and classroom participation experiences through open-ended responses.

3.2 Participants

The study involved 45 ninth-grade students, including 28 female and 17 male students. The participants were drawn by convenience sampling from two classes: class 9A2 with 25 students and class 9A4 with 20 students. A convenience sampling technique was employed based on the accessibility of these classes and the students' expressed interest in enhancing their English speaking skills, despite their limited use of the target language in daily communication. However, given the non-probability nature of the convenience sampling method, this small sample may not be fully representative of the entire population of ninth-grade students in Lam Dong province.

3.3 Research instrument

Data for this study were collected using a questionnaire designed by the researcher based on the theoretical framework established in the literature review. To ensure content validity and clarity, the initial draft was reviewed by educational experts and underwent a pilot test with a small group of ninth-graders to verify comprehension before the final administration. Although the research framework was derived from English academic sources, the questionnaire was provided in both English and Vietnamese to ensure that all participants fully understood the items and to minimize potential language barriers. According to Harmer (2015), questionnaires are commonly used data-gathering instruments in action research and classroom projects, enabling teachers and students to collect learner information through structured sets of open, yes/no, or rating-scale questions. In

this study, the questionnaire combined both open-ended and closed-ended questions to capture the complexities of the phenomenon. The questionnaire consisted of 15 items, including 5 open-ended questions and 10 closed-ended questions focused on students' perceived English-speaking difficulties and perceived linguistic, psychological, and environmental contributing factors.

3.4 Data collection procedure

Data collection was carried out on April 8, 2025. To maximize response accuracy, maintain environmental consistency, and prevent information exchange between classes, the questionnaire was administered simultaneously to all participants in classes 9A2 and 9A4 during the same morning session. The questionnaires were distributed and collected directly by the researcher during regular class time to ensure a 100% response rate and clarify any immediate procedural questions.

3.5 Data analysis

After the questionnaires were collected, all responses were counted and categorized. Closed-ended responses were summarized using frequencies and percentages to identify commonly reported speaking difficulties. For the five open-ended questions, responses were coded by

grouping semantically similar answers into recurring themes, including linguistic difficulties, psychological barriers, practice environments, and preferred teaching methods. The quantitative and qualitative findings were then considered together to address the research questions.

3.6 Research ethics

This study followed the ethical procedures described below. Formal approval was obtained from the school administrators and English teachers prior to data collection. All student participation was entirely voluntary, and participants were explicitly informed that their responses would remain confidential, anonymous, and used solely for academic research purposes.

4. FINDINGS AND DISCUSSION

This section details the results obtained from the descriptive survey questionnaire administered to the participants. The following subsections present a descriptive analysis of the quantitative data regarding students' linguistic and psychological barriers, supplemented by qualitative insights from the open-ended questions. Furthermore, these findings are synthesized and interpreted to address the core research questions established in this study.

