

FACTORS AFFECTING ENGLISH LEARNING MOTIVATION OF THE ECONOMICS STUDENTS AT HO CHI MINH CITY OPEN UNIVERSITY

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ABSTRACT

Nowadays, foreign languages have become indispensable global integration of all nations, in general and of Vietnam, in particular. Foreign language is compulsory for Vietnamese university students and meets employers' requirements. This study aims to determine the factors which affect English Foreign Language (EFL) Learning and make recommendations for learning motivation improvement. This study was conducted to survey 434 students who are pursuing mainstream programs in the field of Business Administration, Economics, and Financial - Banking at Ho Chi Minh City Open University (HCMCOU). The findings of the study show the factors related to instructors, student learning motives and training programs positively affect student motivation for learning English.

Keywords: Economics students; English Foreign Language (EFL); HCMCOU; Learning motivation.

1. Introduction

According to the concept from EF (2017), Netherlands, Sweden and Denmark were the three countries with the best English proficiency, while Vietnam was ranked at 34/63. In Vietnam, English proficiency of students in big cities like Ho Chi Minh City and Hanoi has been considerably increased; however, English proficiency of Vietnamese students, in general, is still low.

A World Bank research indicates that low English language proficiency and lack of soft skills have put Vietnamese students at a disadvantage in job interviews. There are approximately 400 thousand graduates annually; however, nearly sixty percent of them fail to meet such requirements and the majority of the graduates cannot communicate

with foreigners in English.

Realizing the importance of teaching English to university students, HCMCOU has designed EFL programs for students with a focus on providing students with substantial English proficiency, ensuring learning outcomes, satisfying employer's demands, or pursuing higher education programs in Vietnam or in developed countries. In reality, learning motivation among students is not sufficiently high; therefore, this study was conducted to determine factors that motivate students to study EFL, and hence provide scientific grounding for EFL instructors at educational institutions, especially HCMCOU, so that teaching quality, students' learning motivation and interests in English can be improved. In addition, the findings of this

study can contribute to the high-quality human resource training process, meeting the need of internationalization of Vietnam.

At HCMCOU, there are three foreign languages for students to select: English, Chinese, Japanese and Korean. Despite this, most of the students in the field of economics choose English as it is the most widely used language.

2. Theoretical framework

2.1. Theories

Vroom (1964) defines “motivation” as a state of mind created when individuals expect to achieve the desired results or rewards if they make effort. Mitchell (1982) uses “motivation” to refer to the degree which an individual desires to reach, and selects to glue his or her behavior. Robbiun (1998) regards the term as “the readiness to maximize gained results”.

Some view “motivation” and “motive” as the same thing. In contrast, Alderfer (1977) finds some differences between the two terms. First, “motive” is the internal factor(s) a person wants to do something, while “motivation” is related to both the internal and external factors. In other words, “motive” is START WITH WHY, and “motivation” is BEYOND THE WHY; “motive” is Specific, and “motivation” is General. Second, “motive” requires external strength or energy, but “motivation” comes from the inside, projected by internal energy, without the need of external factors. Additionally, “motive” is short-term whilst “motivation” is long-term. Moreover, “motive” is LIKE/ WANT; in contrast, “motivation” is DESIRE.

Therefore, “motivation” is a desire and deliberate act of human beings so as to achieve desired targets or objectives with the enhanced participation of efforts. In other words, “motivation” is the “reasons that push human beings to perform acts”. Signs of “motivation” include readiness, efforts, and enthusiasm for work so that organizations’ and employees’ aims can be reached (Alderfer, 1977).

Motivation is affected by two different factors: internal, environmental and work field-related; these factors are constantly changing and hard to catch.

Maslow’s hierarchy of needs (1943) shows that human behavior originates from human needs. These needs are represented in form of a five-tier pyramid, based on their importance. The need of learning belongs to the high-level group, which proves that this need does exist, and any person whose lower-tier needs are achieved or not still focuses on the need of learning as it leads them to higher-tier need levels of EFL such as esteem and self-actualization. Therefore, if we can catch their needs and qualities, we can satisfy their needs well. This means research on their need of learning leads to our success in syllabus design and implementation.

