



Investigating the Difficulties in Chinese Speaking for English Majors at Ho Chi Minh City of Industry and Trade

Võ Thị Quỳnh Trang*

Chinese Lecturers at Ho Chi Minh City University of Industry and Trade (HUIT)- VietNam
quynhtrangdhtt79@gmail.com, trangvtq@huit.edu.vn

***Corresponding Authors:** *Võ Thị Quỳnh Trang*, Chinese Lecturers at Ho Chi Minh City University of Industry and Trade (HUIT)- VietNam

Abstract: *One of the most important skills to acquire when learning a foreign language is speaking. It is thought to be among the most difficult, nevertheless. As part of this study, English majors in the foreign language department of the Ho Chi Minh City Institute of Industry and Trade were observed. Its objective was to critically assess the variables that affect Mandarin Chinese students' speaking ability (henceforth, Mandarin Chinese shall be referred to as "Chinese" throughout the study). Ninety-two Second-Year English major learners took part in the study. The quantitative methods was utilized to collect data . The study's conclusions indicate that students have positive perception about Chinese language, and Chinese speaking difficulties experienced by English major learners are more closely associated with psychological factors—such as anxiety, fear of making mistakes, lack of willingness, and with linguistic ones—such as a shortage in vocabulary, poor pronunciation, little understanding of grammar rules, real life contexts, and mother tongue influence. Additionally, suggestions for learners and researchers are included at the conclusion of the text.*

Key words: *difficulties, Chinese speaking, students, English majors*

1. BACKGROUND AND PROBLEM STATEMENTS

Sought after by more than a billion people worldwide, Chinese is a language that has always been interacting with other languages and changing. Observing the interlocking relationship between Chinese and other languages as it develops in front of our eyes has never been easier than it is at the start of the twenty-first century. Acquiring knowledge of the Chinese language can yield advantages in both personal and academic growth. Mastering the Chinese language demands a considerable level of concentration and self-control due to its intricate and demanding nature. By doing this endeavor, people will have the opportunity to cultivate vital aptitudes such as problem-solving, analytical reasoning, and cultural acumen. Moreover, acquiring knowledge of the Chinese language can enhance cognitive abilities and memory.

Furthermore, acquiring knowledge of the Chinese language can prove advantageous in comprehending China's position within the international community. China holds a prominent position in world politics, economy, and culture. Acquiring knowledge of Chinese language and culture will enhance your comprehension and interaction with this significant nation. Acquiring knowledge of the Chinese language will grant you the ability to engage with Chinese media, literature, and cultural materials, so enhancing your comprehension of China's historical background, culture, and global significance.

Ultimately, acquiring the ability to communicate in Chinese is growing in significance within the context of our interconnected globe. Learning Chinese can offer significant benefits, such as enhancing business prospects, expanding cultural horizons, fostering personal and intellectual growth, and gaining insights into China's global influence. Through the cultivation of patience, consistent practice, and unwavering determination, individuals can acquire mastery of the Chinese language, thereby unlocking a plethora of options and expanding their horizons.

Chinese is a mandatory subject in the curriculum for English major students at Ho Chi Minh City University of Industry and Trade (HUIT), serving as their second language. This enhances their prospects for securing promising jobs in the future.

For all students majoring in English, speaking Chinese is essential to their ability to communicate. This study also seeks to investigate the ways in which various communication task components predispose students to speech problems. As speakers of the Chinese language, it is our responsibility to investigate how the Chinese language is perceived and the root causes of these issues in order to introduce creative teaching methods in higher education that address the issues affecting HUIT students' confidence in their ability to communicate.

The purpose of the study

The purpose of this study is to investigate how English majors understand Chinese language. Furthermore, the study identifies the barriers to Chinese-speaking competence. The following recommendations have been created to help them.

Research Questions:

1. To what extent do English-majored students perceive the Chinese language?
2. What difficulties do they have when speaking Chinese?

2. LITERATURE REVIEW

The statue of Chinese language.