4.1 Quantitative results: survey questionnaire

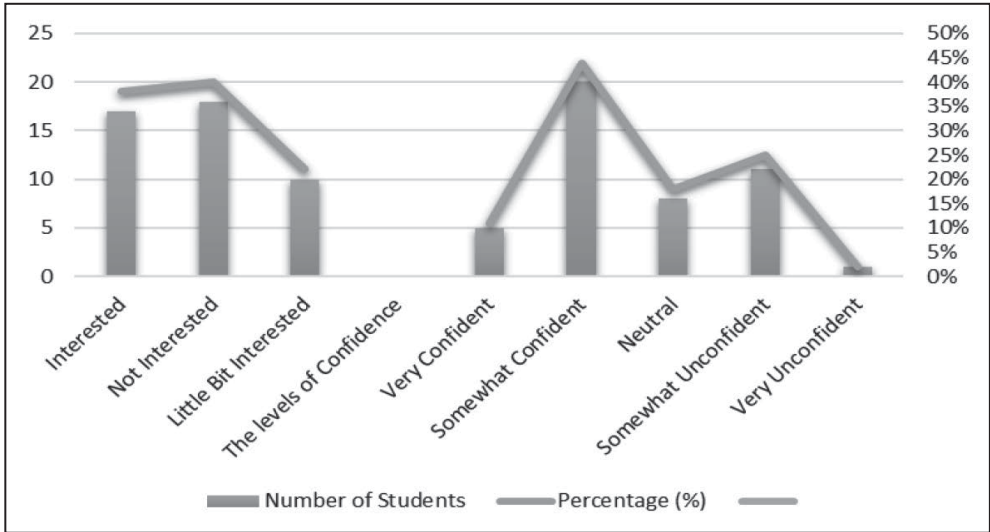


Figure 1. Interest and confidence in English speaking skills

Figure 1 illustrates students’ self-reported interest and confidence in English speaking skills. As indicated in the data, while 38% expressed interest, a substantial proportion (62%) reported being either not interested (40%) or only slightly interested (22%). Regarding confidence, only 11% felt very confident, whereas 44% were somewhat confident, 18% were neutral, and 27% felt unconfident (25% somewhat unconfident and 2% very unconfident).

These descriptive findings highlight substantial affective constraints among

ninth-graders at Le Loi Secondary School. In EFL contexts, affective barriers such as anxiety and low self-confidence are frequently associated with reduced oral participation (Cahya & Churnia, 2026). The notable co-occurrence of limited interest and low confidence aligns with prior literature indicating that affective barriers frequently accompany communicative avoidance and classroom hesitation (Cahya & Churnia, 2026). Consequently, establishing a supportive, low-anxiety environment may help support students’ communicative confidence.

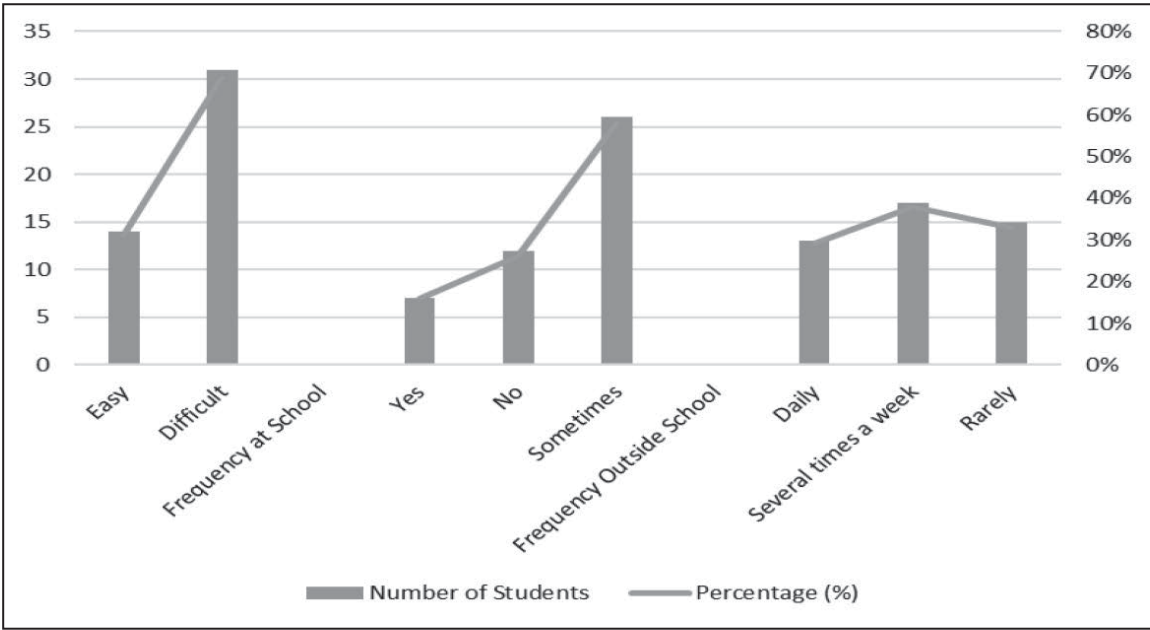


Figure 2. Perceptions of speaking skills and usage frequency

Figure 2 illustrates ninth-grade students' perceived speaking difficulties alongside their target language usage frequency inside and outside of school. The survey data reveal that a substantial majority of respondents (69%, $n = 31$) perceive speaking English as difficult, while regular oral practice remains notably constrained: 84% reported either occasional use or no use of spoken English at school (58% occasionally and 26% not at all), while 33% reported rare practice outside the classroom.