Vroom’s expectancy theory (1983) implements the Maslow’s pyramid of needs. Expectancy theory is based on individual’s cognition. It suggests the person decides an action that is done in one direction, and this action is based on another action, which depends on the “WANT/DESIRE” in that person’s cognition. The urge to perform an action is decided by the desired result(s) that person wants. The core of the theory is the process of the official identifier of the dynamic feature. An individual will take an action, based on the expectation of a result or the appeal of that with the individual.

Locke’s Goal-Setting theory (2002) demonstrates that specific goals and challenges lead to better performance. The doctrine also suggests that the intention to work towards the goal is the primary source of labor motivation. In order to generate labor force, it is necessary to have concrete and challenging goals as well as to attract laborers to set goals. The theory found that people with clear goals are more likely to succeed than those without them. The setting of goals depends on individual characteristics but focuses on five principles:

clarity, challenge, commitment, feedback, and complexity. Thus, for a person with a clear learning goal, the results of the study will be good, people with clear goals, the demand for learning is also determined.

A number of authors about psyche and behavior (e.g. Murphy & Alexander, 2000; Schunk, 2000; Stipek, 2002; and Pintrich, 2003) have reported that motivation is an internal process that helps to push, orient and maintain continuous actions, which are required during the progress of foreign language learning. Motivation is a process in which people are pushed to perform actions to reach the desired targets and objectives. Motivation is essential to behavior. Learning motivation is comprised of two groups: social and cognitive (Tella et al, 2007). Duong (2013) shows that social motivation is influenced by different elements, including learning for parents' wishes, learning for learner's future, learning for the admiration from friends, etc. According to Tran (2010), cognitive motivation is the desire to occupy and expand knowledge, reason and method of learning, passion for learning, and appeal to learners.

2.2. Previous studies related to the topic

Luu (2017) bases the research on Dornyei's third foreign language learning theory (1994) to study the second language learning motive - Chinese for English language students at the University of Banking, Ho Chi Minh. The study uses questionnaire (5-point likert scale with 32 questions) to survey foreign language motives, Chinese, of 89 students at HCMC University of Banking. Research results show that student's learning environment has the greatest influence on students' learning motivation, followed by range of language and ultimately learner-related factors.

Nguyen (2013) investigates "the correlation between English learning excitement and some factors influencing and predicting the level of interest of secondary school students in English" in Hanoi. The author surveyed 691

pupils from 4 schools in Hanoi and Vinh Phuc. Research shows that objective factors (families, teachers, peers and learners) (personal and attitudinal) influence the ability of students to learn English at junior high schools. In particular, personal factors, teaching methods and learning attitudes of peers are most strongly influenced.

According to Lee's study (1979), games help the instructor's lectures to be more understandable, more vivid, and clear the dullness of the lecture process, giving the classroom a lively learning environment and create the contexts in which the language of practice is useful and understandable to learners. Games help to correct errors and develop elements related to learning foreign languages such as pronunciation, language communication, collaboration and competition in learning foreign languages, giving learners the ability to review knowledge, and acquire new ideas with ease, comfort (Rixon, 1981).

Studies's Zhang (2007) and Bouzidi (2009) have shown that the learning of the English language must be based on the learner's practical needs, from the needs of using the language to perform the functions at work. Hutchinson & Water (1987) argue that specialized English teaching is based on the individual needs of learners in their own disciplines. In addition, if the focus on curriculum, teachers and learners is not adequately addressed, professional English teaching will not be effective (Widdowson, 1978; Savas, 2009; Luka, 2009).

Myles (2016) studies second language learning (SLA): its importance to learning and teaching. The purpose of the study is to find out what factors affect learning and teaching in foreign language classes. Research results show that the results of learning foreign languages are influenced by factors such as landscape and atmosphere in the classroom, how to inspire students, how to communicate between teachers and students and it is

important that students evaluate the universality (popularity) of the language.