It's debatable whether Chinese is becoming a universal language, even though English is the uncontested global language. That being said, it cannot be disputed that China's growing global prominence, along with its significant commercial, military, and political might, has contributed to the spread of the Chinese language. According to Lo (2012), Chinese is now a "gigantic up-and-comer." Naturally, this stands in sharp contrast to the much-discussed alleged Chinese language crisis of the early 2000s. The figures are very impressive. Thirty million people are thought to be studying Chinese as a second language worldwide at the moment. The number of international students in China hit a record high of over 260,000 in 2010, according to data made public by the Chinese Ministry of Education (Chen 2011).

As of 2023, there were over 8 billion people on the planet, around 1.43 billion of those people living in China (Worldometers, 2023). With almost one-fifth of the global population, China has the highest number of individuals who consider the Chinese language as their native tongue.

Language is a crucial component in all types of economic endeavors. Language has a fundamental role in facilitating commerce, information networks, cultural exchange, and the exportation of labour and commercial services. China overtook Japan in 2010 and became the world's second largest economy. Moreover, in the year 2018, China's Gross Domestic Product (GDP) reached a staggering amount of 13.61 trillion U.S. dollars, as reported by Xu (2019). China's global trade plays a crucial role in fueling China's Gross Domestic Product (GDP). A study indicated that China's exports in overseas commerce had increased by more than 490% and imports had expanded by 425% from 2000 to 2007 (Puslecki, 2010).

In the 21st century, as economic globalization continues to advance, there has been a significant rise in international business transactions. Given the current global situation, economists have recognized that a significant obstacle to bilateral trade is the presence of linguistic differences (Tenzer et al., 2017). Conversely, the utilization of a shared language has resulted in a 44% increase in trade flows (Egger & Lassman, 2015). At present, English serves as the predominant global language for conducting negotiations across different cultures (Hurn, 2007). In addition to English, the Chinese language has emerged as a prominent global language in the field of international business. This is due to China's significant role as the primary driver of world economic growth since 2006 (Xu, 2019). China holds a significant position in global affairs and worldwide commerce, thereby highlighting the importance of the Chinese language. Nevertheless, over the last five years, numerous Chinese researchers have conducted research on the global dissemination of Chinese language and culture. These studies propose methods for disseminating the Chinese language, such as encouraging tourism (Wang, 2016) and publishing news or information in Chinese via the internet (Ji, 2019; Bian, 2019). Several researchers have examined the correlation between the Chinese language and its economic significance (Ji, 2019; Zhang et al., 2018), as well as the impact of the Chinese language on international economic collaboration (Bian, 2019).

Factors affecting Chinese-speaking learning

Acquiring a language is not a binary ability that children either have or lack. Several internal and environmental factors influence the rate at which a child learns a new language. Several experts identify different variables. Yun (2002) identifies three factors that influence second language acquisition. These components include the impact of the teacher, the student, and the learning technique. Mohamed (2022) identified the learner's cognitive type, as well as social and economic factors, as the most influential.

Mohamed (2022) also contends that the process of learning Chinese as a second language is primarily influenced by external variables, internal variables, and language theory components. Outside variables include the educational environment, language, and methods of instruction used by teachers. Internal variables, on the other hand, are primarily concerned with learners' personal characteristics, such as native language foundation knowledge, learning motivation, and learning methods.

Morpheme, context, and practical difficulties are key characteristics of language that have a considerable impact on the success of language acquisition.

Duff et al. (2013) also note that not many studies of CAL (Chinese as a second language) have offered a thorough and contextualization analysis of the reasons why individual learners choose to study Chinese, their experiences and significant achievements in learning the language and acquiring literacy, the social, linguistic, cultural, or affective aspects of their development, and the connection between learning the language and their social, cultural, and linguistic identity.

Formal language acquisition allows for the explicit instruction of grammatical rules, vocabulary, and language functions.

