

**“How languages are learned”:  
Revisiting the phenomenon of learners  
being oppressed in the English classrooms  
from the view of critical pedagogy**

NGUYỄN DUY KHANG  
PHAN THỊ TUYẾT VÂN  
DƯƠNG THỊ NGỌC NGÂN

*Received 1.10.2016,  
received in revised form 21.02.2018,  
accepted 28.02.2018.*

**Abstract**

This paper deals with a controversial perspective of language teaching and learning from the view of critical theories. From the assumption of the oppressed (learners) and the oppressors (teachers in the language classroom), the authors propose the idea to revisit the issues relevant to how languages are learned. The paper discusses the reality of language learning from the narrow view of non-European practitioners and learners to discuss the phenomenon of teaching from the oppressive perspectives. From that, proposals for different language classrooms with equality, ignorance-free, and especially real demands were suggested to be the main motivation for communication. Additionally, the paper also indicates that the issues of lexicon and learners' fears were not the main reasons for communication failure. The authors borrow the terms from and grasp the literal implications of Lightbown and Spada (2006) and simultaneously employ the critical theories of Freire (2005) and Rancière (1991) as a counterbalance in the call to revisit “how languages should be

learned” in the new era of technology and the matter of learning and teaching from critical perspectives.

### **Keywords**

language classroom, critical theories, learners’ demands, ignorant schoolmaster in language teaching

## **„Jak uczymy się języków?” Powrót do zjawiska opresji uczniów na zajęciach z języka angielskiego z punktu widzenia pedagogiki krytycznej**

W niniejszym artykule ukazano kontrowersyjną perspektywę nauczania i uczenia się języków z punktu widzenia teorii krytycznych. Z założenia istnienia uciśnionych – uczących się i ciemniejących – nauczycieli w klasie językowej, autorzy zaproponowali pomysły, aby ponownie przeanalizować kwestie związane ze sposobem nauczania języków. W artykule omówiono rzeczywistość uczenia się języków z wąskiej wizji pozaeuropejskich praktyków i uczniów, aby omówić zjawisko nauczania z perspektywy opresyjnej. W efekcie wysunięto sugestię, że główną motywacją do komunikacji są propozycje różnych zajęć językowych uwzględniających równość, pozbawionych ignorancji, a zwłaszcza biorących pod uwagę rzeczywiste potrzeby. Poza tym wykazuje się, że problemy leksykalne i lęki uczniów nie były głównymi przyczynami niepowodzenia w komunikacji. Autorzy zapożyczyli terminy i implikacje z publikacji *How Languages are Learnt* (Lightbown i Spada 2006), a jednocześnie wykorzystali krytyczne teorie (Freire 2005, Rancière 1991) jako przeciwwagę w wezwaniu do ponownego przyjrzenia się „jak należy się uczyć języków” w nowej erze technologii oraz kwestii uczenia się i nauczania z krytycznych perspektyw.

### **Słowa kluczowe**

klasa językowa, teorie krytyczne, wymagania uczących się, ignorancji nauczyciel w nauczaniu języków obcych

## 1. Introduction

The idea for this paper arose from the discussion between the presentations at the International Conference of Educational Roles of Language (ERL) in 2016 at the University of Gdańsk, Poland, under the critical perspective theory about how languages should be learned in the contemporary context. Being fully active participants in the third session of personal experience of language on the first day and in the second session of language activity of children on the second day, we heard several hot issues regarding teaching and learning languages which were proposed. The direction to broader concerns of those in international academic community could be seen as their by-product. For example, “sto języków dziecka” [100 languages of the child] means the care about lexical recall, the fear of speaking English of Polish learners, the unconscious language acquisition, “Magos Method”, and the extreme concerns about “accuracy”. As suggested by the work of Lightbown and Spada (2006), this can be claimed that the current interests of the researchers regarding their personal experience and activities for language teaching and learning are relevant to the aspects of how the languages are learned.

