南華大學管理學院企業管理學系管理科學碩士班

碩士論文

Master Program in Management Sciences

Department of Business Administration

College of Management

Nanhua University

Master Thesis

探討越南大學生學習成效與英語教學法相關因素影響

之研究

The Study of The Factors Affect the English Achievement

of Students Through Teaching Method at Universities in

Vietnam

阮明群

Nguyen Minh Quan

指導教授：紀信光 博士

Advisor: Hsin-Kuang Chi, Ph.D.

中華民國 108 年 1 月

January 2019

南 華 大 學
企 業 管 理 學 系 管 理 科 學 碩 士 班
碩 士 學 位 論 文

探討越南大學生學習成效與英語教學法相關因素影響之研究

The Study of The Factors Affect the English Achievement of Students Through Teaching Method at Universities in Vietnam

研究生：Nguyen Minh Quan

經考試合格特此證明

口試委員：＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿

指導教授：＿＿＿＿＿＿＿＿＿＿

系主任(所長)：＿＿＿＿＿＿＿＿＿＿

口試日期：中華民國　108　年　01　月　04　日

Letter of Recommendation for ABT Masters

Nguyen Minh Quan, a student of NHU Master Program for Business Administration for 2 years, has completed all of the courses and theses required for graduation.

1. In terms of studies, Nguyen Minh Quan has acquired 36 credits, passed all of the obligatory subjects such Research Methods, Management Science, Seminar on Marketing Management, Seminar on Business Ethics, etc. (Please refer to transcript.)

2. In terms of theses, Nguyen Minh Quan has completed the following:

    i. Master thesis : THE STUDY OF THE FACTORS AFFECT THE ENGLISH ACHIEVEMENT OF STUDENTS THROUGH TEACHING METHOD AT UNIVERSITIES IN VIETNAM

    ii. Journal :

I believe that Nguyen Minh Quan has already received full formative education of NHU Master Program for Business Management and is qualified to apply for Master's Degree Examination. Therefore, I hereby recommend his/her preliminary paper THE STUDY OF THE FACTORS AFFECT THE ENGLISH ACHIEVEMENT OF STUDENTS THROUGH TEACHING METHOD AT UNIVERSITIES IN VIETNAM, for the oral defense.

Academic Advisor: 紀信光

Date: 2018/12/11

ACKNOWLEDGEMENT

南華大學管理學院企業管理學系管理科學碩士班

107 學年度第 1 學期碩士論文摘要

論文題目：探討越南大學生學習成效與英語教學法相關因素影響之研究

研究生：阮明群　　　　　　　　　　指導教師：紀信光 博士

論文摘要內容

　　本研究論證藉由教學法影響越南大學生英語成就的因素。從越南各大學學生收集 350 份問卷樣本。本研究以層級回歸驗證假設中介效果及干擾效果其結果發現興趣對動機與成就間具中介效果；語言焦慮對教學法及成就間具有干擾效果。研究顯示教學法能降低學生學習英語焦慮。教師最清楚教室狀況選擇最好的教學法教學生以改進學生學習成效。

關鍵詞 ：教學方法、動機、環境、語言焦慮、興趣、成就

Title of Thesis: The Study of The Factors Affect the English Achievement of Students Through Teaching Method at Universities in Vietnam

Department: Master Program in Management Sciences, Department of Business Administration, Nanhua University

Graduate Date: January 2019   Degree Conferred: M.B.A

Name of Student: Nguyen Minh Quan   Advisor: Hsin-Kuang Chi, Ph.D

Abstract

This study demonstrates the factors that affect the English language achievement of Vietnamese students through the Teaching Method at universities. To improve student's English Achievement, this study considers these factors through teaching method to limit the negative factors that affect the quality of teaching and learning of teachers and students at universities in Vietnam. The sample in this thesis was collected by sending 350 questionnaires to Vietnamese students who have been learning all the cities in Vietnam. This study used hierarchical regressions to test the mediating and moderating effects of hypotheses, and found the moderation of Interest in the relation between Motivation and Achievement and Language Anxieties moderates the relationship between Teaching Method and Achievement. The study showed that teaching method can use to reduce the effect of language anxieties. Teachers know their classroom better than anyone, so choose what methods best for students and improve student's English Achievement.

Keywords: Teaching Method, Motivation, Environment, Language Anxieties, Interest, Achievement

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

1.1 Research Background and Research Motivation

Follow "The Importance of English Language in Today's World" (www.location.com) the community using English in global has reached nearly two billion. A lot of documents, libraries, scientific reports, inventions and so on are written or translated into English for widespread using. More than ten billion websites around the world use English as a means of communication, promotion and exchange of information, study and research. "It is the fact that Vietnam had entered the international field when it officially joined the WTO in 2006. English has become a useful solution for enriching knowledge, life-long learning, expanding international exchanges and creating the quality of Vietnamese human resources today. Therefore, teaching and learning English play a significant role in the development of the country.