These descriptive patterns highlight a considerable deficit in communicative exposure among ninth-graders at Le Loi

Secondary School. This pattern is consistent with Suzuki et al. (2025), who emphasize that developing oral automaticity requires deliberate, repeated communicative practice rather than passive declarative exposure. Furthermore, the limited classroom practice reported by students is consistent with the structural limitations documented by Le Thanh Son (2011), where typical secondary classroom environments impede meaningful communication. Consequently, perceived speaking difficulties and limited practice frequently co-occur, underscoring the pedagogical need to expand interactive tasks in daily lessons.

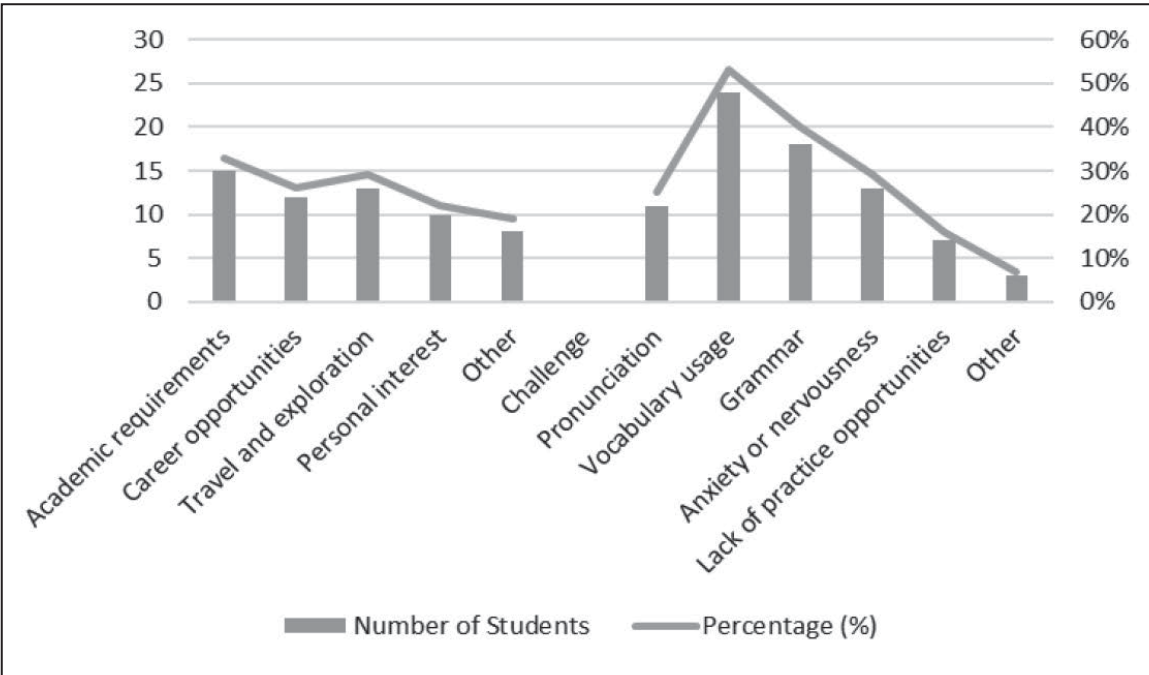


Figure 3. Motivations and challenges when speaking English

Figure 3 illustrates ninth-grade students' reported motivations and specific speaking challenges. Academic requirements (33%, $n = 15$) and travel and exploration (29%, $n = 13$) represent the primary motivators. In terms of difficulties, lexical limitation is the most frequently reported obstacle (53%, $n = 24$), followed by grammatical difficulties (40%, $n = 18$), anxiety (29%, $n = 13$), and pronunciation problems (25%, $n = 11$).