According to Lightbown and Spada, language acquisition needs conditions, instructed methods and processes of learning. However, teaching and learning English under the views and concerns about lexical recall, the fear of language speaking or other issues in the light of Lightbown and Spada (2006) seem to be unrealistic in the contemporary era. It is recognized from this research that teachers being too dominant for their roles in language education may lead to a decrease in the learner’s potential and competence. The students may focus on their fear of errors rather than practicing and refining their communication skills. Instead of this view, it should be clarified that regardless how the learners are instructed, they begin to use the language only when they need to, and the demands of communication are higher than any other barriers.

From the views of mostly selected research presentations, speaking English could become problematic when learners make mistakes or are not able to sound like native speakers. This may lead them to a decision of keeping silent and avoiding the risk of making themselves sound stupid in front of their friends and their “excellent and intelligent modeling teachers” (Rancière 1991). It would be an overgeneralization to conclude that the cares and concerns in language teaching and learning, as in Lightbown and Spada, are not efficient for the learners or for the teachers to help them overcome their mentioned problems, even as fear and errors increased. In fact, the problems regarding the fear of making mistakes (Harmer 1991, Zua 2008, Teseng 2012 and Hieu 2011), the factors influencing learners of English (Long 1983, Nguyen and Tran 2005, and Nation and Newton 2009), and the teachers’ perspectives and possible solutions (Latha and Ramesh 2012 and Nguyen, Phan and Ly 2011) have been widely researched. Compatible views are recognized from the aforementioned context of the first ERL Conference in comparison to this relevant research and the research of Lightbown and Spada (2006). However, the authors of this paper would like to classify these views of language teaching and learning as an outdated perspective, although it is globally and contemporarily appreciated, accepted and applied.

The reasons for these anti-global perspectives of teaching and learning English originate from a critical view of education regarding the linguistic area. The first important point is that teachers of English do not recognize themselves as the oppressors in the classroom, oppressing their learners (Freire 2005). Teachers are also not aware of being oppressed as slaves of the mind to imitate and do what the native English speakers deem to be standard for the language. Learners of English or other languages unintentionally put pressure on themselves during this learning process. It is not teachers’ faults, but the influences of the historical and traditional philosophies of education and language teaching, in particular. It would be hard to convince teachers to accept the view that they themselves have

been under pressure for a long time. However, following Rancière’s *The Ignorant Schoolmaster* (1991), this paper would like to describe how languages should be learned from the critical perspective of the learners’ emancipation, with neither fear nor oppression in the future.

In *The Ignorant Schoolmaster*, Rancière uses the metaphor of the ignorant schoolmaster and borrows the case of the French teacher, Jacotot, to distinguish the language teaching both with and without explication from language teachers and the common language of communication between teachers and learners. In his work, the teachers who can tell students what to do, explain what is written in the textbooks and care about errors, mistakes or standards rather than about their learners’ development as an end, are the “intelligent teachers”. These teachers are different from Jacotot in the sense that they stultify the “know-nothing” learners by their intelligence, instead of emancipating the learners as Jacotot does. The learners, in somewhat similar conditions to the contemporary era, are being oppressed with the transmission of knowledge from the teachers without any sense of practical things.

This paper would borrow the image of an auto-vacuum machine from Professor Gert Biesta<sup>1</sup> about the metaphor for learners and learning that focus on correcting mistakes, for learners to be autonomous and adaptable to the environment. This metaphor can be applied to the reality of teaching and learning second or foreign languages nowadays. As it was presented in the ERL Conference, learners are frequently expected to be aware of mistakes and everything must be accurate to the standard of the native speakers. As a result, the learners feel the need to be autonomous and adaptable to the different barriers and problems around them in the environment for their learning. From that point of view, students learn to become an auto-vacuum machine, which could partly explain

---

<sup>1</sup> The author of *The Beautiful Risk of Education* (2013) who was invited to University of Gdańsk to give lectures about learning, teaching, emancipation, and so on from his experience and his book in March 2017.

why they are scared of expressing themselves and making mistakes.