A thorough understanding of Chinese characters is required for students to effectively construct words, phrases, sentences, and essays. A complete script in Chinese writing consists of characters with various roles and qualities. These statements are especially true given the extensive historical development of the Chinese language and script, which span the entire duration of Chinese civilization. Chinese cultures are an integral and vital component of Chinese characters. Hanyu Pinyin, an alphabetic phonetic system, cannot replace Chinese characters for this primary reason. The Chinese language contains a significant number of synonyms and homographs, which are words that sound the same but have different meanings. However, the phonetic system used in Chinese does not effectively capture and highlight the distinctions between these words (Chu & Toh, 2013).

Anxiety when Speaking

Krashen's Affective Filter Hypothesis, as quoted in Norton (2000), states that a learner's enthusiasm, self-confidence, and anxiety level are their affective filters; these elements are personal rather than social in nature.

Tupas (2002) introduced the concept of inferiority culture in the Philippines. It makes students feel insecure about their speaking talents since they believe their Chinese language skills are inferior to those of native speakers. A second language student who encounters sentiments of inferiority develops a stressed temperament, which may lead to anxiety. Kelsen (2019) applied categorisation. Four factors contribute to public speaking anxiety in speakers: (1) preparation anxiety; (2) physical symptoms; (3) performance anxiety; and (4) a positive outlook. If the core reason of students' public speaking anxiety is discovered, they can boost their self-efficacy by adopting a more continuous educational strategy for instructional situation design.

Challenges in learning Chinese characters

In contrast to English, where the pronunciation and alphabet are linked so readers can read words even if they don't understand them, students learning Chinese as a second language have found it difficult to memorize the shape, sound, and meaning of Chinese characters. Chinese letters are unique in that they consist of both radical and phonetic components. The radical component denotes the semantic meaning, but the phonetic component tells how the character is spoken. So, even if someone doesn't know the exact meaning, the ideogram part of characters always looks the same, and certain radicals can give people ideas or clues about what the characters mean. Characters with the radical "氵" are often connected with water, while characters with the radical "亻" are more associated with human psychology (Zhang, 2011). Certain characters have a phonetic radical component that gives suggestions about their pronunciation. However, due to the evolution of the Chinese language, letters are no longer pronounced in the same way as their phonetic radical components. As a result, this issue

exacerbates the difficulty in recalling character pronunciations. Furthermore, the lack of a direct association between a character and its sound complicates the learning process for Chinese characters (Sung, 2011).

Chinese is a tonal language, which makes learning it challenging. low-dipping are five tones: toneless (to distinguish characters spoken similarly), high level (first tone), rising (second tone), decreasing growing (third tone), and falling (fourth tone). For example, the character 爸 (ba) with the first tone means 'father,' while 拔 (ba) with the second tone means 'pull out.'. Fluency in Chinese tonal knowledge is therefore necessary for either understanding or producing spoken Chinese (Liu et al., 2011). However, Malay and English do not have tone feature representation, which makes learning Chinese for non-native speakers more difficult. Another issue with tone in Chinese is the prevalence of homophones, which have the same sound pattern but differ by a distinct visual pattern that transmits their meaning. For example, the fourth tone and fourteen letters with different meanings pronounce /li/ similarly (Wong, Xu, & Zhang, 2010). This condition will confuse the kids much more. To effectively use characters in a given context, learners require a thorough comprehension of them (Sung, 2014).

3. RESEARCH METHODOLOGY

We obtained the investigation's outcomes using a quantitative method. The survey includes six topics presented as multiple-choice questions, as well as sixteen issues graded on a 5-point Likert scale. The study intends to collect questionnaire responses from 92 sophomores who choose Chinese as their second foreign language at Ho Chi Minh City University of Industry and Trade (HUIT). They are now in their second year of academic success. Survey participants will have 15 minutes to finish the survey to guarantee consistent responses. The collected data will be used in the study inquiry.

Following the data collection phase, the acquired data will be assessed and explained using the statistical program SPSS. This process improves knowledge of the dataset's underlying properties. Visual aids, such as graphs, charts, and tables, are employed throughout the study.

