

Factors influencing EFL learners' speaking fluency: A case study at a high school in Vietnam

Du Thanh Tran^{1*}, Bich Thi Ngoc Cao¹, Dung Thi Bao Dang²

¹Thu Dau Mot University, Vietnam; tranthanhdutdm@gmail.com (D.T.T.); caothingocbichemerald@gmail.com (B.T.N.C);

²Tay Do University, Vietnam; dtbdung@tdu.edu.vn (D.T.B.D.).

Abstract: This study investigates how four key factors – English exposure, learning environment, motivation, and teaching pedagogy – affect English speaking fluency among high school students, using both qualitative and quantitative research methods. The findings indicate that frequent exposure to English, an engaging learning environment, and effective teaching pedagogy significantly enhance students' speaking fluency and motivation. Qualitative results show that students who interact with English regularly, whether through classroom activities or extracurricular engagement, demonstrate better fluency and enthusiasm. A dynamic and supportive learning environment, combined with interactive teaching strategies, fosters higher levels of student participation and motivation. However, the study acknowledges several limitations. The small sample size used in the qualitative phase may not fully represent the broader student population, potentially impacting the generalizability of the findings. The reliance on self-reported data in the quantitative analysis introduces the possibility of bias, which could affect the accuracy of the results. The study also notes that focusing on a limited set of factors might overlook other influential elements such as individual learning styles or external pressures. Future research should aim to include a larger and more diverse sample, explore a broader range of factors affecting English fluency, and incorporate various activities and technological tools to address these limitations. By expanding the scope of research and incorporating these suggestions, more comprehensive strategies can be developed to improve English speaking fluency among students. This approach will provide valuable insights for educators and policymakers, assisting them in designing more effective language programs and interventions that enhance students' communicative competence and overall language proficiency.

Keywords: EFL learners, Factors, High school students, Speaking fluency.

1. Introduction

English speaking fluency is crucial for effective communication and career opportunities in current real-life contexts (Putri, Pado, & Pawestri, 2019; Ngoc & Dung, 2020). Effective communication in English facilitates participation in international forums (Wilczewski & Alon, 2023), enhances career opportunities (Yadav, 2024), and supports personal development (Yadav, 2024; Bautista & Valle, 2023). Despite its importance, achieving proficiency in English speaking remains a significant challenge for many learners. This difficulty is often attributed to a variety of factors, including limited exposure to the language, insufficient practice opportunities (Kang, Matthews, Yip, & Wong, 2021), and psychological barriers such as anxiety and lack of confidence (Duan, Han, Li, & Liu, 2024). Mastery of speaking skills requires consistent practice (Szymańska-Czaplak, 2015; Fan & Yan, 2020), supportive environments (Solhi, 2024), and effective teaching methods (Tamayo, Almeida, & Pillajo, 2023; Mahmood, Memon, & Qureshi, 2023), making it a complex and multifaceted process.

Previous studies have identified numerous factors influencing English speaking performance including speaking fluency. Key factors include linguistic proficiency (Dunn & Iwaniec, 2021), learning environment (Solhi, 2024), motivation, teaching pedagogy (Stolk, Gross, & Zastavker, 2021), and individual psychological aspects (Dunn & Iwaniec, 2021). Several studies highlighted that a supportive

learning environment, frequent exposure to English, and effective teaching methods significantly contribute to improved speaking fluency. Additionally, psychological factors such as self-confidence and motivation play a critical role in enhancing speaking performance. However, gaps remain in understanding how these factors interact in specific educational settings, particularly in high schools where English is taught as a foreign language.

Investigating these factors at Vo Minh Duc High School (VMDHS) is crucial for addressing the unique challenges faced by students in this context. Located in a region where English is not the primary language, VMDHS represents a typical setting where students encounter common obstacles to achieving fluency. The study aims to uncover specific issues affecting students' speaking fluency and evaluate the effectiveness of different factors in this particular environment. The insights gained will provide valuable recommendations for educators and policymakers, helping to design more effective language programs and teaching strategies tailored to the needs of students at VMDHS. This targeted analysis will contribute to a deeper understanding of how to enhance English-speaking abilities and ultimately improve educational outcomes in similar contexts. In line with the established research objectives, the author has formulated the research question: What are specific factors affecting the English-speaking fluency of students at Vo Minh Duc High School?

2. Literature Review

2.1. Definitions of Speaking

Speaking is a fundamental aspect of human communication, enabling individuals to convey their thoughts, feelings, and ideas effectively. Speaking involves the articulation of sounds, the use of language structures, and the deployment of various communicative strategies to interact with others. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2007). These definitions emphasize the dynamic and reciprocal nature of speaking, where speakers and listeners engage in a collaborative effort to understand and be understood. Harmer (2015) highlights that speaking involves not only the production of sounds but also the use of intonation, stress, and rhythm to convey meaning accurately (Harmer, 2015).

2.2. Definitions of Fluency

Fluency in language learning refers to the ability to produce language smoothly, accurately, and effortlessly. It is often associated with the speed and ease with which a speaker can express thoughts and ideas. Fluency encompasses four major aspects: the ability to talk at length with few pauses, the ability to talk in coherent, reasoned, and semantically dense sentences, the ability to have appropriate things to say in a wide range of contexts, and the ability to be creative and imaginative in language use (Fillmore, 1979). Fluency is thus not merely about speed but also about coherence, appropriateness, and creativity in language production. Goh & Burns (2012) further clarify that fluency involves a high degree of automaticity in language use, allowing speakers to focus on the content of their speech rather than the form.

2.3. Elements of English Speaking Fluency

Several elements contribute to English speaking fluency, making it a multifaceted skill. Phonological fluency involves the accurate production of sounds, stress patterns, and intonation, which are essential for clear and comprehensible speech (Field, 2004). Lexical fluency refers to the ability to access and use a wide range of vocabulary appropriately and quickly (Nation, 2001). This includes the use of idiomatic expressions and colloquialisms that are characteristic of native-like speech. Syntactic fluency also involves the ability to construct grammatically correct sentences effortlessly, reflecting a deep understanding of language structures (Thornbury, 2005). Discourse fluency pertains to the ability to organize and link ideas coherently and cohesively, ensuring that the speech flows logically and is easy to follow (Richards, 2008). Pragmatic fluency involves the appropriate use of language in different social contexts, including the ability to use language forms that fit the social norms and cultural expectations of the interlocutors (Kasper & Rose, 2001).

2.4. Factors Influencing Speaking Fluency

Speaking fluency is a critical component of language proficiency, particularly in the context of English as a Foreign Language (EFL) learners. For high school students, achieving fluency in speaking is essential for effective communication, academic success, and future career opportunities. Various factors contribute to or hinder the development of speaking fluency among EFL learners.

One of the most significant factors affecting speaking fluency is the amount and quality of exposure to the target language. Krashen's Input Hypothesis (1985) posits that comprehensible input, which refers to language input that is slightly above the current proficiency level of the learner, is essential for language acquisition (Krashen, 1985). Increased exposure to authentic language use, through both formal instruction and informal interactions, can significantly enhance fluency. Long (1996) emphasizes that interaction with native speakers and participation in real-life communicative situations provide invaluable opportunities for practicing and refining speaking skills (Long, 1996). Swain's Output Hypothesis (1985) complements this by suggesting that producing language (speaking) is crucial for developing fluency, as it forces learners to process linguistic information and produce language that is more accurate and fluid (Swain, 1985). Increased interaction with native speakers and immersion in contexts where English is used naturally can accelerate this process.

The learner's motivation and attitude towards the target language are also critical in determining speaking fluency. Dörnyei (2009) argues that high levels of motivation are associated with increased effort and persistence in language learning, which can enhance fluency (Dörnyei, 2009). Motivated learners are more likely to engage in frequent practice, seek out speaking opportunities, and overcome challenges. Integrative motivation, which involves a genuine interest in communicating with speakers of the target language and understanding their culture, has been shown to significantly impact language learning outcomes (Gardner, 2001). This motivation fosters a proactive attitude towards language use and encourages learners to engage more deeply with the language, thus improving fluency.