Therefore, this paper will mainly focus on a proposal to call for the language teachers and practitioners to revisit the aspects of language acquisition from the side of the learners and their demands, examining the roles of the teachers from a critical perspective, and certainly not from the oppressive and standardized manner of the native speakers of any languages.

## **2. What should be revisited in light of how languages are learned?**

Referring back to the purposes of this paper, the authors want to revisit the issues raised during the conference regarding how languages are learned from the critical perspectives. This section concentrates on the discussions about environmental factors to explain the Polish students' fear of speaking English, the natural settings of language acquisition, the role of accuracy in terms of language varieties, and the central role of learners in their learning.

### **2.1. The environmental, cultural, and oppressing factors explaining the Polish students' fear of speaking English**

The theories of languages learning would give some explanation to the scenario that Daszkiewicz<sup>2</sup> found about the Polish students' fear of speaking English, regarding anxiety, which is defined as a feeling of tension and nervousness related to the situation of learning a foreign language (Horwitz et al. 1986). While language anxiety is mainly discussed from the views of the teachers (oppressors) or the views of the learners (oppressed), this paper would like to propose the view of the issue from the critical aspects in which the learners and the teach-

---

<sup>2</sup> Dr M. Daszkiewicz – a presenter and organizer of the 1st Conference “Educational Roles of Language”.

ers are equal in terms of pursuing the same purposes of learners’ learning (Rancière 1991).

The learners’ anxiety in language learning is absolutely not new, as in the following views or research. Theoretically, communication apprehension, which is connected with learners’ ability to interact with other language learners or the teacher in the target language, is considered one of the main causes of learners’ anxiety in language learning (Horwitz and Cope 1986, cited in Zhao 2007). It can influence the quality of oral language production and make individuals appear less fluent than they really are. A fear of being negatively evaluated by their peers, their teachers and other “intelligent people”<sup>3</sup> is another cause for learners’ anxiety (Liu 2007, Zhou et al. 2004). The learners’ verbal interactive inability is caused by shyness which is an emotional fear which many students suffer from when they are required to speak in front of the class. According to Bowen (2005) and Robby (2010), learners’ shyness is the result of their quiet nature. It is one of the more common phobias that language learners have and shyness makes their mind become blank or makes them forget what to say. Learners’ shyness is their perception of their own ability. In addition, Saurik (2011) states that the majority of English language learners feel shy when they speak the language because they think they cannot avoid making mistakes while talking. Therefore, they are also afraid of being laughed at by their peers.

Nevertheless, although we must agree with Daszkiewicz that Polish students are shy in their English utterances with foreigners, this shyness is not connected with the fear of making mistakes which causes the subsequent laziness of constructing communication when the communicative partners may not bring them any practical benefits. As Vietnamese, the authors of this paper fully discerned the feeling of being ignored by Polish students, which may be explained by their classification of the authors. People might think that this would be not ethi-

---

<sup>3</sup> A metaphor, which borrowed from Rancière (1991), indicates those who do not care about the feeling of people around them.

cal and that it is too over-generalized to bring this phenomenon to a discussion without scientific evidence to prove these perceptions at the moment. However, what happened in the classrooms of Polish students and international students would help explain somehow this common behavior. The cases were that Polish students chose to separate their seats or rows from international students. If the teachers in these classes had not organized interactional activities, the students would not have any eagerness to communicate with each other. The students had no problems with their English speaking capacity while engaged in interactional activities; however, they intentionally switched back to Polish to talk to their own peers outside of classroom activities. As an assumption, although it is accepted that some students are shy, most of them actively decided not to speak English because they did not have any need to. It is not only the matter of shyness, but laziness to communicate with non-native English speakers. The further communication among them with such kinds of interlocutors may lead to nothing better for them, so it may be better not to make any conversation which may risk mistakes. This phenomenon can be seen from our own perspectives as that they find no sense to be equal with the partners from other cultures. And this may be wrong because of other effects of the generation gaps. However, it can be simply understood that there is no need to communicate when it is not for their interests and demands. As a result, being the non-native speakers obviously decreases our chances to practice.