The contribution of the research proposal to my university

This study will make a significant contribution to the university's goal of offering innovative and quality education that satisfies the needs and aspirations of students and society at large. The purpose of this study is to investigate the level of Chinese language awareness among sophomore English majors and analyse the difficulties they face when speaking Chinese as a second foreign language. Teachers and curriculum designers can use this resource to enhance their students' linguistic proficiency and motivation. Furthermore, this research will add to the current body of knowledge about a second foreign language, assisting other academics and educators working in similar subjects.

Limitation

The survey included 92 undergraduates studying English at HUIT. The sample included 65 female and 27 male participants aged 19 to 22. The students were starting their second year of study. The researcher was a Chinese freshman instructor at HUIT, teaching Chinese 1 in the spring 2023 semester and Chinese 2 in the fall 2024 semester. We selected participants for these classes using a random selection process. The researcher supervised a two-semester program for the study's participants. The pupils successfully finished the Chinese 1 and 2 courses. Each academic semester consisted of 45 instructional hours. We chose the convenience sampling strategy because of the participants' motivated eagerness to participate in the study. Taking all relevant aspects into account, the individuals' Chinese learning experiences showed low heterogeneity.

Participants and the Research Site

The Ho Chi Minh City University of Industry and Trade (HUIT) was the site of the study. More than 2,500 students have been recruited by HUIT throughout Vietnam since its establishment forty years ago. Near the Tan Phu District are three of HUIT's officially recognised campuses. Students at HUIT benefit from an excellent, diverse learning environment that prepares them to be successful individuals and responsible members of society. Teachers with extensive training and certifications are employed by HUIT. The Foreign Language Department teaches English and Chinese to around 2,000 undergraduates. The study's participants comprised a sample of 92 undergraduates pursuing a major in English at HUIT. The sample comprised 65 female and 27 male volunteers, aged between 19 and 22. The students were entering their second year of studies. The researcher served as a Chinese

freshman instructor in the Foreign Languages Faculty at HUIT, overseeing Chinese 1 in the spring 2023 semester and Chinese 2 in the autumn 2024 semester. We used a random sampling methodology to select participants for these classes. The study encompassed individuals enrolled in a two-semester program under the researcher's supervision. successfully completed the Chinese 1 and Chinese 2 courses with success. Every academic semester consisted of a total of 45 instructional periods. Therefore, we selected the convenience sampling approach as the optimal choice due to the participants' motivated eagerness to participate in the study. The individuals' Chinese learning experiences exhibited negligible heterogeneity, considering all pertinent parameters.

Table1. *The amount of time students spend studying Chinese*

How long have you studied Chinese					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From 1-2 years	86	93.5	93.5	93.5
	From 3-4 years	6	6.5	6.5	100.0
	Total	92	100.0	100.0	

The results also revealed that over 80% of students have experienced Chinese for around one to two years; they almost study Chinese as a compulsory subject; and a few students (6 students) study this language for more than three years.

4. RESULTS AND DISCUSSION

Results from the questionnaires

Table2. *Students' perception about speaking Chinese learning*

What do you perceive about speaking Chinese learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. Chinese is essential for global business.	13	10.9	10.9	10.9
	2. I speak Chinese as a foreign language compulsory subject at school.	30	46.7	46.7	57.6
	3. Speaking Chinese well helps me travel or go abroad one day.	3	3.3	3.3	60.9
	4. Beside speaking English, speaking another second language, like Chinese, is a powerful tool to get good jobs.	16	17.4	17.4	67.4
	5. I would like to communicate with the Chinese community.	5	5.4	5.4	72.8
	6. Chinese helps understand society, culture, and history..	10	10.9	10.9	83.7
	7. These days, speaking Chinese has become popular.	15	16.3	16.3	100.0
	Total	92	100.0	100.0	

The initial section of the questionnaire centred on individuals' cognitive perceptions of Chinese language proficiency. The results were displayed in a quantitative and visually illustrative format in Table 2. The range of percentages varies from 3.3 to 46.7. Specifically, 30 individuals (46.7%) indicated that they regarded the study of Chinese as a mandatory topic in their school curriculum. The participants lack specific long-term objectives for their Chinese language studies, while 16 of them recognize that fluency in a second language, such as Chinese, can greatly enhance their employment prospects. Approximately an equal percentage of participants believed that Chinese is indispensable for global commerce and that it is now in high demand. 10 participants, accounting for 9% of the total, believed that studying Chinese contributes to a better understanding of society, culture, and history. A minority of individuals expressed the desire to engage in travel and communication with the Chinese community.