Cognitive and linguistic abilities also are crucial factors influencing speaking fluency. Skehan (1998) highlights that cognitive processes, such as working memory, processing speed, and attentional control, play a significant role in producing fluent speech (Skehan, 1998). Learners with higher cognitive control are better equipped to manage the demands of speaking in a second language, leading to more fluent and coherent speech. A strong foundation in linguistic components such as vocabulary, grammar, and pronunciation is essential. Schmidt (1990) underscores that attention to linguistic form and function during language learning is necessary for the development of fluency (Schmidt, 1990). Effective vocabulary acquisition, grammar understanding, and pronunciation practice contribute to more fluid and accurate speech production.

The learning environment and instructional practices also play a significant role in developing speaking fluency. Ellis (2005) emphasizes that communicative language teaching (CLT) approaches, which focus on interaction, authentic communication, and task-based learning, are effective in promoting fluency (Ellis, 2005). Activities that simulate real-life communication, such as role-plays and problem-solving tasks, require learners to use the language spontaneously and contextually, thus fostering fluency (Nunan, 2004). Harmer (2007) further discusses how creating a supportive and interactive classroom environment encourages learners to practice speaking more confidently and frequently (Harmer, 2007).

Research highlights that teaching pedagogy significantly impacts students' English speaking fluency. Approaches such as CLT and Task-Based Language Teaching (TBLT) are particularly effective. CLT emphasizes meaningful communication and real-life language use, engaging students in interactive activities like role-plays and group discussions, which foster spontaneous language use and reduce anxiety (Richards & Rodgers, 2014). Similarly, TBLT involves tasks that require practical language use, encouraging students to focus on communication rather than mere accuracy, which improves fluency (Ellis, 2019). Interactive teaching methods, supported by Vygotsky's Zone of Proximal Development, facilitate peer interactions and immediate feedback, further enhancing fluency (Long & Robinson, 2021). The use of authentic materials, such as native-speaker recordings, helps students become familiar with natural language patterns and improves fluency (Brown & Lee, 2015). Collectively, these pedagogical strategies create a comprehensive framework for enhancing students' speaking fluency in English.

2.5. TBLT Activities and Speaking Fluency

Several activities are particularly effective in enhancing speaking fluency in language learners. Role-playing and simulations provide learners with opportunities to practice speaking in different social contexts and develop pragmatic fluency (Larsen-Freeman, 2011). These activities encourage learners to use language creatively and adapt to various communicative situations, which enhances their overall fluency.

TBLT activities, such as problem-solving tasks, information gap tasks, and opinion exchange tasks, require learners to use language to achieve specific communicative goals (Willis, 1996). These tasks promote active engagement with the language and foster the development of fluency by requiring learners to produce language spontaneously and interactively. Discussion and debate activities encourage learners to articulate their thoughts and opinions on various topics, fostering lexical and syntactic fluency (Richards, 2006). These activities provide opportunities for extended speaking practice and help learners develop the ability to express complex ideas fluently and coherently. Storytelling and narrative activities allow learners to practice organizing and linking ideas coherently, enhancing discourse fluency (Thornbury & Slade, 2006). These activities also provide opportunities for practicing different language forms and structures in a meaningful context. Regular and varied speaking practice, including both formal and informal opportunities to use the target language, is essential for developing and maintaining speaking fluency (Brown & Lee, 2015). Activities such as conversation clubs, language exchange programs, and speaking circles provide valuable opportunities for learners to practice speaking in a supportive and interactive environment.

Speaking fluency is a multifaceted skill that involves the smooth, accurate, and effortless production of language. It encompasses various elements, including phonological, lexical, syntactic, discourses, and pragmatic fluency. Several factors influence speaking fluency, including exposure to the target language, motivation, cognitive and linguistic abilities, and instructional practices. Effective activities for enhancing speaking fluency include role-playing, task-based language teaching, discussion and debate, storytelling, and regular speaking practice. A thorough grasp of these elements and factors can help educators design effective instructional practices to support the development of speaking fluency for language learners.

3. Methodology

3.1. Research Design

Both quantitative and qualitative research methods were used in the current study. While quantitative research supports to quantify factors effecting to speaking fluency, qualitative research through interviews gets in-depth information from research participants.

3.2. Sampling Methods

The study employed stratified random sampling to capture variations in speaking fluency across different grades and proficiency levels. A random sample of students was selected to participate in the survey. This method ensures that the sample reflects the diverse student body and provides a comprehensive view of the factors affecting students' speaking fluency. In the current study, a set of 145 students was randomly selected from 10th, 11th, and 12th grades.

Table 1.
Summary of participants' demographic information.

Criteria		Frequency	Percent
Gender	Male	80	55.2
	Female	65	44.8
	Total	145	100.0
Grade level	10 th grade	48	33.1
	11 th grade	44	30.3
	12 th grade	53	36.6
	Total	145	100.0

The sample consisted of 80 male participants, accounting for 55.2% of the total, and 65 female participants, making up 44.8%. This indicates a higher representation of male students compared to female ones. The gender imbalance should be considered when interpreting the results, as it may influence the perspectives and experiences related to the factors under investigation.

In terms of grading, the sample included: 48 students (33.1%) in the 10th grade, 44 students (30.3%) in the 11th grade, and 53 students (36.6%) in the 12th grade. This distribution shows a fairly even spread across the different academic years, with a slightly larger proportion in the 12th grade. This balance allows for an analysis of how English speaking fluency might vary according to academic year, offering insights into the potential impact of grade level on language skills.

Purposive sampling also is used to select participants for the qualitative phase. 12 students who exhibit high, medium, and low levels of speaking fluency is chosen based on survey results, allowing for an in-depth exploration of the unique factors affecting each group.

3.3. Instruments

The questionnaire is structured into four sections to facilitate quantitative data. Section 1 gathers demographic information with reference to students' grade levels and genders which are essential for understanding the respondents' backgrounds. Sections 2 (16 statements) and 3 (6 statements) utilize a 5-point Likert scale to assess factors affecting students' English-speaking fluency and evaluate their current English speaking proficiency levels. The scale ranges from "strongly disagree" to "strongly agree", allowing respondents to express their opinions on various statements. The final section of the questionnaire focuses on activities aimed at improving students' speaking performance. Respondents are asked to identify which in-class and out-of-class activities, as well as tools, they find most beneficial to enhance their speaking skills. Respondents are allowed to choose multiple answers for each question in this section. In addition to the questionnaire, a semi-structured interview is also employed as a qualitative tool. The interview consists of five questions, four of which aim at obtaining in-depth insights from students regarding factors that affect their speaking fluency. The rest question invites students to suggest appropriate activities that can be used to improve their speaking abilities.

3.4. Data Collection

To obtain quantitative data, a set of 145 responses was collected through a questionnaire. The questionnaire was created using the Google Forms platform and distributed to students. Upon collection, the data were checked and reviewed to ensure their validity. Subsequently, the data were encrypted before being analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 20.0. For the variable "Gender," values were coded as "1" for "Male" and "2" for "Female." The "Grade level" variable was coded as "1" for "10th grade," "2" for "11th grade," and "3" for "12th grade." Questions designed with a 5-point Likert scale were coded as follows: "1" for "Strongly Disagree," "2" for "Disagree," "3" for "Neutral," "4" for "Agree," and "5" for "Strongly Agree." Through the use of SPSS, descriptive statistical analysis, Cronbach's Alpha test, Exploratory Factor Analysis (EFA), Pearson's Correlation Coefficient, and Regression Analysis were taken into consideration for analysis.