However, the quality of learning and teaching English in Vietnam has many problems. Follow "Vietnam demands English language teaching miracle" (2011), some results of the survey of English proficiency of non-degree students at some universities indicate that "The language skills of students are very limited, especially listening skills and speaking skills; Most of the students (67%) do not have the habit of being able to communicate with each other in English. Although English language teaching is now essential in many universities and all training programs, the English language ability of students after graduation is not good at overall. It shows that only 40% of Vietnamese students have a positive attitude toward studying, the others learn only, not investing in it. One of the reasons contributing to this situation is the motivation is not high.

In the field of teaching English, follow Harmer and Jeremy (2001). "No matter how modern teaching method, if students do not learn, it will not be effective, the learner does not force herself/himself to learn; the teaching method constantly improving is just picky toys, this is similar to the improvement of the method, which is not based on the rules of learning psychology of the learner, certainly fails." Slavin (2008) states that "one of the most important components of learning is Motivation ... every student is motivated to learn. Developed countries are very interested in Motivation. This problem has been studied extensively, forming a solid theoretical system and applied to teach in the world for a long time, such as Behavioral Learning Theory, Maslow's theory of demand, Attribution Theory, Expectancy Theory and so on. These theories provide the information that teachers can make a huge difference in student Motivation, and Motivation decides the Achievement of learning and determining the quality of learning. Motivation creates a source of energy, a powerful source of energy that drives the subject and maintains the action to achieve results. Many scientists argue that students study or not based on their motivation. If learners are motivated, the quality of learning will be superior. According to Slavin (2008), one of the motivating factors for learners is teaching method. Acsimet has the sentence "Give me a fulcrum; I will lift the earth!" Acsimet shows that proper methods can do extraordinary things. While education can create miracles for the training of human resources, teaching method can leverage education.

Keller (1984) argues that teachers cannot make students study, but they can develop strategies that create an environment that motivates students to learn. According to the ARCS model of motivational design, Keller (1984) demonstrates that behaviors, activities in the teaching method of the teacher can bring attention, excitement, confidence, satisfaction to the

learner. These are the factors that Keller insists will strengthen and maintain the Motivation of learners. Slavin (2008) provides certain information that teachers can make a massive difference in learner motivation. Strategies that educators can use to motivate learners such as motivate learning, curiosity, using various forms of presentation; exciting lectures help learners set their own goals, providing clear, immediate and regular feedback.

In the field of teaching English, particular teaching method is available the substantial impact on the quality of learning, especially on the characteristics of Vietnamese students, "has the qualities that interfere with language learning, such as shy, passive, unwilling to collaborate with friends, character Learning and dynamic is not high... Erdle, Murray, and Rushton (1985) suggested English teaching method must change in the direction of students to practice in groups, in pairs, alternating games during lectures, designing papers towards a creative initiative and so on to overcome these obstacles and to motivate them. Teaching method in English plays a significant role in promoting Motivation. It is essential to pay attention to the teaching method, and how to change the teaching method based on the learner's motivation rules.

Follow Lage et al. (2000), environmental factors also affect the learning process. Every student needs a different learning English environment. Considering the environment, it helps students to learn English easier, to learn English faster and to enable themselves to always use English. Besides that, the proper facilities attract the students; make them feel comfortable and secure when being in course, especially, improve the qualities of learning. In general, to promote English learning needs, in addition to the appropriate English teaching method, it is necessary to consider the English environment to achieve high results in learning outcomes.

In the general context, the teaching of English at the university also has many subjective and objective issues from such as facilities, teaching method of teachers, characteristics of students so on. Quality of teaching English is heterogeneous. There are some enthusiastic teachers, but some teachers are not good and passive. Many timid, shy students are not actively involved in learning. The quality of English input is uneven; students are studying for three years and seventh-year students entering the same class. Some students are aware of how important English is for future work, but others learn to pass, learn to graduate. Some students are tired of learning English in the classroom because lecturers have not elicited the interest in learning. These issues have led the university in Vietnam to continually improve the quality of teaching and learning English at the university. In the 2008-2009 university years, information technology was applied actively and forcefully, supporting teaching, learning, testing, and assessment in all faculties. Over the years, the university has seen English classes at different levels, giving rise to teaching, and has designed and implemented placement tests for newcomers in many areas in recent years. However, the above problems still exist.

Beside the teaching method, the language anxieties and interest of students are the factors that affect student's achievement. Horwitz and Cope (1986) proposed that a specific difficult structure, they called Fear of Foreign Language, took responsibilities for uncomfortable students in language classes. This concern, findings related to anxiety and language achievement were relatively uniform, indicating a moderate negative correlation between anxiety and achievement. Follow Renninger and Ann (2014), the primary purpose of this study is to examine the teaching method affects achievement of students through interaction with student interest in their learning or number of hours. The results of this study show that when

4

Taiwanese college students are satisfied with their teachers, both the interest in studying and learning has a positive and essential interaction effect for learning outcomes.

In the field of research on English language teaching and learning in Vietnam, there are many studies but tend to find out the real situation. Some articles and research papers are interested in improving English teaching method, but only a few studies have investigated the relationship between teaching method and English achievement.