These descriptive findings highlight the substantial linguistic barriers confronting learners at Le Loi Secondary School. In secondary EFL contexts, restricted

vocabulary and grammatical deficits can impede real-time sentence construction (Al Hosni, 2014; Hilton, 2008). Some open-ended responses indicated mental translation from Vietnamese before speaking, which students described as part of their speaking difficulty. This pattern aligns with recent secondary EFL evidence demonstrating that lexical deficiencies remain a prominent speaking difficulty (HS et al., 2026). Consequently, incorporating targeted vocabulary scaffolding and contextualized grammar instruction into speaking lessons may help support students' spoken output.

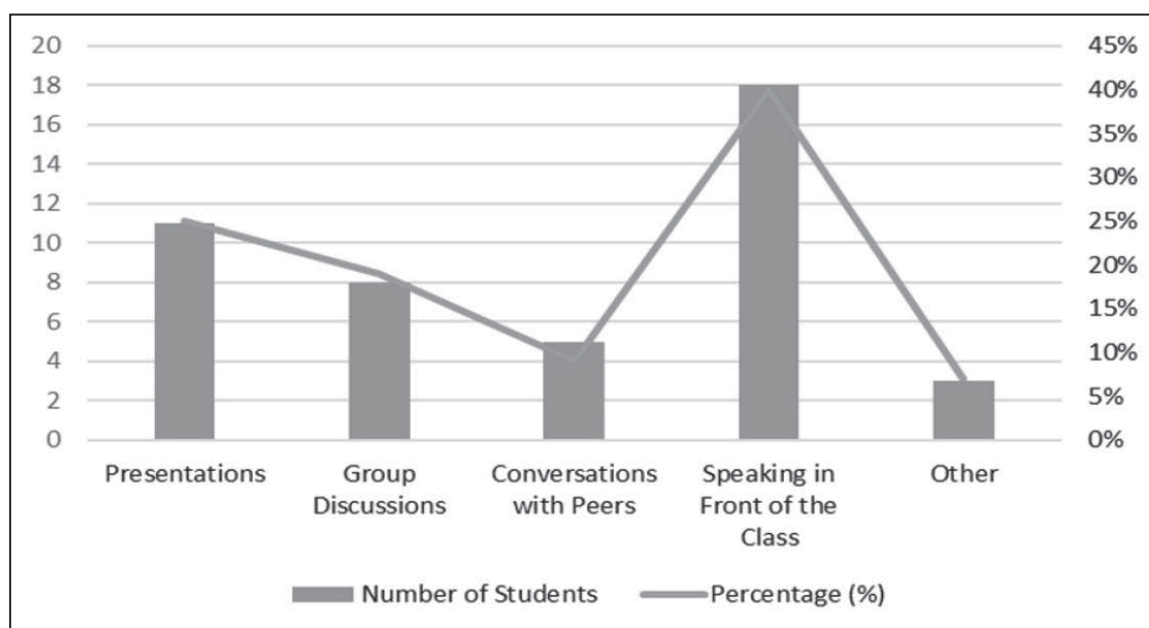


Figure 4. Challenges in speaking activities

Figure 4 illustrates students' perceived difficulties across various speaking activities. Speaking in front of the class is the most frequently reported challenge (40%, $n = 18$), followed by presentations ($n = 11$) and group discussions ($n = 8$). In contrast, conversations with peers were reported as challenging by only five respondents ($n = 5$).

These descriptive findings show that formal, whole-class speaking tasks were reported as more challenging than conversations with peers. In secondary EFL contexts, public performance in front of peers often heightens performance anxiety and the fear of negative evaluation (Dalem, 2017). Furthermore, large classroom environments with rigid layouts limit collaborative oral practice, rendering teacher-centered, whole-class speaking tasks particularly intimidating for learners (Le, 2011). Consequently, prioritizing low-stakes, interactive pair and small-group activities may help mitigate speaking apprehension and foster student participation.

4.2 Qualitative results: analysis of open-ended questions

A further important theme that emerged from the open-ended questionnaire responses was the specific pedagogical preferences and self-reported obstacles indicated by the respondents. In order to gain a deeper understanding of these localized issues, a series of open-ended questions was utilized to allow participants to expand on their views, aligning with contemporary learner-centered research frameworks.