In the qualitative phase, 12 students were interviewed to gain insights into their language exposure, classroom environment, motivation, teaching methods, and suggestions for enhancing English speaking fluency. The interviews were recorded, transcribed, and analyzed using thematic analysis to identify key themes and patterns. The findings including detailed quotes from participants were summarized to highlight significant factors affecting fluency. Based on the insights obtained, recommendations were proposed to improve teaching practices and learning activities regarding speaking fluency. Ethical considerations, including confidentiality and informed consent, were strictly observed throughout the research process.

4. Results and Discussion

4.1. Results

4.1.1. Results From the Questionnaire

4.1.1.1. Factors Influencing English Speaking Fluency

Regarding the factor of English exposure, the study reveals a nuanced understanding of students' engagement with the language. The finding that 57 students agree or strongly agree with the fact that they frequently encounter English during classroom activities suggests a positive aspect of their language learning environment. Such frequent exposure within the language classroom contributes to building a stronger foundation in English and enhances their overall language proficiency. Only 31 students responded that they actively participated in extracurricular activities, such as joining English clubs or online forums, indicating a significant gap in additional practice opportunities beyond regular class sessions. This discrepancy underscores a missed opportunity for students to further develop their language skills in informal and engaging contexts.

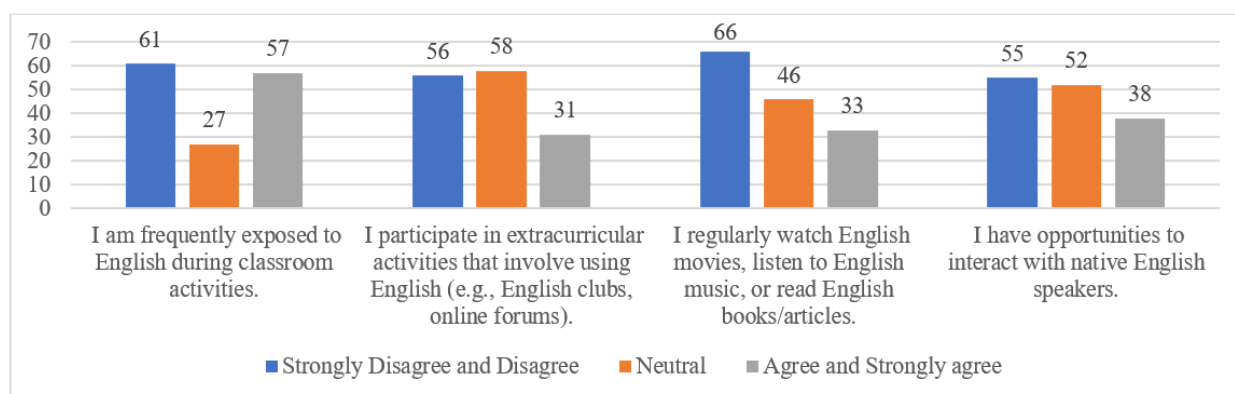


Figure 1.
Summary of responses about the factor of English exposure.

While 33 students reported regular engagement with English media, such as movies, music, and reading materials, a considerable number, 66 students, have minimal interaction with these resources. This highlights the need to promote greater engagement with English media, which can provide diverse linguistic input and support language acquisition. Unfortunately, opportunities for interacting with native English speakers are notably scarce, confessed by only 38 students. This finding underscores the necessity for more initiatives that facilitate real-world language practice, which is essential for the development of practical speaking skills.

The above findings underscore the importance of addressing gaps in extracurricular involvement, media engagement, and authentic language practice. These gaps necessitate more effective strategies for improving students' English-speaking fluency, thereby contributing to more comprehensive language development and greater overall proficiency in English.

Regarding the factor of motivation, the survey results indicate the highest level of agreement with the statement "I am genuinely interested in learning and speaking English" (58 students). This reflects a strong intrinsic motivation towards learning English, suggesting that genuine interest can significantly enhance student engagement and participation. It is noteworthy that the statements "I am motivated to participate actively in English-speaking activities in class" and "My teacher motivates me to improve my English speaking skills" received equal support, with 41 students each. This suggests that while there is a level of motivation linked to classroom dynamics and teacher influence, it remains moderate compared to the intrinsic interest students have in their language learning. The moderate level of motivation underscores the importance of interactive and supportive teaching methods in sustaining student engagement.

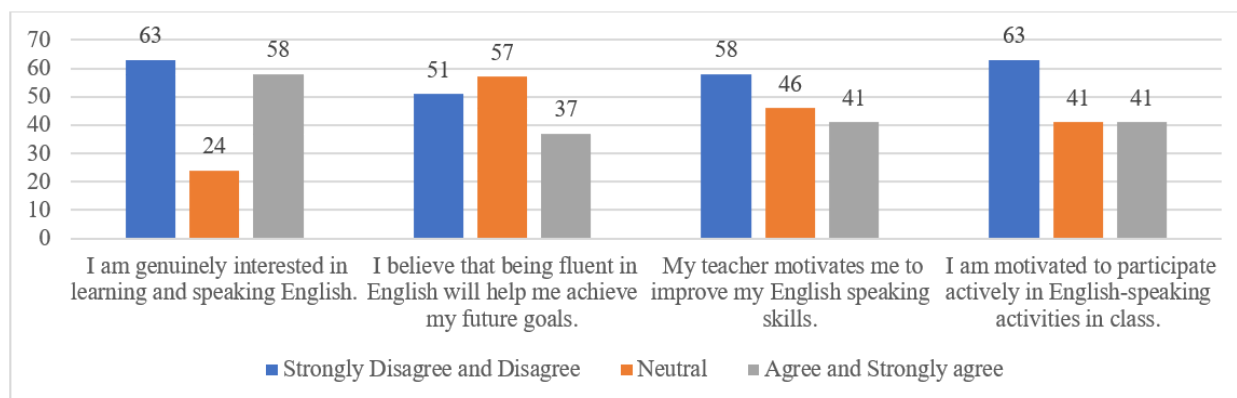


Figure 2.
Summary of responses about the factor of motivation.

The statement "I believe that being fluent in English will help me achieve my future goals" obtained the lowest level of agreement, with only 37 students recognizing the connection between English fluency and their future aspirations. This finding underscores a potential gap in the perceived practical value of English proficiency. The relatively low agreement on this statement suggests that students may not fully understand how English fluency can impact their future career and personal goals. It follows that there is a need for clearer communication and practical demonstration of how English proficiency can benefit their future prospects. Providing real-world examples and linking English skills directly to career opportunities could enhance students' overall motivation and engagement in learning English.

Regarding language learning environments, the survey results reveal varied experiences among the students. The statement "The classroom environment is supportive and encourages me to practice speaking English" received the highest level of agreement, with 60 students indicating that their learning environment positively supports speaking practice. This reflects an encouraging and conducive atmosphere for language development. In contrast, the statement "My teacher provides me with sufficient opportunities and support in class speaking activities" garnered significant support from 48 students, but a considerable number (58 students) remained neutral. While many students acknowledge the support offered, there is variability in how opportunities are perceived or utilized, indicating a potential area for improvement. The statement "English is regularly used as the main language of instruction and communication in the classroom" received moderate agreement from 46 students, implying that English is used frequently but may not be consistently the primary language for all. The statement "The school offers extracurricular activities that enhance my English-speaking fluency, such as English clubs, debates, or public speaking events" received the lowest level of agreement, with only 41 students supporting it and 66 remaining neutral. This points to a potential shortfall in providing additional opportunities for English practice beyond the standard curriculum, highlighting an area where increased focus could benefit students' overall language development.