1.2 Research Objective

Based on the above research background and research motivations, this study collects data and conducts surveys of students in all the universities in Vietnam. The primary objective of the study can be summarized as follows:

1. To examine the relationship between Teaching Method and Achievement.
2. To study the mediation effects of Motivation and Environment while Teaching Method in relation with Achievement;
3. To explore the moderation Interest in the relation between Motivation and Achievement;
4. To test the Language Anxieties impact the relation between Teaching method and Achievement.

1.3 Research Process

First of all, the study chose a personal topic related to the students and showed out research background, objectives and motivations. After that, a literature review was shown in the relation of six constructs: Teaching method, Environment, Interest, Language anxieties, motivation, and Achievement; especially about the hypotheses among six research

constructs above. Thirdly, the research methodology was explored. Then, the discussion about these variables had been shown based on the results after data analysis and test had occurred. Finally, the conclusions and limitations were showed base on the results of this thesis.


```
┌─────────────────────────────────────────────────┐
│                                                 │
│     Research background, objectives and motivations │
│                                                 │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│                                                 │
│          Literature review and hypotheses        │
│                                                 │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│                                                 │
│               Research methodology                │
│                                                 │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│                                                 │
│              Data analysis and results            │
│                                                 │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│                                                 │
│              Conclusion and Limitations           │
│                                                 │
└─────────────────────────────────────────────────┘
```
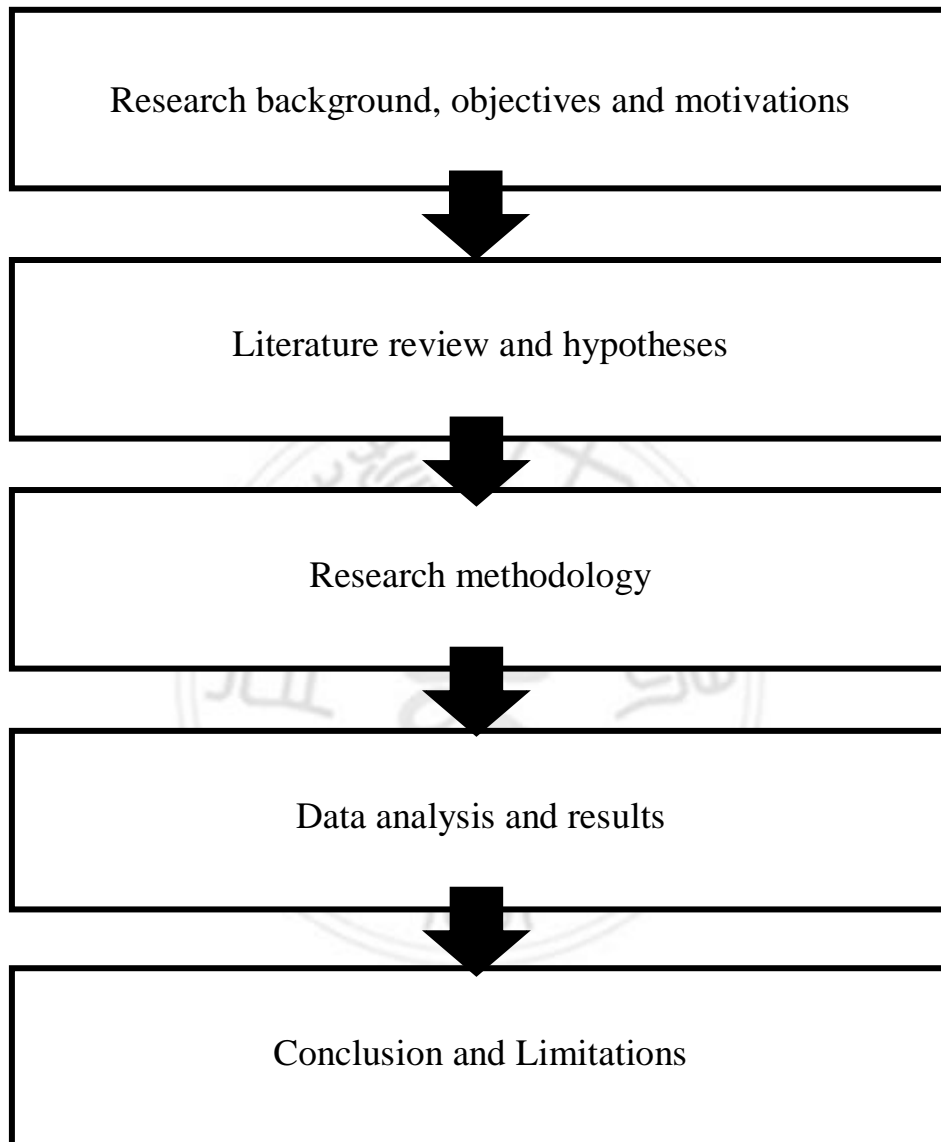
Figure 1.1 Research process

Source: Original study

CHAPTER TWO
LITERATURE REVIEW

This chapter will discuss the previous study of the six constructs and related theories. After that, hypotheses will be shown. The flow of these categories: Teaching Method, Motivation, Environment, Language Anxieties, Interest, Achievement and Hypotheses development.