Of course, people may criticize this view or debate that these students from Asia are not confident enough to speak with the non-native speakers of English. However, a similar phenomenon happened with our efforts to speak in Polish and the desire to improve Polish competence in a Polish speaking country. In fact, people tend to use their English more to talk with international students from Northern Europe. Although this was not a result from a study with sound methodology, our lives were embedded within the environment and realized the barriers and borders for the sake of our learning explora-



tion. This is not meant to include all Polish students, but it was from our real feeling and reality of a possible signal of discrimination in the environment of English as a foreign language there. The situation could have arisen from the personality, nationalism, generation gap, discrimination or even the nonsense of pursuing any communication. It was merely their unwillingness to make such communication. In short, less communication in English was not because of the language instruction.

In addition, the educational environments of being oppressed, as in Freire, partly formulate the learning styles of some Polish students. It seems that Polish education cares so much about early education so that children have the best possible environments for learning and growth. However, when they enter secondary and high school, the matter of discipline and traditional teaching widely affect their learning routines. Before entering university, the majority of students may be too familiar with listening to teachers, taking notes and accepting what has been taught. Of course, the same scenarios will not be found all over Poland. Being oppressed under the disciplines of some teachers in the long process from secondary to higher school might shape these personalities with respect to the fear of doing something wrong or saying something stupid.

In short, although the open policies and qualification controls of education in Poland may have both negative and positive features, each student is actually an individual with diversified exposure to different educational and living environments which would lead each to be unique. Being shy as a feature of inhibition, introverted people, lazy or oppressed by speaking English would not be the case of every student, but the majority of those we have worked with, and the problem actually stems from their needs of using English.

## **2.2. The roles of accuracy from the oppressors versus lingua franca and language varieties**

Language accuracy was emphasized to the extreme in the ERL conference, as were suggestions for ways for the teachers to deal with it. This issue triggered a hot discussion in that section because the world of English speakers is not standardized by a set of English rules and criteria. However, the view of accuracy in terms of any native standards of English should be concerned with the aspects of the language variety of dialects. If communication is one of the first important purposes of a language, the standards coming from any native countries of that language should not become the oppressing features.

The natural settings and cultural factors for a learner to acquire languages have created different versions of non-native English speakers. If one considers English as a means of communication, British English standards of accent and pronunciation would both demotivate and motivate learners in other parts of the world. If one considers English as a model or standard, the English teachers who chase the notion of accuracy at all costs scare the learners from the oppressors' points of view both with and without their attention.

Learners in natural settings have advantages over those in traditional settings. Facilitation of the natural setting in language learning and language acquisition is so widely-known that it is odd to make a conclusion based on it. Natural language acquisition in non-native English environments is differently characterized by natural communicative interactions where the learners are exposed to their own demands of consciousness in a wide variety of localized vocabulary and structures. They encounter proficient speakers, and language events, and must respond to questions. Learners may be able to access modified input in many one-to-one conversations. This setting is usually available in the countries which speak the target language or in a place where the target language is the second language, not a foreign language as in Europe.

Learners' errors are rarely corrected because the feedback-givers see it as rude behaviors.

Generally speaking, learners in natural settings are given more favorable conditions to develop their language-use ability when surrounded by the target language. Learners figure out what and how they went wrong in their language production since their errors are rarely corrected. Their ability in reflecting their own language discourse, in their authentic failures, and in success in previously-employed language knowledge will be formed and developed, thereby improving their future language performance. From the above-mentioned features of language learners' learning process in the natural setting, it leads to the implication that if people live or work in the environment where the target language is spoken, their likelihood of speaking the language is much higher than those who are not surrounded by native or proficient speakers of that language. For that reason, accuracy should become an additional but intensive encouragement to language learners in places where native speakers of English are not surrounding them. The real world needs English and other languages for the sake of communication and understanding, not for the focus on errors or accuracy although the latter may help decrease the possible misunderstanding among the users.