This approach aligns with Harmer's (2015) view that written questionnaires can include open questions to elicit students' feelings and opinions about classroom activities. It is also consistent with broader survey research practice, which holds that open-ended questions enable researchers to capture qualitative insights and provide respondents with the opportunity to articulate their perspectives in greater depth (Dörnyei, 2003; Imperial College London, 2018).

Table 1. Summary of qualitative responses from the open-ended survey

Core category	Survey questions	Categorized student responses	Illustrative student responses
Linguistic factors (Reported speaking obstacles)	Question 1: What difficulties did you experience in speaking English?	• Inaccurate pronunciation and word stress confusion • Insufficient vocabulary and syntax assembly deficits • Mental translation from L1 (Vietnamese)	“I often get stuck because I don’t know the words and think in Vietnamese first.” “I do not have enough vocabularies to speak and poor grammar”
Psychological factors (Perceived emotional barriers)	Question 2: What factors cause the obstacles in speaking English?	• Heightened speaking anxiety and nervousness • Low self-confidence and excessive shyness • Severe fear of making mistakes and negative peer judgment	“I feel nervous when speaking in front of class” “I feel shy and afraid that my classmates will laugh if I make a mistake.”
Environmental & Contextual factors (Practice Environment, Coping Strategies & Teacher Roles)	Question 3: What factors cause the obstacles in speaking English? Question 4: Who do you usually practice your speaking skills with? Question 5: What efforts have you made to deal with your difficulties? Question 6: What can teachers do to help improve speaking skills?	• Dominance of Vietnamese and limited oral time in class • Limited authentic speaking opportunities and lack of practice partners outside class • Attending extra English classes; consuming English media (songs, movies with subtitles, podcasts). Utilizing digital applications, online gaming, and interactive social media posts. • Demand for target language immersion and interactive tasks/games	“I answer in Vietnamese” “I mostly speak when called on by my teacher; no friends speak English outside class.” “I try watching movies with subtitles and listening to English songs at home.” “Teachers should create more fun speaking games and speaking activities in pairs.”

The qualitative themes identified from the open-ended questionnaire responses offer deeper insights into the specific difficulties perceived by ninth-graders at Le Loi Secondary School across three primary categories: linguistic, psychological, and environmental factors.

Linguistic factors

Regarding linguistic obstacles, respondents reported lexical gaps, pronunciation confusion, and difficulties with grammatical formulation. As one student noted, *"I often get stuck because I don't know the words and think in Vietnamese first,"* while another stated, *"I do not have enough vocabularies to speak and poor grammar"*. The responses suggest that mental translation from Vietnamese into English may interrupt speech flow. These student accounts align closely with Al Hosni (2014) and Hilton (2008), who observed that insufficient vocabulary and weak grammatical mastery serve as primary structural bottlenecks constraining spontaneous oral production in EFL learners.

Psychological factors

In terms of affective constraints, participants frequently reported speaking apprehension, excessive shyness, and a strong fear of negative evaluation. Illustrative responses included: *"I feel nervous when speaking in front of class"* and *"I feel shy and afraid that my classmates will laugh if I make a mistake"*. These findings correspond with the affective dimensions synthesized by Dalem (2017) and Cahya and Churnia (2026), which identify fear of negative evaluation as a common component of speaking anxiety.

Environmental and contextual factors

Finally, students identified several environmental constraints impacting their oral practice. Inside the classroom, some

students reported using the mother tongue during classroom interaction (*"I answer in Vietnamese"*), while opportunities for authentic practice outside school remain scarce (*"I mostly speak when called on by my teacher; no friends speak English outside class"*). Although students attempt autonomous strategies such as listening to music and watching subtitled movies (*"I try watching movies with subtitles and listening to English songs at home"*), they explicitly expressed a preference for communicative classroom activities (*"Teachers should create more fun speaking games and speaking activities in pairs"*). These perceptions are broadly consistent with prior work emphasizing the value of interactive speaking practice in EFL classrooms (Le, 2011; Nguyen & Nguyen, 2025).