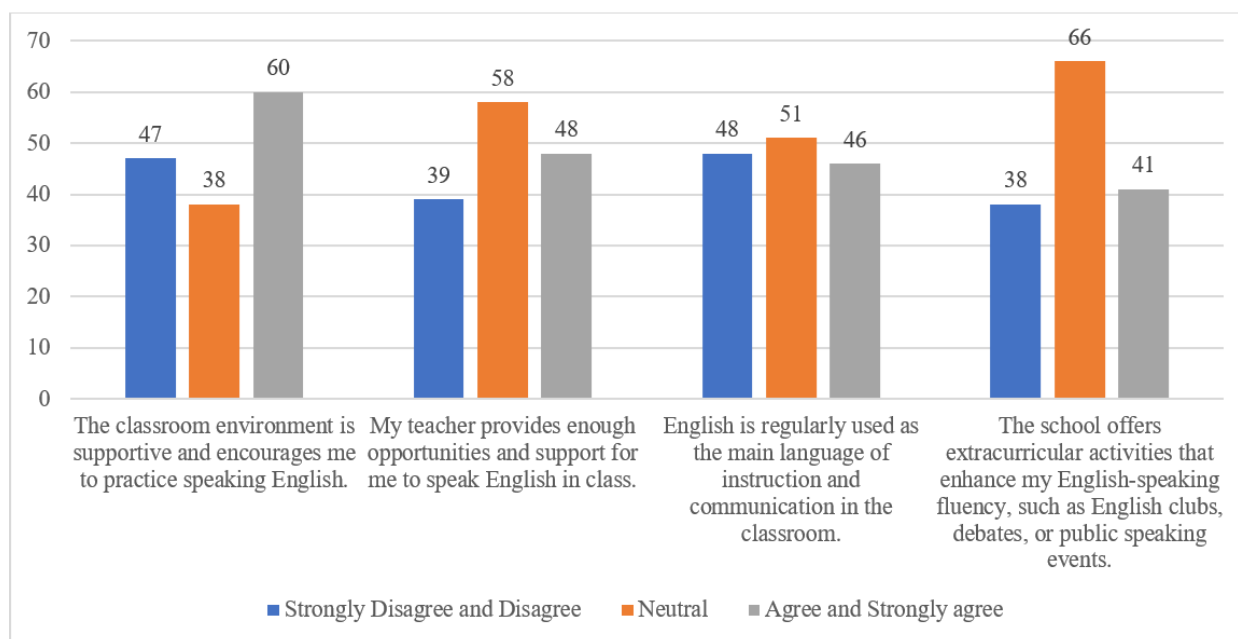


Figure 3.
Summary of responses about the factor of language learning environments.

Concerning teaching pedagogy, the survey results reveal several key insights into how teaching practices influence students' language abilities. The statement "My teacher uses effective methods to teach English speaking" received the highest level of agreement, with 73 students affirming that they found the teaching methods effective. This high level of support suggests that the current pedagogical approaches are largely successful and positively impact students' learning experiences. Conversely, the statement "I receive constructive feedback from my teacher on my speaking performance" revealed in-between results with 45 students agreeing or strongly agreeing and 51 students disagreeing or strongly disagreeing, indicating that while some students appreciate the feedback provided, there is significant room for improvement in delivering and utilizing feedback effectively. The statement "The teaching approach encourages interaction and speaking practice" gained moderate support from 42 students, suggesting that while the teaching methods foster interaction, students may not be universally effective. The statement "The activities in class are designed to enhance my speaking fluency" saw 51 students agreeing or strongly agreeing, reflecting a generally positive view of how classroom activities support speaking fluency. A notable portion of students remained neutral or had differing opinions, indicating that there are still areas for improvement.

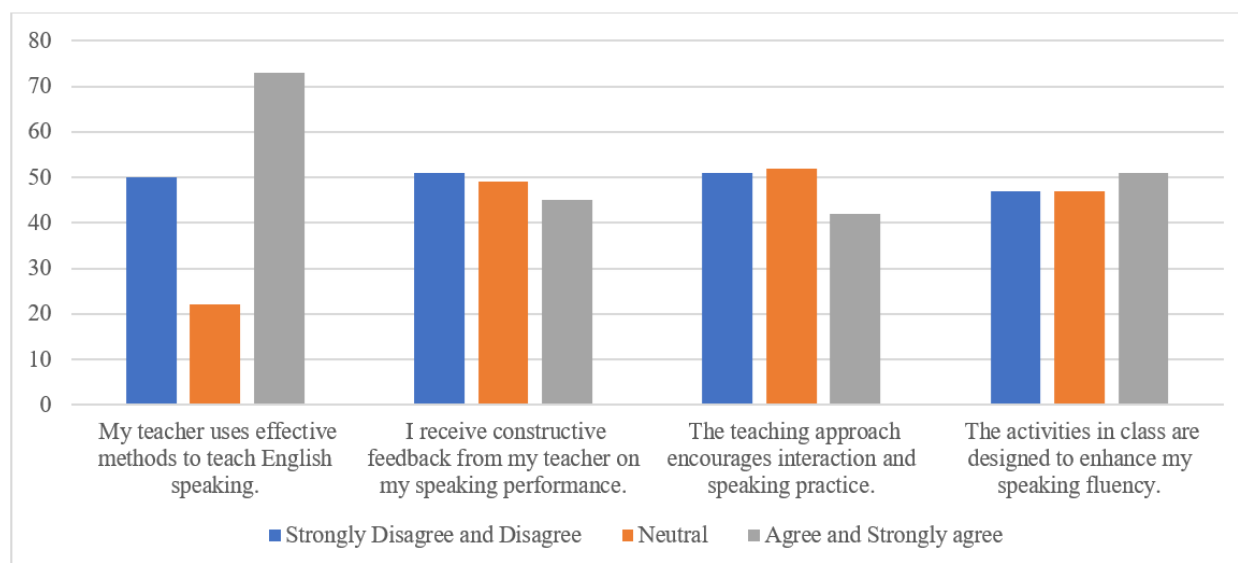


Figure 4.
Summary of responses about the factor of teaching pedagogy.

4.1.1.2. How These Factors Affect Students' English Speaking Fluency

To investigate how the four key factors impact on English speaking fluency among high school students, a Cronbach's alpha test was utilized to assess the reliability and correlation among variables within the scale, ensuring measurement consistency. Exploratory Factor Analysis (EFA) was conducted to reduce a set of interrelated variables into a smaller number of factors, thereby enhancing interpretability while retaining the core information from the original variables (Hair, Anderson, Tatham, & Black, 1998). Pearson correlation analysis was then employed to evaluate the strength and direction of linear relationships between variables, identifying significant associations. Regression analysis modeled the effects of independent variables on the dependent variable, allowing for predictive insights and a deeper understanding of these relationships. These analytical methods provided a comprehensive evaluation of variable interactions and support informed decision-making based on empirical evidence.

The Cronbach's Alpha test results indicated that the Cronbach's Alpha coefficients for all variables were above 0.8, demonstrating high reliability. The item-total correlations for all observed variables exceeded 0.3, further supporting the reliability of the scale. These results gave rise to the conclusion that the scale met the required reliability standards.

Regarding the Exploratory Factor Analysis (EFA) results for the four independent variables, a validation was conducted to ensure the suitability of the data for EFA. With a KMO coefficient of 0.768 and Bartlett's test value of 1051.74 with a significance level less than 0.005, the hypothesis about the suitability of the research data was rejected, confirming that the data were appropriate for this analysis technique. Based on factors with Eigenvalue greater than 1 and the rotation matrix, it could be concluded that the 16 observed variables converged and differentiated into four factors: MOTIVATION representing the motivation factor (including variables MOTIVATION4, MOTIVATION1, MOTIVATION3, MOTIVATION2), METHOD representing the teaching pedagogy factor (including variables METHOD1, METHOD4, METHOD2, METHOD3), EXPOSURE representing the English exposure factor (including variables EXPOSURE1, EXPOSURE3, EXPOSURE4, EXPOSURE2), and ENVR representing the learning environment factor (including variables ENVR3, ENVR1, ENVR4, ENVR2).