Quan & Pham (2014) analyze factors affecting the English learning of Can Tho University's Faculty of Economics and Business Administration. The authors focus on analyzing and identifying factors that affect their need to study English. The study surveyed 160 students who were enrolled in a prepared questionnaire (5 point likert scale). Factor groups include (i) fundamental concerns; (ii) difficulties in learning and testing; (iii) practical application; (iv) Hobbies and entertainment; (v) Study guides and learning materials and (vi) Value of the certificate. Anova, EFA & CFA analyzes found three to six factors affecting students' English learning. The three influential factors were: Difficulty in learning and examination; Practical applications; Hobbies and entertainment.

Hoang & Nguyen (2016) conduct the research project "Analyzing Factors Influencing Student Motivation for Economics Students of Can Tho University". The study uses the 5 point likert scale and uses multivariate

regression, Cronbach'Alpha, and EFA analysis to determine the motivational forces of students in the Faculty of Economics at Can tho University. The survey of 495 economics students found that the impact factors including movement, quality of trainers, training programs, learning conditions and learning environment had a positive effect on student learning motivation.

Phan and Nguyen (2011) study factors affecting the attitudes of students of Da Lat University. The purpose of the study is to determine factors affecting the learning behavior of the students of Da Lat University. The research model consists of 7 components: lecturer, teaching method, material system, syllabus, course content, practice & practice, learning motivation, condition accommodation and living. Quantitative research (5 scores with 5 variables) conducted a survey of 812 students in the second year or others. The results show that the seven groups of factors affect students' attitudes, with motivation, curriculum and content being the three most influential factors. to student attitudes.

3. Research model

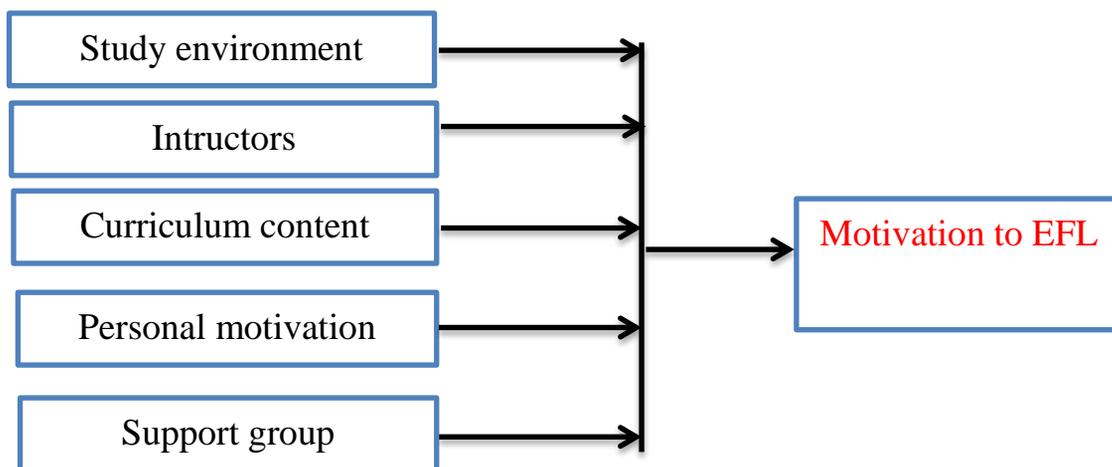


Figure 1. Recommended research model

Based on Vrom's theory of motivational theories (1964) and previous studies (e.g. Murphy & Alexander, 2000; Schunk, 2000; Stipek, 2002; and Pintrich, 2003, Phan & Nguyen, 2011; Hoang & Nguyen, 2016; Luu, 2017), recommended research model (Figure 1).