### **2.3. The core influence on the learners' learning is not connected with the effects of their characteristics and the teachers' explication**

Studying a new language in the same learning setting, being taught with the limited alternative teaching methods and exposure to the same language material, learners might show their differences in their language learning techniques. Some might deal with their language learning easily and more effectively than others. However, the learning problems should be mainly understood from their primary reasons of being oppressed by authoritarian or traditional teachers. These dis-

crepancies are caused by the “intelligent teachers” rather than by the learners’ individual different characteristics.

At first, it seems that influences are researched and found from the teachers’ explication and learners’ characteristics, such as age, personality, motivation, attitude, intelligence, and so on. However, the real hidden influence of language learners relies on the teachers’ mindsets of teaching language, the wrong assumptions about how languages are learned regarding the dubious but widely acceptable acquisition theories and the dominant roles of the teachers as explicators or knowledge transmitters.

Referring back to the language classroom of Jacotot in Rancière (1991), he does teach the language as the explicator. Although this matter causes numerous controversial debates, we would share this view from the sense of making the best understanding and practices for learners’ realistic and effective learning. Jacotot and the language learners do not “master” the only available bilingual textbook at that time – the *Télémaque* – and do not share a common language for communication. However, the demands of communication and the teachers’ activities, not the teachers’ teaching or explicating, require both the students and the teacher to process their learning to master the language in a different way. The language is not mastered from the instruction given by the intelligent master, but by the “ignorant one”. The classroom does not happen with the process of teachers – oppressors – telling or explaining to the learners – the oppressed – what is right and what something means in the textbook. The learners learn from their needs and the appropriate view of equality in education which promote the learning process to be carried out.

Obviously, this should not be a direct attack on the foundation of language acquisition and the sake of how languages are learned from the long history of linguistic pedagogy. In addition, the effect of learners’ characteristics should not be underestimated. However, from our critical perspectives and the positions of the oppressed in language learning, the core factor is the teachers’ mindset of linguistic education from the op-

pressors’ positions and behavior under the oppressive standards.

### **3. How should languages be learned from critical perspectives?**

If the aforementioned key aspects raise some awareness of the language teachers and learners, we should be allowed to introduce the reconstruction of how languages should be learned, not from the acquisition theories, but the from critical theories. This part will be unfolded by answering the direct questions from the readers and critics of this paper.

#### **3.1. If the teachers do not teach in the classroom, how do students learn the language?**

When people ask this question, it is possible that the language contents and curriculum satisfaction are still the main concerns of the teachers, not the idea of the learners as the centres of their learning. Why do we need the teachers – explicators – when any explanations from the textbooks and exercises can be found or can be asked for preferences from a variety of online communities and Google? At this moment, people may voice their objection to our view. People still need the language teachers and more language centres are open hourly in the world. There must be reasons. The reasons originate from the solid foundations of standardization, the effects of capitalism and learnification (Biesta 2013) before the stage of emancipation of the learners. The learners should not fear the world of language speaking and non-standardization.

Back to the question, learners learn from their use of the languages, interactions and the demands of communication. Learners really need teachers when they do not know how to carry out the learning process, from which they improve their language competence. They need teachers to mentor them, to lead them to go to find their own ways of learning a language, and to facilitate their emancipation not only for the language,

but also from the explication of what is written in the textbook and the correct answers to the exercises. More importantly, teachers help learners connect with each other so that they can be involved in the conversation.

In short, if teachers want learners to acquire a language as the central goal, the oppression tradition should be eliminated. If teachers want learners to be able to use their language well, teachers should encourage them not to be afraid of making mistakes during their learning process and guide them to light their own will of learning for communication and understanding of a better life. Therefore, teachers of languages need to change their views first and stop being annoyed when the issues of how languages are learned are brought up.

### **3.2. What are the roles of teachers in the language classroom from this view?**

From this view, the roles of teachers should not be similar to the available tools supporting language learning and global interaction because the world may provide even more genuine sources of language than in the classroom.