The same process was applied to the EFA for the dependent variable, with results indicating that six observed variables converged into one factor, FLUENCY, representing English speaking fluency among high school students in Vietnam. The observed variables included FLUENCY5, FLUENCY3, FLUENCY4, FLUENCY6, FLUENCY2, FLUENCY1.

Pearson correlation analysis was then conducted to evaluate the relationship between these factors and speaking fluency. The analysis revealed significant positive correlations between FLUENCY and both METHOD ($r=0.637$, $p=0.000$) and ENVR ($r=0.251$, $p=0.002$), indicating that effective teaching methods and supportive learning environment were strongly associated with improved speaking fluency. A positive correlation was also found between FLUENCY and EXPOSURE ($r=0.235$, $p=0.004$), suggesting that increased English exposure enhanced speaking skills. The correlation between MOTIVATION and FLUENCY was positive but not statistically significant ($r=0.137$, $p=0.101$), indicating that motivation alone did not significantly impact on speaking fluency in this dataset. Teaching methods, environmental support, and exposure were identified as significant factors influencing English speaking fluency, while motivation had a less pronounced effect.

Correlations

		ENVR	METHOD	MOTIVATION	EXPOSURE	FLUENCY
ENVR	Pearson Correlation	1	.095	.027	.018	.251**
	Sig. (2-tailed)		.254	.747	.827	.002
	N	145	145	145	145	145
METHOD	Pearson Correlation	.095	1	-.098	-.054	.637**
	Sig. (2-tailed)	.254		.243	.523	.000
	N	145	145	145	145	145
MOTIVATION	Pearson Correlation	.027	-.098	1	.073	.137
	Sig. (2-tailed)	.747	.243		.380	.101
	N	145	145	145	145	145
EXPOSURE	Pearson Correlation	.018	-.054	.073	1	.235**
	Sig. (2-tailed)	.827	.523	.380		.004
	N	145	145	145	145	145
FLUENCY	Pearson Correlation	.251**	.637**	.137	.235**	1
	Sig. (2-tailed)	.002	.000	.101	.004	
	N	145	145	145	145	145

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 5.

Pearson correlation analysis results.

Regression analysis was employed to assess the influence of each independent variable on the dependent variable, FLUENCY. The results from the Model Summary and ANOVA test indicated that the proposed research model was well-suited to the collected data, with an F-test value of 41.628 and a significance level of 0.000. This demonstrated that the model was statistically significant. The four factors included in the model collectively account for 53.0% of the variation in FLUENCY (Adjusted R-squared = 0.530), indicating a substantial explanatory power of the model.

Regression coefficient was shown as Figure 6 below:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.789	.218		3.625	.000
	ENVR	.121	.039	.180	3.126	.002
	METHOD	.403	.036	.651	11.269	.000
	MOTIVATION	.108	.035	.177	3.070	.003
	EXPOSURE	.171	.039	.254	4.423	.000

a. Dependent Variable: FLUENCY

Figure 4.
Regression coefficients.

The regression analysis revealed that all four factors - ENVR (Learning environment), METHOD (Teaching pedagogy), MOTIVATION (Motivation), and EXPOSURE (English exposure) - demonstrated significant contributions to explaining variations in the dependent variable, FLUENCY (English speaking fluency). Each of these factors had a significance value (sig.) less than 0.05, indicating their importance in predicting fluency levels.

Among these factors, METHOD stood out with the highest standardized Beta coefficient of 0.651. This result underscored that teaching pedagogy had the most substantial effect on students' speaking fluency. Effective teaching methods were crucial in facilitating better language practice and skill development. EXPOSURE followed with a Beta coefficient of 0.254, showing that increased English exposure significantly enhanced speaking skills. Regular interaction with English through various helped students become more fluent.

ENVR (Learning environment) and MOTIVATION (Motivation) also positively had an impact on fluency, with Beta coefficients of 0.180 and 0.177, respectively. While these factors were beneficial, their influence on fluency was less pronounced compared to teaching methods and exposure. A supportive learning environment and strong motivation contributed to language learning, but their effects were more moderate in enhancing fluency.

METHOD was identified as the most influential predictor of English speaking fluency, highlighting the critical role of effective teaching methods. EXPOSURE, ENVR, and MOTIVATION also contributed significantly, though to a lesser extent. The regression equation reflecting these relationships was as follows:

$$\text{Fluency} = 0.789 + 0.18 \times \text{ENVR} + 0.651 \times \text{Method} + 0.177 \times \text{MOTIVATION} + 0.254 \times \text{EXPOSURE}$$

4.1.1.3. Activities Suggested by Students

The results revealed that "Presentations" were the most frequently suggested in-class activity, with 81 responses, indicating a strong preference among students for activities that allowed them to showcase their language skills in a structured manner. "Group discussions" followed closely with 72 responses, suggesting that students appreciated collaborative settings where they could engage in meaningful dialogue. "Role-plays" and "Pair work (e.g., dialogues)" each received 69 and 67 responses, respectively, reflecting a moderate interest in interactive and practical speaking exercises. "Debates" also received 67 responses, indicating that while it was equally favored as role-plays and pair work, it was still less preferred compared to presentations and group discussions.

For out-of-class activities, "Attending English-speaking events" was the most popular suggestion with 81 responses, highlighting students' strong preference for real-world practice in interactive settings. "Watching English movies, TV shows, and discussing them" garnered 79 responses, demonstrating that students valued media-based practice which allowed them to apply language skills in a contextual setting. "Online speaking practice sessions" received 78 responses, showing significant support for virtual practice opportunities. In contrast, "Joining an English club" and "Language exchange programs" were less

avored, with 62 and 59 responses, respectively, indicating a lower interest in structured club activities and formal language exchange programs compared to other interactive options.

Regarding tools for improving English speaking fluency, "Voice recording and playback apps" received the highest number of responses with 79, underscoring the value students placed on recording and reviewing their own speech for practice. "Virtual reality speaking simulations" followed closely with 77 responses, reflecting a strong interest in immersive, technology-driven environments that simulated real-life speaking situations. "Language-learning apps" were also popular, with 69 responses, indicating their usefulness for self-paced learning. "Online speaking practice platforms" and "Interactive language games" received fewer responses, with 65 and 61 respectively, suggesting that while they were helpful, they were less preferred compared to more direct and immersive tools. Figure 7 presented the statistical result of activities suggested by students.