2.1 Teaching method

A prominent trend started from the late nineteenth century, mid-twentieth century should be mentioned. These are the researchers and professors who assert that learners becoming center of learning (student-centered) in the West is a progressive movement in education. Theories, teaching models directed to learners are researched and developed. There are significant theories such as J. Dewey's theories, learner-centered education (Nunan & David, 1988), student-centered education, Learning theory and Individual-centered strategy (Luthans, Fred & Tim RV Davis, 1982), Causality and motivation theory (DeCharms, 1968), Basic human needs theory (Maslow & Abraham H., 1943) and so on. In this movement, people still use common methods such as dialogue, lecture, discussion and so on. It does not create any new teaching method but puts traditional methods into new structures.

In Vietnam, research on teaching method is still limited, only in the classification, definition, arrangement, and interpretation of general signs. Computer-aided teaching techniques, information technology is almost new.

In Vietnam, there are researches on the current situation and improvement of teaching method, including the application of information technology to improve teaching method. The author Ngo (2008) has a

research paper on "Solutions to innovate teaching method in universities of ICT (Information and Communication Technology)." The author demonstrates the development of ICT around the world that has made the philosophy of education in Vietnam need to be changed, and has provided some innovative solutions for teaching at universities. He proposed a teaching method that would take the student-centered approach, which was concretized into 3C (Methods-Active of Students-Information Technology and Communication) methods, which are essential in the problem of improving the quality of learning and teaching today. The research suggests three criteria that teachers should consider as a top priority in teaching. That is: teaching must teach how to learn, how to study; It is necessary to promote the activeness of learners; The tools that should be explored are information technology and communication.

In the field of English teaching method in Vietnam, there are very few researches. The Consortium for Global Education (CGE) (2006), a global education corporation, offers five lessons for Vietnamese teachers based on research on language teaching. The first lesson that teaches English is to respect the cultural aspects of the learner. The second lesson is students learning in a variety of teaching method. Teachers should respect the different learning styles of foreign languages. The third lesson is about teaching foreign languages. CGE recommends that teachers pay attention to the factors that can motivate learner's motivation and effort, such as providing regular feedback to learners, encouraging them, giving them the freedom to choose, caring and understanding of the background and ability of the students... helps the learner to take responsibility for his/her learning of foreign languages by emphasizing the language factors as a means of communication, the language needs to be practice, to say, let learners see each achievement, progress step by step even if it is small step. The fourth

lesson is about the combination of skills and the teaching of listening skills. CGE presents the skills that should not be taught separately but combined. The fifth lesson emphasizes teaching writing skills for learners.

Nguyen (2006) explores some strategies to improve the quality of teaching and learning English for older learners in the English department of the Da Nang University. The author addresses the difficulties of older learners in learning English and develops strategies related to the quality of teaching, teaching method and curriculum to meet the urgent needs of society now and in the future. The author also suggests teachers use student-centered strategies, respecting learners and using fun activities (Such as Games) to get their attention. Teaching foreign languages must increase the student's real-life communication and try to connect with the real context.

Grasha and Anthony (1994) examined two teaching methods: teacher-centered and student-centered. The study clarifies some of the effects and effects of the two methods being investigated. The student-centered method proves to be more useful for some learning behaviors during non-attendance. This is the strength of this method of development. However, focusing on one method or underestimation may not achieve the desired result. Every method has strengths and weaknesses, so the author suggests making use of all the strengths of the methods in the right context.

In the teacher-centered method, students completely concentrate on the teacher. The teacher teaches, and the students listen exclusively. In activities, students work by themselves, and the connection is not encouraged. The advantages are when focusing on the teacher; the classroom remains in order. Students keep silent, and the teacher keeps full control of the classroom activities. Because students learn by themselves, they learn independently and make their decisions. Teacher controls all activities in the classroom, so the teacher does not have to worry that

students will miss an important topic. However, at disadvantage, when students learn by themselves, they do not learn how to connect with other students, and their communication skills may be affected. The teacher-centered method can be boring for students. Their mind can wander, and they can miss important points. This method does not allow students to express themselves or ask questions and guide their learning.

When a classroom is operated by the student-centered method, students and teachers share the focus. Rather than just listening to the teacher, students and teachers interact with each other. Group work is encouraged, and students learn how to connect and communicate with each other. The advantages are students learn essential communication and collaboration skills through teamwork, and they learn to direct their learning, ask questions, and perform tasks independently. Students are more interested in learning activities as they can interact and participate actively. In the disadvantage, as students are sharing, classes can often be noisy. Teachers can have to try managing all student activities at the same time, which may be difficult when students are on different stages of the same topic. Because teachers do not always teach all students at the same time, some students may miss essential points. Besides that, some students like to work alone so that the workgroup can become a problem.

In recent years, a lot of teachers have used a student-centered method. However, many students maintain that teacher-centered method is the more effective strategy. In most cases, it is best for teachers to use a combination of methods to ensure all student requirements are met. Teachers know their classroom better than anyone, so choose what methods best for teachers and students.