4.3 Synthesis of discussion

Taken together, the quantitative and qualitative findings suggest that linguistic, psychological, and environmental difficulties frequently co-occurred in students' self-reports. Rather than operating in isolation, systemic linguistic constraints—notably lexical deficits and pronunciation challenges—were reported alongside affective vulnerabilities, particularly speaking anxiety and fear of negative peer evaluation. Among ninth-graders at Le Loi Secondary School, this pattern is also reflected in students' greater reported difficulty with whole-class speaking tasks. Furthermore, as documented by Le Thanh Son (2011), limited classroom interactive opportunities may reinforce learner hesitation. Therefore, integrating low-stakes, collaborative speaking activities may help support communicative confidence.

5. CONCLUSION

This descriptive study set out to investigate ninth-graders' perceptions of English-speaking

difficulties and perceived contributing factors at Le Loi Secondary School.

With regard to the first research question, the descriptive findings reveal that learners perceive oral communication as highly challenging, with lexical limitations (53%), grammatical weaknesses (40%), and whole-class performance (40%) standing out as the most frequently reported obstacles. In response to the second research question, the data suggest that these speaking hurdles co-occur across linguistic, psychological, and environmental dimensions. Linguistically, students reported vocabulary deficits and first-language conceptual translation. Psychologically, students reported speaking apprehension and fear of negative peer evaluation. Environmentally, students reported dominant first-language use in class and a lack of authentic practice partners outside school.

From a pedagogical perspective, several tentative implications may be considered. Instructors should consider embedding targeted lexical scaffolding into pre-task phases and fostering a low-anxiety speaking climate through collaborative, low-stakes pair activities.

However, several limitations warrant consideration. The investigation was confined to a small convenience sample (N = 45) at a single secondary school, precluding broader generalization. Furthermore, the study drew exclusively upon self-reported survey data without objective performance testing and did not include classroom observation. Future research should consider adopting experimental intervention designs with larger cohorts to assess the pedagogical efficacy of specific communicative activities.

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MA. Le Thi Thu Hien: analyzing the data, finding and reference, proof reading.

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NHẬN THỨC CỦA HỌC SINH LỚP 9 VỀ NHỮNG KHÓ KHĂN TRONG KỸ NĂNG NÓI TIẾNG ANH: NGHIÊN CỨU MÔ TẢ TẠI MỘT TRƯỜNG THCS TỈNH LÂM ĐỒNG

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Tóm tắt: Mặc dù năng lực nói tiếng Anh đóng vai trò rất quan trọng đối với học sinh trung học tại Việt Nam, người học ở các khu vực tỉnh lẻ thường có ít cơ hội thực hành tiếng Anh. Dữ liệu nghiên cứu được thu thập thông qua phiếu khảo sát gồm các câu hỏi đóng và câu hỏi mở từ 45 học sinh lớp 9. Các câu hỏi đóng được tổng hợp bằng tần suất và tỷ lệ phần trăm, trong khi các câu trả lời mở được nhóm thành các chủ đề lặp lại. Kết quả thống kê mô tả cho thấy rằng phần lớn học sinh nhận thấy việc nói tiếng Anh khó và báo cáo nhiều trở ngại đáng kể. Các khó khăn ngôn ngữ được báo cáo chủ yếu bao gồm vốn từ vựng hạn chế, lỗi ngữ pháp, phát âm chưa chuẩn, cùng với các yếu tố tâm lý như sự lo lắng và nỗi sợ mắc lỗi. Thêm vào đó, sự nhút nhát và nỗi sợ bị đánh giá tiêu cực cũng thường được báo cáo như những rào cản đối với giao tiếp. Kết quả nghiên cứu cho thấy các rào cản về ngôn ngữ, tâm lý và môi trường thường cùng tồn tại trong nhận thức tự báo cáo của học sinh. Dựa trên những phát hiện mô tả này, giáo viên nên cân nhắc xây dựng môi trường nói hỗ trợ và giảm thiểu lo âu, lồng ghép các nhiệm vụ giao tiếp, đồng thời cung cấp các hỗ trợ ngôn ngữ có trọng tâm nhằm từng bước củng cố sự tự tin giao tiếp cho học sinh.

Từ khóa: học sinh trung học cơ sở, khó khăn khi nói, kỹ năng nói, nhận thức của học sinh

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Ghi chú

Các tác giả xác nhận không có tranh chấp về lợi ích đối với bài báo này.