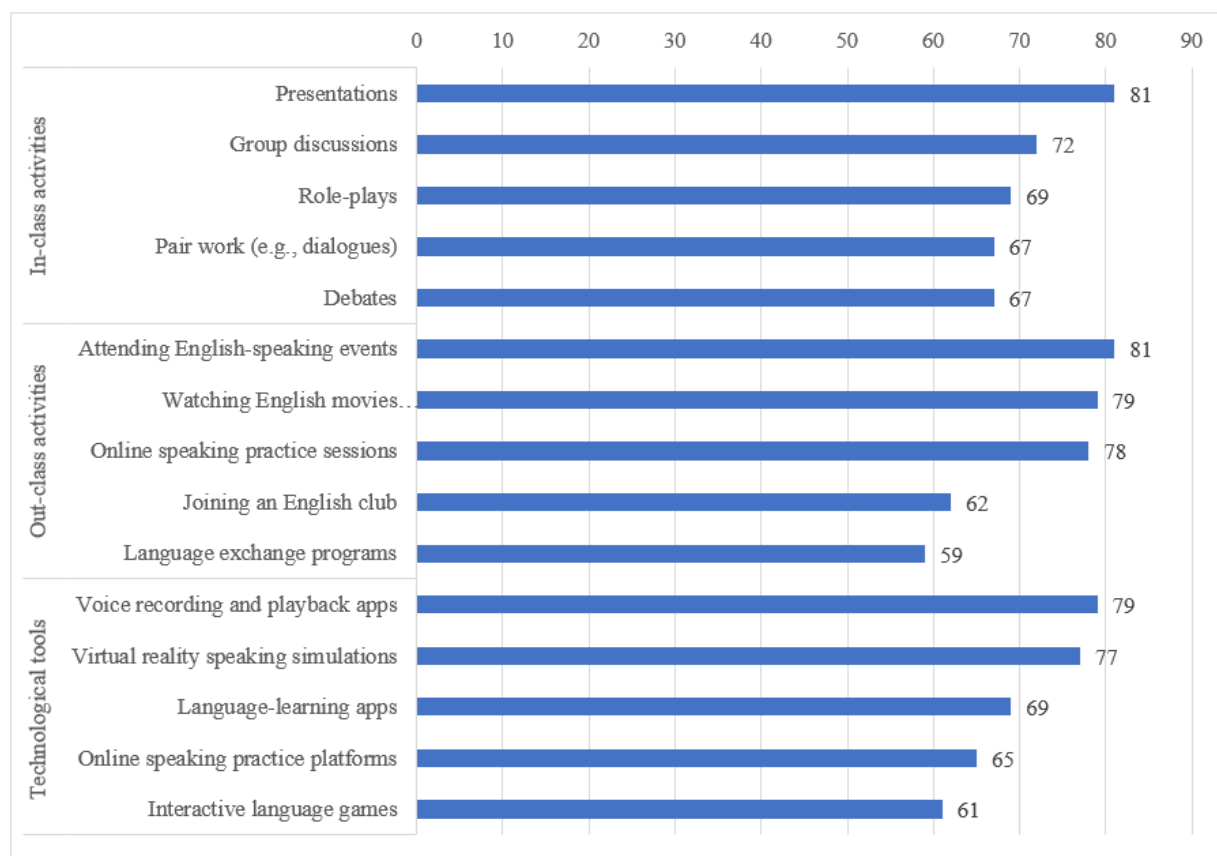


Figure 5.
Statistical result of appropriate activities suggested by students.

4.1.2. Interview Result

The study revealed notable differences among 10th-grade students concerning English exposure and the effectiveness of the learning environment. Students with higher exposure, such as Student 2 and Student 4, who engaged with English multiple times a week through apps and online practice, reported that their classrooms were "*lively and interactive, encouraging students' participation,*" which kept them "*always motivated and engaged in the lessons*". This feedback suggested that a stimulating learning environment significantly boosted motivation and engagement, emphasizing the importance of interactive teaching methods and a dynamic classroom setting for effective learning. Students like Student 1 and Student 3, who had less frequent exposure to English (1-2 times per week or less), described their learning

environment as *"dull and lacking engaging activities,"* which negatively impacted their motivation. They expressed a need for more interactive and relevant content, suggesting that *"more real-life practice and group work will make learning less stressful"*. This highlighted the necessity of incorporating hands-on practice and collaborative learning strategies to enhance students' engagement and effectiveness in English education.

For 11th-grade students, those with high frequencies of English exposure, such as Student 5, Student 7, and Student 8, who participated daily in activities like debates or conversations with native speakers, found their learning environment to be *"vibrant, encouraging active participation"*. Student 7's experience reflected a positive correlation between high exposure and an engaging classroom atmosphere, indicating that daily practice and interactive settings significantly enhanced motivation and academic performance. These students were driven by career prospects, personal growth, and academic success, thriving in environments that offered diverse and stimulating activities. Student 6, who had less frequent exposure (2-3 times per month), described the environment as *"dull and lacking in engagement,"* which affected their motivation. This underscored the impact of insufficient exposure and uninspiring environments on students' enthusiasm. The consensus among 11th-grade students was a preference for more varied and challenging activities, with suggestions from Student 8 *"incorporating current events and more challenging topics will make the lessons more engaging"*. This feedback highlighted the importance of integrating diverse and complex content to sustain students' interest and foster deeper learning.

For 12th-grade students, the learning environment significantly impacted their motivation and engagement with English. Those with limited exposure, such as Student 9 and Student 12, reported that their classrooms were overly formal and lack stimulating elements, which diminished their participation. Student 9 stated *"The classroom atmosphere is too formal and does not encourage active participation, making me feel uncomfortable"* underscoring how a rigid and uninspiring setting can negatively affect students' enthusiasm. Similarly, students with moderate exposure, including Student 10 and Student 11, expressed concerns about the fast-paced nature of the lessons and the associated performance pressure. Student 11 confessed *"although the classroom is supportive, the pressure to perform well makes me feel anxious,"* indicating that excessive stress could hinder their learning experience. In response to these challenges, 12th-grade students recommended incorporating more personalized support, such as simplified lessons, individualized assistance, and additional practice opportunities. Student 12 suggested *"more engaging lessons and encouragement from teachers will help increase my motivation"*, highlighting the need for a more interactive and supportive educational approach to foster greater confidence and fluency in English.

Across all grades, a distinct relationship was evident between the frequency of English exposure and the perceived effectiveness of the learning environment. Students who engaged with English more frequently tended to perceive their learning environment as more engaging and supportive, which significantly enhanced their motivation and participation in English-speaking activities. Student 7 highlighted, *"I thrive in a dynamic and supportive environment, which fuels my motivation and engagement in English-speaking activities"*. This suggested that frequent exposure to English coupled with a stimulating classroom environment contributed positively to students' enthusiasm and involvement in learning. In contrast, students with less frequent English exposure often reported challenges in maintaining motivation. Student 3 noted *"the classroom is dull and lacks engaging activities, making it hard for me to stay motivated"*. This feedback underscored the adverse effects of an uninspiring and monotonous learning environment on students' motivation and engagement. Generally, there was a consistent call from students across all grades for more interactive and practical learning experiences. They advocated for educational strategies that were tailored to their interests and abilities, emphasizing the need for a more supportive and engaging environment to enhance English-speaking fluency.

4.2. Discussion

Based on the research results, the objective of the study was fully achieved and key findings were also noted.

4.2.1. Teaching Pedagogy

The study revealed that teaching pedagogy was the most significant factor influencing English-speaking fluency among high school students. This finding was also found by several researchers, such as Wang, Abdullah, & Leong (2022), Alkan & Bümen (2020), Vu (2023), etc. Pedagogy is typically understood as both the theory and practice of teaching, which involves the methods and processes instructors use to approach teaching and learning, guided by a particular curriculum and set objectives. Pedagogy encompasses the teaching techniques employed by instructors, the learning activities they assign to students, and the assessments used to evaluate students' learning through various assignments, projects, or tasks. Effective teaching methods can greatly enhance students' ability to speak English fluently by creating a more engaging and supportive learning environment. Interactive strategies, including group discussions and role-plays, could help minimize students' difficulties in oral fluency and improved their speaking performance (Ngoc & Dung, 2020). Learner-centered methods, which involved students in authentic tasks and encouraged active participation, were highly effective in developing speaking skills (Samifanni, 2020). Learners' oral proficiency could be enhanced by a four-step pedagogical method in which activities were carried out through four stages: pre-speaking, while-speaking, post-speaking and extension practice (Wang, 2014).

The study offered several recommendations to improve English-speaking fluency among students. Interactive and communicative methods should be more strongly integrated into classroom teaching, including task-based learning, role-plays, and group discussions, to encourage practical use of English. Providing regular and constructive feedback is also essential, as it helps students identify their strengths and areas for improvement, thereby boosting their confidence and speaking proficiency. Schools should invest in professional development for teachers, ensuring they stay updated with the latest language teaching techniques and methodologies. This approach will align pedagogical practices with current best practices in language instruction, ultimately creating a more supportive and effective learning environment.