2.2 Motivation

Psychologist Abraham Maslow (1908-1970) was considered one of the pioneers in the field of human psychology. In 1943, he developed one of the theories whose influence is widely acknowledged and used in many different fields, including the field of education. That is the theory of the Hierarchy of Needs of man. In this theory, he arranges human needs in a hierarchy in which higher levels of demand appear, the lower levels of demand must be satisfied before. Maslow arranged the needs of human beings in five levels: Basic needs, Safety needs, Social needs, Esteem needs, and Self-actualization needs. Through the Maslow's Hierarchy of Needs, the researches draw many interesting things about the needs and values of life, exploring the difficulties that students meet, the methods needed to educate effectively. Like many other theories, this theory is certainly not an absoluteness and integrity; it has also received contradictions and rebuttals. However, over the past 60 years, the theory has been mentioned and used extensively. Especially in learning English, It showed that the teaching method affects strongly to the students, motivates students in the different ways by assess the student needs

The issue of student Motivation has been studied extensively, forming a solid theoretical system and applied to teach in the world. However, in Vietnam, so far, the number of research articles on this topic has not been many and not covered all aspects of it.

In the study of English dynamics and the age difference of mainland Chinese immigrants in Hong Kong, Wong (2008) explored the relationship between age and English Motivation which improves instruction for teaching and learning English, enhances the motivation for new students to integrate into the new environment. The research shows that the older immigrants are, the more motivated to learn English. Students aged 14 and

15 had weaker learning motives than those aged 16 and over. The research also offers discussions and suggestions for the teaching of attention, developing motivation for younger pupils.

Keller (1984) showed that the ARCS model is a practical approach to the problem of applying Motivation in teaching design. Motivation is not only the responsibility of the learner but also the responsibility of the teacher. Others believe that teachers can teach best even if their students refuse to take advantage of these opportunities to study. It is the responsibility of the learner, whether the learner is motivated or not. Meanwhile, Keller believed that many students are interested in learning but teachers may be one of the killers of their passions. He argued that teachers cannot make students bear lessons, but teachers can develop strategies that create the environment that motivates them to learn. Teachers often underestimate the motivational factors in lecture design because they believe that Motivation is an unadjusted factor, easy to change, and is unpredictable and influenced by many factors that teachers cannot control. However, Keller showed that Motivation is not an unpredictable factor as people think. Motivation can be systematically approached with a model derived from the teaching method.

2.2.1 Intrinsic motivation

Intrinsic motivation can be explained as a behavior motivated by internal rewards. The motivation for engaging in a behavior arises from inside individual because of naturally satisfying you. The authors Coon, Dennis and Mitterer (2012) provided the definition: "Intrinsic motivation happens when someone acts without any obvious external reward. We simply enjoy an activity or see it as an opportunity to explore, learn and show our hidden potential".

Clark (2007) in a document with the game title, motivation and learning the game variable, the reason why all users like the game, he suggests game should be added into education for making students interest. The games are possible for the best solution for feeling bored in class. The game is the factor creates inside dynamic (intrinsic motivation). The suitable matching game with the dynamic found seven main sections can create the success from motivation. It is the inside factor, the freedom, the confidence, response, challenges, targets, society. He shows the results that these seven factors motivate learners to study, and also suggests that the game can also create these seven factors in the player. Clark (2007) suggested that games could increase the Motivation if it was introduced into the teaching environment and recommends that teachers may increase their motivation if they use the game in teaching.

Carreira (2006) researched the relationship between English motivation and the nervousness in the foreign language in Japanese students. The study was designed to answer the question of whether students with high motivation to learn English have a lower level of nervousness, which can help predict the level of nervousness in students. The sample is 91 second-year students studying English at a private women university in Japan. Research results show that only one motivation variable satisfying knowledge and practical reason is associated with nervousness. Students with practical reasons and intellectual content when learning English tend to be less nervous when learning a foreign language. The author demonstrates the nervousness can block the learning process and recommends some solutions that teacher should take care and support more documents, to reduce the nervousness of the learner by helping students understand more about practical reasons and intellectual content when learning English.

2.2.2 Extrinsic motivation

Extrinsic motivation involves performing a behavior to avoid being punished or earn an external reward. In general, in contrast to intrinsic motivation, extrinsic motivation is due to external influences, not the self-will.

Slavin (2008) mentioned the motivation for the student in the paper "Educational Psychology: Theory and Practice." This paper provided a definition of motivation, introduces sequential motivation theories such as Theory of Behaviorism, Maslow's Theory, Attribution Theory, Expectancy Theory and so on. It confirms that every learner has motivation. Trying hard to learn by themselves is a product of variety factors from the character, the ability of the learner to the particular characteristics of the subjects, motivation, circumstances, and behavior of the teacher. One of the essential problems related to this research is the documents providing the information to confirm that the teachers that can create the significant changes in Motivation. The strategy that the teachers can use to motivate the students such as improving the learning behavior, the curiosity, use the variety methods, the fun lectures, help the learner setup the primary target, provide the feedback very often and so on. The document is not given the science certificate base on the research of teaching method impact the motivation but the suggests about behaviour, the technique, the skill that teacher should use to motivate the students based on the certificated theories and apply widely The recommended of this document as the teacher must be the one who raises and maintains the Motivation will change their teaching method completely.