Table3. *Challenges encountered by students when speaking Chinese*

Likert scale items:	Mean	N
1. When I speak in front of the class, I worry and fear that I may make a mistake.	4.79	92
2. I don't have enough words to say what I'm thinking.	4.60	92
3. I have difficulty with syllables, tones, and intonation.	4.40	92
4. I do not have the opportunity to speak with native speakers and use Chinese in real-life situations.	4.85	92
5. I've been greatly influenced by Vietnamese grammar.	4.46	92
6. Chinese characters are very difficult to pronounce.	4.68	92
7. I do not try to practice speaking Chinese hard because I lack the motivation to do so.	4.88	92
8. I have challenges with synonyms and homographs.	4.89	92

The concluding segment of the survey was designed to ascertain the difficulties faced by respondents while conversing in Chinese, as specified in Table 3. The Mean ranges from 4.40 to 4.89. The findings indicate that a substantial number of participants acknowledged encountering challenges. The average level of difficulty with syllables, tones, and intonation problems is 4.40, while challenges with synonyms and homographs get a rating of 4.89. Overall, the participants who supported the research acknowledged that they encountered challenges in speaking Chinese. Tilting highly agreed is rated as 4.46 to 4.88 for other challenges.

5. CONCLUSION

The researcher has drawn the following conclusions based on the findings of the performed research:

Students at HUIT have positive perception about Chinese learning. They showed the advantages of Chinese proficiency such as considering Chinese is a business language globally, people tend to study Chinese after English only. Speaking Chinese well can help them get good jobs, they can communicate with Chinese as well as travel and enjoy Chinese cultural, historical and social issues.

The majority of pupils had trouble pronouncing the words correctly. One of the reasons they had trouble acquiring vocabulary was the many grammatical forms of words or inflections. In addition, because of their limited vocabulary and difficulty selecting the right meaning for the terms, the students continued to struggle with how to apply them in the given situation. Real-world scenarios are not completely unthinkable. Speaking Chinese is impeded by internal variables such as motivation and anxiety.

To sum up, this study also showed that learners of Chinese encountered a variety of challenges, both introverted and extroverted. Motivation and anxiousness are the introverted challenges addressed in the research, whereas lexical, semantic, syntactic, and real-life contexts are identified as extroverted problems.

6. RECOMMENDATION

Mastering the Chinese language can prove to be an enormous challenge for numerous individuals, particularly those who lack exposure to tonal languages. Nevertheless, there exist certain tactics that can assist you in surmounting the challenges and enhancing your proficiency in spoken communication. Here are some suggestions:

Engage in exercises that improve your tonal skills. Tones are crucial for communicating the significance of words in the Chinese language. You must acquire the ability to appropriately differentiate and generate the four main tones (as well as the neutral tone). It's possible to utilize online resources, such as the tool provided here, to access the auditory representation of words and engage in the exercise of repeating them. Additionally, you have the option to record your voice and make a direct comparison between your tones and those of native speakers. Attempt to replicate the pitch, emphasis, and intonation of the speakers with utmost accuracy.

Enhance your lexicon. Developing an extensive and diverse lexicon will enhance your ability to articulate yourself with greater fluency and self-assurance in the Chinese language. To acquire and reinforce new vocabulary, one can employ flashcards, mobile applications, or interactive games,

ensuring consistent revision. Additionally, you may engage in reading Chinese literature, articles, or blogs that pique your interest and utilize resources to decipher foreign vocabulary. Strive to acquire vocabulary within a specific context rather than in a disconnected manner, and endeavor to incorporate these words into sentences or conversations to the greatest extent possible.