However, language teachers should be available to support their learners' process of learning with a focus on their demands for communication and language use, not accuracy and the over-focus on language contents.

From our view, teachers in the language classroom should be different in the sense of being coaches, mentors and promoters of the incubation of ideas for circulation and interaction with the use of the target language. Teachers and learners should be equal and on the same side in finding new ideas, new applications of the target language, and the creation of the environment for the language to be used.

### **3.3. What really motivates students in language learning?**

To answer this question, we would like to narrow but not eliminate the other motivations of language learning in the past or recent research. The motivation of learners should be from their larger demands of making survival or essential forms of communication. Learners should be motivated by their needs with no better solutions than using the target language although there would be some barriers at the beginning. However, without proper encouragement and emancipated teachers, learners would understand that their many years of language learning in secondary school would be absolutely useless for practical communication. They would not be able to communicate because of the psychological freezes which could occur before they could use their verbal skills or even signals from their body language. A procedure should be created and become the motivation for the learners not to be so scared of making mistakes first. Then, they can be able to figure out their own ways to continue their path of language learning.

### **3.4. What are the roles of the learners in language learning from this view?**

Learners can play any roles from being the centres of their own learning demands and being responsible for teaching themselves the ways to achieve their goals with the equality and side influences from their teachers.

From our view, the students play an active role in their learning and in the classroom while in the process of making errors within the error-free environment. Learners will be supported with the process of using the language to express the exploration of their own praxis. When teachers are able to eliminate the view of oppressed learners, learners become interested in expressing themselves and want to communicate with other users, and their own praxis may help the language be generated faster and more efficiently.

In fact, these proposed goals of language learners are derived from the critical theories. However, we must point out that the main concept of learners is borrowed and adapted from more social theories rather than linguistic ones.

### **3.5. How should the learning process happen?**

This question provokes controversial answers because the context of language as a foreign language and language as a second language provide significant different conditions for learners. For example, our Polish language capacity remained unchanged with respect to the speaking skills while we were living in Poland and learning Polish as our fourth language. We only needed to speak it at a basic survival level. The motivation from the environment was lower than the demand of the learners.

For the learning process to happen, learners must define their demands and needs to be facilitated to the goals. No interaction with the language in the communication manners and personal demands of learners, no improvement in language competence would be achieved even by learners of English staying within the isolated community of their mother tongue in the United States because of the lack of motivation or their own needs.

## **4. Conclusion**

We have revisited the issues related to Lightbown and Spada's (2006) work and the reality of language teaching and learning. We have used critical theories to debate inappropriateness. We are aware that this proposed issue would not be easily tolerated by language teachers, the risks would be long lasting to tell people that they should not teach language in an oppressive way. It is accepted that without pressuring students to learn to be accurate, to master grammar and to pass tests, they would be confused about what they should do in their own roles in their language classrooms.



It would be an over-generalization to conclude with anything related to the facts or rumors of Polish language learners or perceptions about language learning. However, this paper has aimed to discuss the matters of how languages are learned from the perspectives of outsiders to Polish or European contexts with controversial views from the theories of Freire in education and Rancière in language teaching. We should assume that learners play a central role learning a language with ease if talking about topics of their high interests. That is because, in order to gain learners' active involvement and develop their motivation in learning, they are given the power to make the decision on tasks and learning methods. Regardless of the fact that the method has not been successful with adult learners who focus more on the rules of linguistic operation and social interactions, they have ample time to perform oral tasks in the target language. Therefore, learners do not suffer from being pressured in making their linguistic production adequate at all cost or as standardized as demanded by their teachers or oppressive English native speakers (excluding those who value any small efforts of the learner's skills of the language that is different from their mother tongue in the process of learnification). Language learners will be deprived of opportunities to reflect on their language discourse and to produce more language adjustments more expressively unless they experiment with language use in an authentic language environment.