4. Research data and the method of data analysis

The research is done by qualitative and quantitative methods. Qualitative research was conducted by expert interviews - lecturers who have taught English for at least 10 years at Ho Chi Minh City Open University, to supplement and adjust the scales. Quantitative research uses the direct interview method for students based on questionnaires. The questionnaire was comprised of closed questions, in form of

a Likert scale, interval, and nominal scale. This research used SPSS 22.0 software for data analysis. Data were mainly analyzed in terms of descriptive statistics, crossover statistics, Cronbach'Alpha and EFA scale reliability, linear regression analysis. This study used the surveys of 450 full-time students studying in Economics, Business Administration, Finance and Banking (including high-quality programs and regular programs) of Ho Chi Minh City Open University. The number of valid tickets was 450 but when putting in data for analysis, 16 voters were rejected to ensure the sample concentration (10 voters are in the fourth year of the high quality program and 6 votes are students in the fourth year of general programs).

5. Research results

5.1. Descriptive statistical analysis

Table 1

Sample statistics by education and sex, residence status of students

		Sex		residence status of students		Total
		Female	Male	Other	Permanent residence in Ho Chi Minh City	
Majors	Economics	63	36	21	78	99
	Business administration	93	25	40	78	118
	Finance and Banking	154	63	59	158	217
Total		310	124	120	314	434

The sample size required for data analysis was 434, of which 124 male and 310 female students were enrolled in Economics, Business Administration, Finance and Banking faculty of the regular programs. In particular, most students have permanent residence in Ho Chi Minh City (314 students), and in other provinces (120 students, accounting for 27%).

Samples were made up of 99 students studying economics. The subject of economics at HCMCOU has implemented high quality programs, and thus the 99 students in the sample

are students studying regular programs. Of the 118 students who have enrolled in Business Administration, there are 46 high-quality program students, 72 regular program students. Of 154 students who have enrolled in the Finance and Banking program, there are 172 students studying in high-quality programs, 91 students studying the regular program. Samples of this study were also based on the academic years. The number of students in each academic year correspondent to fields of study is similar, ensuring the number of samples as required ($n \geq 30$).

Table 2

Sample statistics by branch and year and curriculum program

		Years school			Curriculum program		Total
		1st year students	2nd year students	3rd year students	High-quality programs	Mass programs	
Majors	Economics	57	29	13	0	99	99
	Business administration	33	72	13	46	72	118
	Finance and Banking	52	117	48	126	91	217
Total		142	218	74	172	262	434

Table 3

Sample time statistics

	Numbers	Ratios (%)
≤ 5 years	34	7.8
From 6 - 10 years	277	63.8
From 11 - 15 years	116	26.7
≥ 15 years	7	1.6
	434	100.0

Students who have enrolled in the school of economics have a sufficient time to study English with minimum English proficiency, i.e. only 7.8% of students have been studying

English for less than 5 years. The students who have English proficiency (over 6 years), most of them concentrate in range (11 ≤ n ≤ 15).

Table 4

Results of statistical analysis of independent variables

	Minimum	Maximum	Mean	Std. Deviation
Spacious study room	1.00	5.00	3.9608	.79014
Suitable teaching and learning facilities	1.00	5.00	4.1244	.71163
Classrooms have a reasonable number of students	1.00	5.00	4.1866	.72546
Atmosphere in class positive	1.00	5.00	4.0829	.84204
Nice friends relationships	1.00	5.00	3.8963	.84659
The competition needed in the classroom	1.00	5.00	3.6774	.85811
Instructors have good professional knowledge	1.00	5.00	4.4562	.72512
Instructors have easy ways to communicate	1.00	5.00	4.5622	.70436
Instructors has a lively way of communicating	1.00	5.00	4.5323	.68647