4.2.2. English Exposure

Among the four factors examined in this study, English exposure emerged as the second most influential predictor of students' English-speaking fluency. Regular exposure through daily conversations, media, and practical applications helps reinforce vocabulary, idiomatic expressions, and grammatical structures, enhancing learners' ability to use English naturally. Engaging in real-life speaking activities, such as conversations with native speakers and language exchange programs, offers practical experience and builds confidence, both of which are crucial for developing fluency. While passive exposure, such as hearing English in the background, contributes to language familiarity, active participation in speaking and listening exercises is essential for improving fluency. Kilag, et al. (2024) indicated that increasing exposure to English language input outside the classroom positively correlated with improved language proficiency. The significant relationship between English exposure and English speaking fluency was also in line with the findings of Khau & Huynh (2022), Peltonen (2023), Ito & Sakai (2021), etc.

Based on these findings, strategies are proposed to enhance students' exposure to English, thereby improving their speaking fluency. Increasing participation in extracurricular activities is essential. Schools should facilitate and encourage student involvement in English-related extracurricular activities, such as English clubs, debates, and language exchange programs. These activities offer additional opportunities for practicing English in informal settings, thereby reinforcing the language skills developed in the classroom. Another recommendation is to integrate English media into the learning process. Teachers and schools should actively promote engagement with English-language media, including movies, music, and literature, as these resources provide diverse and context-rich language experiences that can expose students to various language styles. Organizing events or programs that enable students to interact with native English speakers is also highly beneficial. This includes guest lectures, language exchange programs, or virtual conversation partners, all of which provide authentic opportunities for students to practice speaking and enhance their fluency in real-world contexts.

4.2.3. Learning Environment

Learning environment was found with positive influence to English speaking fluency by both qualitative research and quantitative research. A supportive and engaging classroom atmosphere fosters confidence and encourages students to participate actively in speaking activities. When students feel comfortable and valued, they are more likely to take risks and practice speaking, which enhances their fluency. An interactive learning environment that incorporates dynamic methods such as group discussions, role-plays, and task-based activities provides ample opportunities for students to use English in practical contexts, improving their fluency. A passive or disengaging environment can hinder motivation and reduce students' willingness to practice speaking. The availability of resources and tools, such as language labs and multimedia materials, also plays a crucial role in creating a stimulating environment that supports language practice and development. Ngoc & Dung (2020) also reported that a supportive learning environment, including interactive strategies and error correction, significantly improved students' speaking performance (Ngoc & Dung, 2020). A similar finding was found in Areta & Purwanti (2021). The study noticed that a positive and engaging learning environment, including adequate preparation time and interaction with native speakers, greatly enhanced learners' fluency (Areta & Purwanti, 2021).

Creating an environment where students feel comfortable practicing English can foster a supportive classroom atmosphere. This involves promoting a positive, non-judgmental atmosphere that encourages students to speak without fear of making mistakes. It is necessary to ensure the consistent use of English. Teachers or trainers should use English as the primary language of instruction and communication in the classroom to immerse students in the language and reinforce their learning through regular practice. Another one is expanding extracurricular opportunities by offering additional school-sponsored activities that enhance English-speaking fluency, such as public speaking events or English language workshops. This provides students with further opportunities to practice and apply their language skills.

4.2.4. Motivation

The current study revealed a close relationship between motivation and English speaking fluency among high school students. Motivation is often driven by real-life usage of English, career opportunities, and personal enrichment. Positive feedback and engaging activities contribute significantly to students' willingness to participate. Negative experiences such as anxiety, unengaging lessons, and overwhelming pressure negatively impact motivation. Although being highlighted as a key factor by Dörnyei (2001) and Gardner and Lambert (1972), motivation showed a lesser impact compared to teaching pedagogy, English exposure, or learning environment. This indicates that while motivation is essential, its influence on fluency may be mediated by the quality of teaching and the level of exposure. Addressing motivational factors alone may not be sufficient; it must be integrated with other aspects of language learning.

Teachers, trainers, and schools should clearly communicate the benefits of English fluency in order to motivate students in improving their speaking skills. This helps students realize the connection between English proficiency and their future goals. Emphasizing the practical advantages of fluency in English which consists enhanced career and academic opportunities can significantly boost motivation. It is essential to implement motivational strategies, including the development of activities and goal-setting exercises that are tailored to align with students' interests and aspirations. Creating a personalized learning experience can further enhance student engagement and motivation. Self-directed learning should be encouraged by promoting independent language learning strategies which consists setting personal goals and tracking progress. Schools can foster a sense of ownership in students by encouraging them to take responsibility for their language development and actively seek opportunities for practice.

4.2.5. Strategies

Strategies are recommended to increase students' exposure to English, which can enhance their speaking fluency. Boosting participation in extracurricular activities is crucial. Schools should support and encourage students to engage in English-related extracurriculars which provide additional informal practice opportunities, reinforcing classroom language skills. Another strategy involves incorporating English media into the learning environment. Schools should actively encourage students to engage with

English-language media, including films, or music, as these resources offer diverse and rich language experiences that introduce students to various language styles. Organizing programs that allow students to interact with native English speakers is highly advantageous. This could involve guest speakers, language exchange initiatives, or virtual conversation partners, all of which offer genuine opportunities for students to practice speaking and improve their fluency in real-life situations.

By emphasizing the practical benefits of fluency, such as better career and academic prospects, motivation can be significantly increased. It is essential to implement motivational strategies, creating activities and goal-setting exercises that align with students' interests and aspirations are necessary. Personalizing the learning experience can further boost student engagement and motivation. Encouraging self-directed learning by promoting independent language strategies is also significant.

5. Conclusion

The study identifies four key factors - English exposure, learning environment, motivation, and teaching pedagogy - that significantly impact students' English-speaking fluency. The findings indicate that frequent engagement with English through daily practice or multiple sessions per week is strongly correlated with higher motivation and a more dynamic learning environment. Students who experience supportive and interactive classrooms, particularly those employing methods like role-plays and group discussions, show greater enthusiasm and fluency. Real-life applications of English and positive reinforcement are also critical in boosting motivation and language proficiency. Based on these insights, the study recommends increasing the frequency of interactive activities, integrating real-world practice opportunities, and fostering a more engaging learning atmosphere tailored to students' interests and needs. Despite these valuable findings, the study has notable limitations, among which is the small sample size in the qualitative research which may restrict the generalizability of the results. The focus on only four factors may overlook other critical influences, such as individual learning styles and socio-economic background. The reliance on self-reported data introduces potential biases, and the research is limited to students from a single high school, which may not represent other educational contexts. Future research should aim to include larger, more diverse samples and explore a broader range of factors, including the impact of modern technology on speaking fluency. Longitudinal studies tracking these influences over time and comparative studies between different pedagogical methods could provide a more comprehensive understanding of how to enhance English-speaking proficiency.

Copyright:

© 2024 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

References

- [1] Alkan, H., & Bümen, N. T. (2020). An action research on developing English speaking skills through asynchronous online learning. *International Journal of Curriculum and Instruction*, 12(2), 127-148.
- [2] Areta, D. P., & Purwanti, I. T. (2021). Factors contributing to EFL learners' speaking performance. *International Journal of Educational Best Practices*, 5(1), 60 -78.
- [3] Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.
- [4] Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Multilingual Matters.
- [5] Bautista, R. B., & Valle, J. M. (2023). Communicative competence and oral language usage of Filipino learners in English. *International Journal of Educational Management and Development Studies*, 4(1), 1-23.
- [6] Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. Pearson Education.
- [7] Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.
- [8] Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- [9] Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- [10] Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford University Press.
- [11] Duan, S., Han, X., Li, X., & Liu, H. (2024). Unveiling student academic resilience in language learning: a structural equation modelling approach. *BMC Psychology*, 12(1), 177.
- [12] Dunn, K., & Iwaniec, J. (2021). Exploring the relationship between second language learning motivation and proficiency. *Studies in Second Language Acquisition*, 44(4), 967 – 997.