At present, there are few studies on the effect of teaching method to English language motivation of students, especially on extrinsic motivation. The research presented above shows that the world has studied many

methods of teaching, Motivation of learners, recommended the teachers to support more in the classroom to help to motivate the students. In the field of foreign language teaching in Vietnam, only studies on student motivation were researched. Direct research on the relationship between English teaching and Motivation is still under study.

2.3 Environment

Follow Lage et al. (2000), in the 19th century; many solutions had been performed to improve the learning Environment. Efforts to improve the environment for students have been becoming more active for more than 50 years. Before this moment, many people still believed that the uncomfort of physical in learning could be overcome by strong motivation and teaching method. However, a very few students can perform well in poor academic environments. So the Environment has impacted the Achievement of students. With the new high technology development, the question how to improve the Environment has the answer. The author suggested that controlling the main environmental factors such as Direct Impact and Indirect Impact is the solution. Improve the Environment of students is meeting the physical demand of learning activities. Ignoring the improving environment is completely ignoring the physical anxieties of learning.

In recent years, with a better knowledge of the environmental impact of the learning process, more professors began to develop their knowledge by verifying their experience on the internet. In some ideas to improve the Achievement of students, there are many comments on improving the Environment. Not only attention to light, sound and air condition, but many also focus on teaching method can create better Environments such as work in a pair or a group as a team or individuals can give a personal opinion of

themselves in class. This is a remarkable development trend because of the good Environment leading to higher student achievement.

Follow Michalak (2014), university building is the basis for teaching activities. Therefore, to perform its support function, the design of a university building needs to reflect the teaching needs of the university program. In recent years, as a result of educational program updates, many improvements have been made to teaching method. Many university buildings are out of date because they do not meet the requirements of the new curriculum. Traditional teaching settings are based on lectures and questions that answer the types of activities in the classroom. The connection between students and teachers often interrupt because of class order is not encouraged. Even the furniture layout of the old classroom setting was also designed in such a way that the students were made to face the teacher so that the students could pay for their attention. However, in modern teaching method, besides classroom teaching, student's feedback and interactions are very popular. This is usually achieved by group activities in which students gain more excellent knowledge of a problem through the exchange of ideas. To create the group activities, the teaching space should be large enough to allow the furniture for group arrangement. Besides that, the continuing development of education programs causes corresponding changes in universities facilities.

In addition to these factors, other educational factors affect the university's facilities such as enrollment, student classification, space usage, teaching equipment, extra activities and learning systems change. When changes are made to these educational factors, appropriate adjustments need to be made to the university facilities. An educational program can only be successful if appropriate university facilities exist to meet teaching needs. When the developments are made to the educational factors, proper

adjustments need to be made to the university facilities. An educational program can only be successful if relevant university facilities exist to meet teaching needs.

2.3.1 The direct impacts

The direct impacts of Environment include the physical aspects of a classroom such as facilities, furniture, learning tools and so on.

Follow Chan (1996), a good Environment is combined with pastel colors, relevant lighting, controlled sound, and air condition systems. A good Environment relax the students from physical distractions, making students feel comfortable, easy to focus on lectures and make them think logically. Students in an excellent Environment will definitely get the higher achievement. On the other hand, the Environment is usually faded, lacking in lighting, noisy surroundings and insufficient air condition systems. Students in poor academic environments have many physical limitations. Only few students with self-consciousness or great determination can overcome all the anxieties created by the harmful environment.

In English, the facilities, furniture, and learning tools are very important. The teacher cannot teach some English skills usefully without them. The researches showed the reason why students cannot understand the English listening lecture because of the poor quality listening equipment. Alternatively, in the writing and reading kill, the noisy surroundings make students unable to focus on the lecture. To improve the learning English achievement, the high quality of Direct Impacts environment is necessary and essential.

2.3.2 The indirect impacts

The indirect impacts of the Environment are school safety, school diversity, a supportive Environment, and Motivation.

Also, follow Chan (1996), the Environment is so difficult to fit with students. They respond to poor or good Environments by expressing negative or positive attitudes respectively. With a positive attitude in their excellent Environment, students learn with high quality and can definitely focus on better performance. In the opposite, student displeasure with the poor academic environment will lead to a reduction in their interest and enthusiasm for learning. Therefore, the poor performance of students due to poor Environment is not surprising.

In English learning, the teacher creates an English language environment is the best and fastest way for students to improve their English proficiency. Group work enables students to exchange knowledge, improve teamwork, and motivate students to improve their ability to communicate in English. Group work also makes students to help each other, avoid the different quality of their students, not be too dependent on the teacher as well as teachers can easily assess the strengths and weaknesses of each student.

2.4 Language anxieties

This construct considers the anxieties in learning four skills of English language that base on some researches by some authors such as Pappamihiel and Eleni (2001, 2002), Horwitz and Elaine (2001), Cohen and Andrew (2014), Cook and Vivian (2016) and so on especially follow Wilson and Stephenson (2006), the anxieties in learning English as a foreign language, author concentrated the four skills of English language which is listening skill, speaking skill, reading skill and writing skill.