	Minimum	Maximum	Mean	Std. Deviation
Instructors always encourage students to study	1.00	5.00	4.4401	.69797
Instructors are available for expert advice when students request	1.00	5.00	4.3479	.72638
Students easily communicate with instructors	1.00	5.00	4.2811	.78629
Instructors are strict instructors in teaching	1.00	5.00	3.7719	1.03341
Instructors are fun, funny	1.00	5.00	4.0046	.89648
Instructors feedback helps students know their strengths and weaknesses in the course	1.00	5.00	4.1406	.79610
Instructors always help students set deadlines to complete their learning goals	1.00	5.00	4.0783	.83145
Instructors respect the student's personal expression choice	1.00	5.00	4.1498	.80596
The training program has a reasonable capacity	1.00	5.00	4.2581	.74309
The curriculum meets the requirements of future career development of students.	1.00	5.00	4.2419	.75619
Number of hours (time) taught by the training program is reasonable	1.00	5.00	4.1590	.77494
The books and learning materials are adequate and appropriate	1.00	5.00	4.0991	.83892
The enthusiastic support of Faculty and subject when students needed	1.00	5.00	3.8963	.81603
Fairness and seriousness in examinations	1.00	5.00	4.0737	.82350
The library has a full source of reference material	1.00	5.00	4.1382	.78629
Online applications for learning has a full source	1.00	5.00	4.1336	.76022
This subject is for compulsory study	1.00	5.00	3.3272	1.10796
You learn English because it is needed for your study and your life now	1.00	5.00	4.2627	.80995
You learn English as a necessity for your study and life later	1.00	5.00	4.4055	.74236
English is a foreign language that your parents do not encourage learning	1.00	5.00	3.4355	1.19535
English is a language that helps you discover the values of other cultures in the world	1.00	5.00	3.8410	.97785
Studying English makes you feel like you can actively participate in activities that take place overseas	1.00	5.00	4.0945	.79130
Students learn English because students love English culture	1.00	5.00	3.7719	.92241
You learn because you feel confident that you learn	1.00	5.00	3.7604	.94304

	Minimum	Maximum	Mean	Std. Deviation
You learn to prove you have a good education	1.00	5.00	3.5806	.99151
Students learn English because of social recognition	1.00	5.00	3.5968	.97833
Students learn English because it is taught in high school	1.00	5.00	3.5000	.97130
Motivation in EFL is decided most by Personal motivation	1.00	5.00	4.1267	.71285
Motivation in EFL is decided most by instructor	1.00	5.00	3.9493	.81113
Motivation in EFL is decided most by curriculum content	1.00	5.00	3.9332	.83384
Motivation in EFL is decided most by study environment	1.00	5.00	4.0023	.81413
Motivation in EFL is decided most by support group	1.00	5.00	3.6590	.89846
Valid N (listwise) = 434				

The study uses the likert scale of 5 (1: Very unimportant, 2: not important, 3: average, 4: important and 5: very important). Thus, most variables have a minimum value of 1 and a maximum of 5. The majority of opinions are similar in respect of ratings, except: “Instructors are strict instructors in teaching”, “English is a foreign language that your parents do not encourage learning” and

“This subject is for compulsory study” are three factors with high standard deviation variables (Std Deviation ≥ 1), which means that students are different in recognizing the importance of these three variables. All 41 variables have an average value of over 3 (mean ≥ 3.00) indicating that the students studied direction of factors from important to very important.

Table 5

Summary of Cronbach's Alpha analyzes

Numerical order	Scales	N of Items	Corrected Item-Total Correlation (Minimum)	Corrected Item-Total Correlation (Maximum)	Cronbach's Alpha
1	Study environment	6	0.416	0.698	0.829
2	Instructor	11	0.374	0.716	0.886
3	Curriculum content	4	0.578	0.681	0.801
4	Support group	4	0.606	0.678	0.815
5	Personal motivation	11	0.310	0.659	0.811
6	Motivation in EFL (Dependent variables)	5	0.426	0.668	0.785
	Total	41			

Cronbach's Alpha analysis of all variables belonging to the independent and dependent variables was Cronbach's Alpha ≥ 0.8 and Corrected Item-Total Correlation ≥ 0.3 . Therefore, the scales in the model are reliable and qualified to conduct exploratory factor analysis (EFA).