Acquire knowledge of grammatical rules and patterns. Grammar is the fundamental basis of every language, including Chinese. You need to have a comprehensive understanding of the fundamental principles and regularities of Chinese grammar, encompassing aspects such as word order, sentence structure, particles, and measure words. Grammar principles and examples can be acquired through the use of textbooks, online resources, or podcasts. Additionally, you may engage in grammar exercises or quizzes to assess your comprehension and rectify any errors.

Engage in active listening to genuine and original resources. Engaging with genuine resources, such as television series, films, music, radio broadcasts, or podcasts, can enhance your proficiency in Chinese by bolstering your listening comprehension, pronunciation, and vocabulary. Select materials that align with your proficiency and personal preferences, and make a concerted effort to frequently engage in listening activities with them. Additionally, one can use subtitles, transcripts, or dictionaries as aids in comprehending the material. Make a conscious effort to observe and analyze the speakers' language, paying attention to their vocabulary choices, intonation, facial expressions, and cultural influences.

Engage in conversations with individuals who are fluent in the language as their first language. Engaging in conversations with others who are fluent in Chinese is the most effective method to enhance and refine your spoken proficiency in the language. Native speakers can be located through internet platforms, such as this website, or offline means, such as language exchange groups, events, or classes. Additionally, you have the option of locating a tutor or instructor who can provide guidance and constructive criticism regarding your oral communication skills.

Make an effort to engage in conversations with individuals who are fluent in the language you are learning. Embrace the opportunity to learn from them and do not hesitate to accept the possibility of making errors. Errors are an integral component of the learning journey since they offer valuable opportunities to gain insights and enhance precision.

REFERENCES

- Arrow, J. (2004). Learning Chinese characters: A comparative study of the learning strategies of students whose native language is alphabet-based and students whose native language is character-based. *Studies in Second Language Learning and Teaching (SLLT)*, 2(1), 9-43.
- Bian, Y.Z. (2019). Hanyu guoji jiaoyu zai guoji jingji hezuo zhong de zuoyong yu yingxiang yanjiu [A study on the role and influence of Chinese language international education in international economic cooperation]. *Science & Technology Information*, 17(1), 169-170.
- Bygate, M. (2005). Oral Second Language Abilities as Expertise. In: Johnson, K. (eds) *Expertise in Second Language Learning and Teaching*. Palgrave Macmillan, London. https://doi.org/10.1057/9780230523470_6
- Palgrave MacMillan.
- Burnkart, G.S. (1998). *Spoken language: What it is and how to teach it*. Eric
- Basic, L. (2011) Speaking Anxiety An Obstacle to second language teaching. *Linguistics, Education*, 6(2),120-121
- Chu, H. H., Toh, L. L. (2014). Interactive Character Learning Model (ICLM)—Chinese Character Learning Using WhatsApp for Malay L3 Learners. *US-China Education Review A*, 11(4), 772-786.
- Daguo Li (2006). Motivation in Second Language Acquisition in Chinese Research Students in the UK. *Evaluation & Research in Education*, 19(1):38-58 DOI:10.1080/09500790608668324
- Duff, P., Aderson,T & Ilnyckj, R. (2013). *Learning Chinese: Linguistic, Sociocultural, and Narrative Perspectives*. De Gruyter Mouton
- Furman, N., Goldberg, D., & Lusin, N. (2010). Enrollments in languages other than English in United States institutions of higher education, fall 2009. *Modern Language Association*, 1-41.
- Ji, H.R. (2019). Quanqiuhua Beijing xia hanyu jingji jiazhi fenxi [A analysis of Chinese economic value in the context of globalization]. *Science & Technology Information*, 17(2), 207- 209.
- Mohamed, M.,B. (2022). A Study on Factors Influencing Chinese Language Learning in Tanzania. *IOSR Journal of Business and Management*, 24(2), 65-78.