2.4.1. Language anxieties in Listening skill

A lot of attention has been paid to the anxiety of many learners when listening to second language or especially English language, Krashen and Stephen (1976) hypothesized that the listening or meaning extracted from the messages in the language that they were learning is "the main process in the development of a second language" (Horwitz, 1986), and that anxiety formed an "emotional filter" (Scarcella, Robin & Krashen, 1980) that interfered in the ability of an individual to receive and process verbal messages successfully. Indeed, one of the definitions of language anxieties by two leading researchers in this field (MacIntyre, Peter & Gardner, 1994) showed not only speaks, but also listens "the language anxieties can be defined that the fear and stress in both listening, speaking and learning".

Vogely and Jones (1998) conducted a descriptive study involving Spanish-speaking Anglophone students, focusing solely on what she called "listening comprehension." She aimed to report classroom practices that have raised the anxious about language listening comprehension anxiety in student and provide solutions depending on students suggest that can reduce student's listening anxieties. On a questionnaire, students wrote whether they were anxious to hear in the language classroom, which made them feel anxious in their listening exercises, and what they thought about helping them reduce the anxieties in listening.

According to researches about listening skills, the speed of receiving is the most frequently reported cause of anxiety for listeners, followed by poor expressions, multiple stresses, and teacher speaks quietly. For the level of difficulty, too complicated exercises, misunderstanding vocabulary, difficult syntax and unknown topics are other sources of language anxiety. Students worry that they do not know what they need in their listening activity or why. Some students need the help of some learning aids to help with the

listening task. Students feel very anxious if they can only hear the text twice before responding. This feeling is especially prevalent in the tests. This study is remarkable because it concentrates the student's opinions given freely on a questionnaire. In this way, many sources of anxiety in classroom activities and tests have been discussed that no author would have encountered if they had devised a questionnaire from the perspective by themselves.

2.4.2 Language anxieties in speaking skill

The literature shows that speaking skills are extremely agitated in many language students and are often seen to raise more anxiety than other skills. Indeed, Daly (1991) reported that in some students "fear of public speaking exceeds obsession such as fear of snakes, elevators or height." The anxiety reactions of many students when speaking or when spoken by a teacher in a foreign language class are "sound distortions, unable to reproduce the language and rhythm of the language, freeze when called to perform and forget the words or phrases learned or simply refuse to say and keep silent" (Young & Jesusita, 1991). The same author quotes a student's complaint in a foreign language in class: "I am afraid to go to Spanish class even if my teacher is very friendly and can be funny, but I hate it when the teacher calls my name. I freeze and cannot think of what to say or how to say it. Moreover, my pronunciation is terrible. Sometimes I think people do not even understand what I am saying" (Young & Jesusita, 1990).

Classroom activities and teaching method seem to cause learner's anxiety and their performance directly. Follow Young and Jesusita (1990), most of the university students do not feel comfortable in speaking activities when they go to "prepared" classes, and when they are "not the only one answering question." Most of them want to provide their answer "instead of

being called to answer." Most students said they would be less anxious about oral tests if they had "more practice in the classroom and most have expressed their desire to correct their mistakes." When classes are arranged according to the comfort/stress felt by the students, most of moderately anxiety activities about speaking skill is: "presents a dialog which is prepared in front of the class, role-play a situation in front of the class." Koch and Terrell (1991) discover that activities "Natural Approach," such as role-play and the words, raises anxiety in their students.

In addition, anxiety has been reported not only on grammatical accuracy but also on interpretation. In the investigation by Steinberg, Faith, and Horwitz (1986), reported by MacIntyre, Peter, and Gardner (1991), concerning "anxiety," Spanish learners of English were ordered image description. Half of the participants were greeted by the interviewer in a comfortable environment, while the other half were gotten coldly in an uncomfortable setting with a rotary video camera filming them. The researchers measured the amount of "denotative content" and "content of interpretation" in the participant's description and found that people in the anxiety group used less language than the others in a comfortable group. They argued that these researches suggest reluctance on the part of students being anxious to express personal information relevantly in a foreign language conversation.

The researchers asserted that the results presented the language anxieties and perfection is similar in some ways. All subjects with both high and low anxieties are proficient foreign language learners but show different responses to their recorded video interviews.

2.4.3 Language anxieties in Reading skill

Some the researches considered whether reading anxieties are the separated kind of language anxieties from general language anxieties and focused on exploring the anxieties in reading in the variety languages

Saito et al. (1999) examined the reading anxieties in some foreign languages; the authors reported some difficulties that students got when reading some foreign language documents, based on the foreign language reading anxieties scale responses. A lot of anxious students reading books feel overwhelmed when faced with the foreign language texts. These students tend to translate everything when approaching the texts and many students feel anxious when facing the new grammars, new phases.