All 36 independent variables were included in the EFA analysis. The analysis results showed that KMO = 0.903, Sig. = 0.000 < 0.05, initial Eigenvalues = 68.642 with 9

element groups. However, there are many variables with factor load less than 0.5. These variables (20 variables) have a factor load less than 0.5, which is eliminated. Research conducted eliminated these variables and performed EFA analysis again. Results of the final EFA analysis showed that KMO = 0.847; Bartlett's Test with Sig. = 0.000; Total Variance Explained = 68.303; Eigenvalues = 0.973, all variables have a satisfactory loading factor (≥ 0.5).

Table 6

Results of EFA analysis of final independent variables

	Component			
	1	2	3	4
Instructors have a lively way of communicating	.583			
Instructors have easy ways to communicate	.592			
Instructors are available for expert advice when students request	.595			
Instructors always encourage students to study	.572			
Students easily communicate with instructors	.595			
Instructors have good professional knowledge	.518			
Students learn English as a means of demonstrating good education		.861		
Students learn English because they feel confident that they learn		.777		
Students learn English because of social recognition		.782		
Students learn English because students love English culture		.704		
Students learn English because it is taught in high school		.666		
The books and learning materials are adequate and appropriate			.717	
Number of hours (time) taught by the training program is reasonable			.599	
The curriculum meets the requirements of future career development of students.			.556	
English is a foreign language that your parents do not encourage learning				1.011
This subject is for compulsory study				.893
Extraction Method: Principal Component Analysis; Rotation Method: Varimax with Kaiser Normalization.				
KMO = 0.847; Bartlett's Test ^a with Sig. = 0.000; Total Variance Explained = 68.303; Eigenvalues = 0.973				

Analysis of EFAs for the dependent variables - dynamics of English amateurs

Analysis results show that the coefficient of KMO, Bartlett's Test with Sig, Total Variance Explained and Eigenvalues are all satisfactory. However, the "English dynamics determined by individual motivation" is eliminated because factor loading ($0.150 \leq 0.3$) is not available. After eliminating this

variable, the remaining variables were included in the second EFA analysis. The results showed that the coefficient KMO = 0.715; Bartlett's Test with Sig. = 0.000; Total Variance Explained = 60.873; Eigenvalues = 1.719. Thus, from the first 5 observed variables, after the EFA analysis, the dependent variable group had only four observed variables.

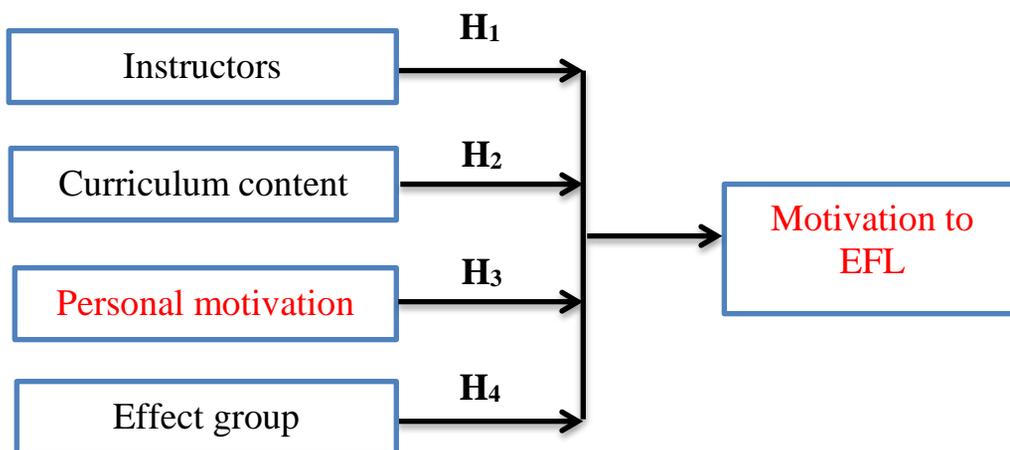


Figure 2. Adjustment model (after analysis EFA)

5.2. Test correlation matrix and multicollinearity

According to Table 11, the four factors included in the analysis and regression testing conditions had the "impact group" factor knocked out because Sig is greater than 0.05. The remaining groups F1, F2, F3 were significantly correlated with "Motivation to EFL" with 99% reliability.