## References

- Biesta, G. (2013). *The Beautiful Risk of Education*. Colorado, USA: Paradigm Publishers.
- Bowen, T. (2005). “Methodology: Shy students”. Available at <<http://www.onestopenglish.com/support/ask-the-experts/methodologyquestions/methodology-shy-students/146385.article>>. Accessed 1.07.2016.
- Freire, P. (2005). *Pedagogy of the Oppressed*. New York: The Continuum International Publishing Group Inc.

- Harmer, J. (1991). *The Practice of English Language Teaching*. 3rd edition. England: Longman.
- Horwitz, E. K., M. B. Horwitz (1986). "Foreign language classroom anxiety". *The Modern Language Journal* 70/2: 125-130.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. 15th edition. Oxford: Pergamon.
- Lightbown, P., N. Spada (2006). *How Languages Are Learned*. Oxford: Oxford University Press.
- Liu, M. (2007). "Anxiety in oral English classrooms: A case study in China". *Indonesian Journal of English Language Teaching* 3/1: 119-121.
- Long, M. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics* 4/2: 126- 141.
- Nascente, R. M. M. (2001). "Practical ways to help anxious learners". Available at <<http://www3.telus.net/linguisticsissues/anxious.html>>. Accessed 5.06.2016.
- Nation, I. S. P., J. Newton (2009). *Teaching ESL/EFL Listening and Speaking, ESL & Applied Linguistics Professional Series*. New York: Routledge.
- Nguyen, D. K., T. T. V. Phan, T. A. N. Ly (2011). "The effectiveness of activities for teaching EFL writing in a context of Vietnam". *Nepal English Language Teachers' Association (NELTA)* 16/ 1-2: 82-96.
- Nguyen, H. T., N. M. Tran (2015). "Factors affecting students' speaking performance at Le Thanh Hien high school". *Asian Journal of Educational Research* 3/2: 8-23.
- Rancière, J. (1991). *The Ignorant Schoolmaster*. Stanford, California: Stanford University Press.
- Robby, S. (2010). "Conquer your fear of making mistakes when speaking English". Available at <<http://englishharmony.com/conquer-fear-of-making-mistakes-when-speaking-english/>>. Accessed 10.07.2016.
- Saurik (2011). "Learning English the easy way!" Available at <<http://guides.wikinut.com/Learning-English-The-Easy-Way!/2wuchx26/>>. Accessed 2.08.2016.
- Teseng, S. F. (2012). "The factors cause language anxiety for ESL/EFL learners in learning speaking". *An Interdisciplinary Journal* 63: 75-90.
- Trung, H. (2011). "Students lack confidence to use English". Vietnamnet Online. Available at <<http://vietnamnews.vnagency>.

com.vn/Talk-Around-town/212262/Students-lack-confidence-to-use-English.html>. Accessed 2.07.2016.

Zhao, N. (2007). “A study of high school students’ English learning anxiety”. *The Asian EFL Journal Quarterly* 9/3: 22-34.

Zhou, N., et al. (2004). “How English as a second language affects Chinese students giving presentations during class in the U.S.” A thesis proposal. Graduate school of Marietta college.

Zua, L. (2008). “Exploring the affective factors influencing teaching of spoken English”. Available at <<http://okarticle.com/html/Thesis/20080104/26.html>>. Accessed 30.06.2016.

Nguyễn Duy Khang  
ORCID iD: 0000-0002-6121-7735  
Vinh Long Community College  
268D Nguyen Van Lau, Ward 8,  
Vinh Long City, Vinh Long Province  
Vietnam  
ndkhang@vlcc.edu.vn

Phan Thị Tuyết Vân  
ORCID iD: 0000-0003-0410-1047  
Vinh Long Community College  
268D Nguyen Van Lau, Ward 8,  
Vinh Long City, Vinh Long Province  
Vietnam  
vanmekong2018@gmail.com

Dương Thị Ngọc Ngân  
ORCID iD: 0000-0003-2467-941X  
Kiên Giang University  
320 A, 61 highway,  
Vinh Hoà Hiệp commune,  
Châu Thành district,  
Kiên Giang Province  
Vietnam  
dtngan@vnkgu.edu.vn