- [13] Ellis, R. (2005). Principles of instructed language learning. *Asian EFL Journal*, 33(2), 209–224.
- [14] Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
- [15] Ellis, R. (2019). *Task-based language teaching: A guide for teachers*. Oxford University Press.
- [16] Fan, J., & Yan, X. (2020). Assessing speaking proficiency: A narrative review of speaking assessment research within the argument-based validation framework. *Frontiers in Psychology*.
- [17] Field, J. (2004). *Psycholinguistics: The key concepts*. Routledge.
- [18] Fillmore, C. J. (1979). Individual differences in second language acquisition. In C. J. Fillmore, D. Kempler, & W. S.-Y. Wang, *Individual differences in language ability and language behavior* (pp. 71–86). Academic Press.
- [19] Gardner, R. (1985). *Social psychology and second language learning: The role of attitude and motivation*. Edward Arnold.
- [20] Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. D. Schmidt, *Motivation and Second Language Acquisition (Tech. Rep. No. 23)* (pp. 1–19). University of Hawaii Press.
- [21] Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the Mainstream Classroom*. Heinemann.
- [22] Goh, C. C., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- [23] Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. Englewood cliff. *New jersey, USA*, 5(3), 207–2019.
- [24] Harmer, J. (2007). *The practice of English language teaching (4th ed.)*. Pearson Longman.
- [25] Harmer, J. (2015). *The practice of English language teaching (5th ed.)*. Pearson Education.
- [26] Ito, A., & Sakai, H. (2021). Everyday language exposure shapes prediction of specific words in listening comprehension: A visual world eye-tracking study. *Front. Psychol*, 12, 607474.
- [27] Kang, X., Matthews, S., Yip, V., & Wong, P. C. (2021). Language and nonlanguage factors in foreign language learning: Evidence for the learning condition hypothesis. *Science of Learning*, 6(1), 28.
- [28] Kasper, G., & Rose, K. R. (2001). *Pragmatics in language teaching*. Cambridge University Press.
- [29] Khau, A. H., & Huynh, V. T. (2022). An investigation into oral fluency perceived by teachers and students in a Vietnamese context of English education. *Language Testing in Asia*, 12(1), 27. DOI: 10.1186/s40468-022-00147-4
- [30] Kilag, O. K., Uy, F. T., Macapobre, K. A., Canonigo, K., Pansacala, J. A., Cabaluna, M. F., & Calunsag, J. E. (2024). Exploring the impact of language exposure on students' English comprehension. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 2(1), 85–91.
- [31] Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- [32] Larsen-Freeman, D. (2011). A complexity theory approach to second language development/acquisition. In *Alternative approaches to second language acquisition* (pp. 48–72). Routledge.
- [33] Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319–326. DOI: 10.1093/elt/58.4.319
- [34] Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Bhatia, *Handbook of Second Language Acquisition* (pp. 413–468). Academic Press.
- [35] Long, M. H., & Robinson, P. (2021). *Interaction and language development: Insights from recent research. Annual review of applied linguistics*. Cambridge University Press.
- [36] MacIntyre, P., Baker, S., Clement, R., & Donovan, L. (2003). Willingness to communicate and social support in the second language classroom. *Language Learning*, 53(1), 269–300. DOI: 10.1111/1467-9922.00226
- [37] Mahmood, I., Memon, S. S., & Qureshi, S. (2023). An action research to improve speaking skills of English language learners through technology mediated language learning. *Academy of Education and Social Sciences Review* 3, 3(4), 429–439. DOI: 10.58378/aessr.v3i4.329
- [38] Nation, I. S. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- [39] Ngoc, D. T., & Dung, T. T. (2020). KEY FACTORS INFLUENCING LEARNERS' ORAL FLUENCY IN ENGLISH SPEAKING CLASSES: A CASE AT A PUBLIC UNIVERSITY IN VIET NAM. *VNU Journal of Foreign Studies*, 36(3), 93–108. DOI: 10.25073/2525-2445/vnufs.4490
- [40] Nunan, D. (1999). *Second language teaching and learning*. Heinle & Heinle.
- [41] Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- [42] Peltonen, P. (2023). Fluency revisited. *ELT Journal*, 77(3), 279–289. DOI: 10.1093/elt/ccad020
- [43] Putri, M. R., Pedo, V. A., & Pawestri, N. (2019). Analyzing the factors influencing students' fluency in English speaking skills: A case in Bina Nusantara university. *ICLLT*.
- [44] Putri, S. L., Pedo, A., & Pawestri, L. (2020). Analyzing the factors influencing students' fluency in English speaking skills: A case in Bina Nusantara University. *Journal of English Language Teaching and Linguistics*, 5(3), 1–12. DOI: 10.21462/jeltl.v5i3.418
- [45] Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- [46] Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- [47] Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching (3rd ed.)*. Cambridge University Press.
- [48] Richards, J., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge University Press.
- [49] Samifanni, F. (2020). The fluency way: A functional method for oral communication. *English Language Teaching*, 13(6), 100–114. DOI: 10.5539/elt.v13n6p100
- [50] Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129–158. DOI: 10.1093/applin/11.2.129
- [51] Skehan, P. (1998). *A Cognitive approach to language learning*. Oxford University Press.

- [52] Solhi, M. (2024). Do L2 teacher support and peer support predict L2 speaking motivation in online classes? *Asia-Pacific Edu Res*, 33(6), 829-842. DOI: 10.1007/s40299-024-00746-2
- [53] Stolk, J. D., Gross, M. D., & Zastavker, Y. V. (2021). Motivation, pedagogy, and gender: Examining the multifaceted and dynamic situational responses of women and men in college STEM courses. *International Journal of STEM Education*, 8(1), 35. DOI: 10.1186/s40594-021-00287-7
- [54] Swain, M. (1985). Communicative Competence: Some roles of comprehensible input and output in its development. In S. G. Madden, *Input in Second Language Acquisition* (pp. 235-253). Newbury House.
- [55] Szymańska-Czaplak, E. (2015). Developing and testing speaking skills in academic discourse. In M. W.-K. Pawlak, *Issues in Teaching, Learning and Testing Speaking in a Second Language* (pp. 233-250). Springer.
- [56] Tamayo, M., Almeida, E., & Pillajo, M. (2023). ECRIF as a strategy to boost EFL students' speaking skills: An exploratory action research approach. In G. Olmedo Cifuentes, D. Arcos Avilés, & H. Lara Padilla, *Emerging Research in Intelligent Systems* (pp. 217-232). Springer, Cham.
- [57] Thornbury, S. (2005). *How to teach speaking*. Pearson Education.
- [58] Thornbury, S., & Slade, D. (2006). *Conversation: From description to pedagogy*. Cambridge University Press.
- [59] Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- [60] Vu, T. B. (2023). Teaching English speaking skills: An investigation into Vietnamese EFL teachers' beliefs and practices. *Issues in Educational Research*, 33(2), 428-450.
- [61] Wang, J., Abdullah, R., & Leong, L. M. (2022). Studies of teaching and learning English-speaking skills: A review and bibliometric analysis. *Frontiers in Education*, 7. DOI: 10.3389/educ.2022.875400
- [62] Wang, Y. (2018). The effect of native speaker interaction on ESL learners' speaking fluency. *TESOL Journal*, 9(2), 345-368.
- [63] Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. *English Language Teaching*, 7(2), 110-118.
- [64] Wilczewski, M., & Alon, I. (2023). Language and communication in international students' adaptation: A bibliometric and content analysis review. *High Educ* 85(6), 1235-1256.
- [65] Willis, J. (1996). *A framework for task-based learning*. Longman.
- [66] Yadav, P. (2024). Exploring the impact of English language proficiency on cross-cultural communication success. *International Journal of Creative Research Thoughts*, 12(3), 18-22.