In Table 7, the adjusted R^2 of 0.288 means that 28.8% of students' "Motivation to EFL" change is explained by faculty-related factors, program content, and motivational factors. Thus, the statistically significant assurance model with the tests was conducted; there was a close relationship between the variables independent of the dependent variable.

Table 7

Model test results and hypotheses

Hypotheses	Expected	Record the regression result	Standardized regression coefficient	P	Test results
$H_1 \rightarrow$ Motivation to EFL	Positive	Positive	0.228***	0.000	Accept
$H_2 \rightarrow$ Motivation to EFL	Positive	Positive	0.226***	0.000	Accept
$H_3 \rightarrow$ Motivation to EFL	Positive	Positive	0.300***	0.000	Accept
$H_4 \rightarrow$ Motivation to EFL	Positive	Positive	0.022	0.614	Reject

Hypotheses	Expected	Record the regression result	Standardized regression coefficient	P	Test results
Test results					
	R ²				0.299
	R ² square				0.288
	Durbin Watson (DW)				1.673
	F (sig)				26.009 (0.000)

With Prob (F-statistic) = 0,000, Durbin-Watson = 1.673 và F=26.009 (table 7), it can be specified that the given model matching with the data (99%). Table 7 for the current modifier found has an invalid parsing ANOVA with the trustily 100% (Sig = 0,00); enough condition

may be matching model built to fit with file data.

Finally, the Independent Samples Test and an in-depth analysis of ANOVA were used to examine differences in English language dynamics among different criteria.

Table 8

ANOVA (between groups)

		Sum of Squares	df	Mean Square	F	Sig.
Majors	Between Groups	62.277	97	.642	.973	.554
	Within Groups	221.640	336	.660		
	Total	283.917	433			
Sex	Between Groups	22.961	97	.237	1.212	.100
	Within Groups	65.611	336	.195		
	Total	88.571	433			
Years	Between Groups	39.656	97	.409	.829	.864
	Within Groups	165.689	336	.493		
	Total	205.346	433			
Learning program	Between Groups	28.360	97	.292	1.302	.046
	Within Groups	75.475	336	.225		
	Total	103.834	433			

According to Anova's analysis, there is a difference in student's "Motivation in EFL" between the general programs and the program

of high quality (Sig. ≤ 0.1) dynamics of English by subject and by year (Table 9).

Table 9

ANOVA (Levene Statistic)

	Sum of Squares	Mean Square		N	Mean
Between Groups	1.421	1.421	program of high quality	172	.0706098
Within Groups	431.579	.999	general programs	262	-.0463545
Total	433.000		Total	434	0E-7
Levene Statistic (Test of Homogeneity of Variances) = .007				Sig. (Anova) = .034	

Table 10

Levene's Test for Equality of Variances

		Levene's Test for Equality of Variances		Independent Samples Test		
		F	Sig.	Sex	N	Mean
Motivation in EFL	Equal variances assumed	3.626	.058	male	124	-.0187510
	Equal variances not assumed			female	310	.0075004

Test of Homogeneity of Variances (Table 9) shows that, High Quality English learner programs are better than general programs. This is a good point because the standard English output of high quality programs

requires more, which motivates students to learn better. Levene's Test for Equality of Variances (Table 10) The English language dynamics of female students are better than that of male students.