- Norton, B. (2000). *Identity and Language Learning: Gender, Ethnicity, and Educational Change*. Harlow: Pearson Education Limited.
- Liu, Y., Wang, M., Perfetti, C., Brubaker, B., Wu, S., & MacWhinny, B. (2011). *Learning a tonal language by attending to the tone: An in vivo experiment*. *Language Learning*, 61(4), 1119–1141.
- Lindholm-Leary, W. M. Saunders, & D. Christian (Eds.), *Educating the English Language Learners: A Synthesis of Research Evidence*, 14-45. Cambridge: Cambridge University Press. .
- Lo, E. S.-C., Wong, A. W.-K., Law, E. Y.-S., Pang, J. K., Jin, X., & Chen, S. (2018). Effects of stress on second language speech performance in real and virtual public speaking environments. In C. Speelman, & D. Chhabra (Eds.), *Conference Proceedings: 7th Annual International Conference on Cognitive and Behavioral Psychology (CBP 2018)* (pp. 2-11). Global Science and Technology Forum.
- LeFebvre, L., LeFebvre, L. E., & Allen, M. (2018). Training the Butterflies to Fly Information: Cataloguing Student Fears About Public Speaking. *Journal of Communication Education*, 67(3), 348-362.
- Kelsen, B. A. (2019). Exploring Public Speaking Anxiety and Personal Disposition in EFL Presentations. *Learning and Individual Differences*, 73, 92-101
- Puslecki, Z.W. (2017). The impact of international business for intensive and effective economic growth of China. *International Relations and Diplomacy*, 5(8), 460-485.
- Sung, K. Y. (2014). Novice Learners' Chinese-Character Learning Strategies and Performance. *Singapore: Electronic Journal of Foreign Language Teaching 2014*, 11(1), 39.
- Sybre Spit, Sible Andringa, Judith Rispen & Enoch O. Aboh (2022) The Effect of Explicit Instruction on Implicit and Explicit Linguistic Knowledge in Kindergartners, *Language Learning and Development*, 18:2, 201-228,
DOI: 10.1080/15475441.2021.1941968
- Saunders, W. M., & O'Brien, G. (2006). Oral Language. In F. Genesee, K. Lindholm-Leary, W. M. Saunders, & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence* (pp. 14–63). Cambridge University Press. <https://doi.org/10.1017/CBO9780511499913.003>
- Sung, K., & Wu, H. (2011). Factors influencing the learning of Chinese characters. *International Journal of Bilingual Education and Bilingualism*, 14(6), 683–700.
- Tupas, T. R. (2002). *Second Language Teaching*. Philippines: UP Open University.
- Yun, L. (2002). *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc.
- Wong, K., Li, W., Xu, R., & Zhang, Z. (2010). *Introduction to Chinese natural language processing*. San Rafael, CA: Morgan & Claypool Publishers.
- Xu, X. (2019). China rises to top engine of global economic growth in 70 years. Xinhuanet website. Retrieved August 29 from http://www.xinhuanet.com/english/2019-08/29/c_138348922.htm
- Zhang, X. Y. (2011). The Research of Teaching Chinese Characters to Indonesian People. *Hunan: Hunan Normal University Master Thesis*, 2011.5, 25
- Zhang, W., Zhang, J.Z., Liu, M.N., & Liu, Y. (2018). Hanyu guoji chuanbo de jingji jiazhi fenxi [The economic value analysis of Chinese international communication]. *Industrial & Science Tribune*, (6), 127-128.

AUTHOR'S BIOGRAPHY



Vo Thi Quynh Trang ph.D, Lecturer at Faculty of Foreign Languages, Ho Chi Minh City University of Industry and Trade (HUIT), Vietnam. Specializing in teaching Chinese, comparative study of Chinese, English and Vietnamese grammar, foreign language teaching methods.

Citation: Võ Thị Quỳnh Trang., “ Investigating the Difficulties in Chinese Speaking for English Majors at Ho Chi Minh City of Industry and Trade ”, *International Journal on Studies in English Language and Literature (IJSELL)*, vol. 13, no. 3, pp. 22-29, 2025. Available: DOI: <https://doi.org/10.20431/2347-3134.1303003>.

Copyright: © 2025 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.