5.3. Regression analysis results

Table 11

Coefficients^a - Regression results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.000	.044		-.003	.998		
Instructors	.229	.044	.228	5.263	.000	.999	1.001
Personal motivation	.226	.043	.226	5.209	.000	1.000	1.000
“curriculum content”	.301	.043	.300	6.926	.000	.999	1.001
Effect groups	.022	.044	.022	.505	.614	.999	1.001

a. Dependent Variable: Motivation in EFL

Factor “Instructors” has coefficients $B = 0.229$ (positive sign) and $\text{Sig.} = 0.000$. This result shows Factor “Instructors” has a positive impact on “Motivation in EFL” of student. The results also coincide findings with Myles's (2016) Hoang & Nguyen (2016), Phan & Nguyen (2011). The results are also perfectly consistent with the fact that the "teacher" is one of the objective factors that have significant direct impact on the behavior, attitude and learning outcomes of students.

Factor “Personal motivation” has coefficients $B = 0.226$ (positive sign) and $\text{Sig.} = 0.000$. This result shows Factor “Personal motivation” has a positive impact on students' "English dynamics". The results also coincide with the findings of Zhang (2007), Bouzidi (2009), Nguyen (2013), and Hoang & Nguyen (2016). The results are well suited to the reality because "personal motivation" determines behavior, attitudes, and learning outcomes. A student with positive learning motivation will try to meet the needs and goals that he or she wishes to achieve.

Factor “curriculum content” has coefficients $B = 0.301$ (positive sign) và $\text{Sig.} = 0.000$. This result shows, factor “curriculum content” has a positive impact on students' “Motivation in EFL”. This is the group with the highest regression coefficient, which means that the strongest among the three groups has a positive effect on the dependent variable. This result also coincides with the results from the studies of Myles (2016), Hoang & Nguyen (2016), Phan & Nguyen (2011). The results also perfectly match the fact that the contents of the teaching and learning programs have an impact on student learning, creating passion, excitement for students, and especially when they learn foreign languages. Attractive study programs will create more motivation for students.

6. Conclusion and Recommendations

6.1. Conclusion

The initial research model consists of five

groups of factors (with 36 independent variables) that affect the motivation in EFL, dynamics of elementary students in HCMCOU. The scale reliability test results show that the scale of measurement used to ensure the reliability of the evidence is that no observable variable is eliminated. Discovery Factor Analysis (EFA) shows, $\text{KMO} = 0.847$; Bartlett's Test^a with $\text{Sig.} = 0.000$; Total Variance Explained = 68.303; Eigenvalues = 0.973. Thus, the scale used in the study is consistent, ensuring reliability. The results of linear regression analysis show that there are three groups of factors: Lecturer, individual motivation and program content. These have a positive impact on the dependent variable, in which the program content has the strongest impact, followed by personal motives and trainers. A set of factors such as parents and program imperatives have not found signs of impact on students “Motivation in EFL”.

6.2. Recommendations

First, schools and faculties need to research and refine the non-specialized English language training program for students to meet the future career development requirements of students. Also, they need to study to adjust the length of instruction according to the program more reasonable and focus on providing adequate teaching materials as the student-oriented materials for internationalization. At the same time, it is possible to integrate online teaching with learning programs so that students can learn more about English and foreign languages in general.

Second, lecturers, in addition to improving their level and teaching skills, also research other skills such as good communication skills, and research methods of communication so that students will be motivated to learn English. In particular, faculty members need to develop positive approaches to motivate students to learn. In order to do this, other members in faculty have to grasp the requirements and aspirations of students

through their interactions with students. Students are often afraid to learn foreign languages, especially speaking, so teachers must create a suitable "communication" environment in order to fully exploit students' potential and strengths.

Third, according to survey results as well as reality, students choose English as a foreign language (non-English major) because English were selected during their high school years.

However, there are hidden factors in the student's motivation that can help them learn better, such as confidence, interest in learning. The reason is that they want to prove themselves, like studying culture and especially want to be "socially recognized as classy". Teachers must understand the learners and learner needs so as to stimulate the motivation of learning, and help them realize the motivating factors such as beliefs, passions, recognition, etc■

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