They also asserted that it is difficult to say whether the foreign language reading causes the effect in student reading anxieties, but says that in this investigation, anxiety seems to originate from reading, not the opposite. Anxieties seem to be a "mediator who mediates at some point between deciphering the text and processing the textual meaning" (Saito et al., 1999). The authors suggested that asking students for comments about anxiety can help reduce it. They also say that the fact that French students represent the highest level of language anxiety may be related to their history of language learning. These students may have had less favorable results in the past, as most of them are still studying it as a compulsory subject. They may have less motivation than others who learn Russian or Japanese, which is often considered a harder language.

2.4.4 Language anxieties in writing skill

Some researchers have been tasked with finding a relationship between language anxieties and writing skills. Cheng's (2002) research about language anxieties and writing skills have two objectives: to explore

the relationship between foreign language writing anxieties and individual differences, and to determine whether foreign language anxieties are related to other types of anxiety, above all, writing anxieties in the mother tongue language.

Cheng's (2002) 165 participants learned English as a major subject at a Taiwanese university, at the levels of three years (freshman, sophomore, and junior) in which there were no differences in mother tongue language writing anxieties, foreign language anxieties, mother tongue language speaking anxieties and foreign language anxieties. Their answers were combined at each of the three levels. The instruments which used were Foreign Language Classroom Anxiety Scale, developed by Horwitz et al. (1986), and translated into Chinese for this research, the Second Language Writing Apprehension Test, was adapted from the Daly-Miller Writing Apprehension Test (1975). The anxiety about foreign language writing seems to correlate closely with the foreign language anxiety, but there is no statistically significant correlation between anxiety in English writing and Chinese writing. There seems to be a stronger relationship between the anxieties experienced in different modes of communication in one language than across in different languages. Writing anxieties in the first language did not seem to involve writing anxieties in the second language, the author confirmed that "insignificant, the low relationship between mother tongue language and foreign language writing anxieties, suggested that the mother tongue language and foreign language writing anxieties are different."

2.5 Interest

Learning interest is the driving force behind learning, what is learning to do. Interest is a stimulus that motivates learners to achieve cognitive performance and personal development. The Interest affects the nature of

learning activities, the attitudes of students towards learning. If a student learns to avoid having a bad score, he/she will learn to be in a stressful state of mind, learning from it is not good at the moment. Often the learning activity of a student is motivated not by interest but by a variety of Interest, effects, and complementarity, but not all Interest has the same effect.

Follow Lee et al. (2011), belonging to the interest in knowledge improvement; students aspire to expand knowledge, desire to have more knowledge. Thus, all these expressions are due to the attraction and self-absorption of knowledge as well as the method of acquiring that knowledge. Each time they acquire something new in the learning object, they feel the desire to improve their knowledge is satisfied partly. In pedagogical perspective, the learning activity motivated by this type of interest is optimal.

Belonging to social Interest, the authors also find student's passion, but that passion is due to the attraction of a "different" object to the purpose of learning, such as reward and punishment, emulation and pressure, threats and demands, expectation of happiness and future Interest as well as parental satisfaction, the admiration of friends ... Here, the skills, knowledge, attitudes, behaviors and so on, the main object of learning is just another means to achieve the basic goal.

They separated Interest into the individual Interest (inside) and situational interest (outside). The individual Interest is the Interest which base on internal factors of learning targets. The situational interest is the Interest which base on external factors of learning targets. Both of these Interests are made up of students, and they form a hierarchical system. The problem is that in some contexts and conditions of teaching and learning, what kind of interest is formed stronger, emerges first and occupies a dominant position in the hierarchy of the system.

Individual Interest, based on innate personalities to satisfy the learning demands, to satisfy curious inquiries, to satisfy the pleasures of learning are the "inside Interest." Interest for learning through external factors such as reward, social pressure, family pressure, reminder teacher, career prospects and so on are "outside Interest."

2.6 Achievement

Follow "Promoting learning and achievement through self-assessment" (Andrade, Heidi & Anna Valtcheva, 2009), the assessment of student achievement is an essential component of university education. The assessment does indicate not only the quality and effectiveness of the training process but also the basis for improving the quality of training at the University. For learners, they have to take the initiative in developing study plans suitable to their conditions, having the ability to self-study, self-research, and self-assessment of learning outcomes in the course of knowledge accumulation. For the teachers, not only give the knowledge about the topic and decide all of the teaching and learning activities in the classroom but also support the learning process, participate in the learning process. The role of teacher and student change has led to changes in assessment of student achievement.

Follow Cizek and Gregory (1996), assessment of student achievement is an essential part of the learning process. The learning assessment is not only aimed at assessing the learning outcomes of students but also be the source of information (feedback) to help teachers know the quality, the teaching method to make appropriate adjustments to teaching. Thus, the assessment of learning outcomes of the learners is closely related to the teaching method of the teachers. However, how the assessment of the results

reflects the truthfulness, an accuracy of the knowledge that learners acquire and how to have appropriate methods of teaching are still researched.

2.7 Hypotheses Development

2.7.1 Teaching Method impacts the Achievement directly.

Follow Andrade, Heidi and Valtcheva (2009), teaching method of the teacher is the main factor affects the Achievement of students. The better teaching method, the higher quality of achievement the students get.

The authors Bilgin et al. (2015) also show that teaching method should be decided carefully because it not only affects the motivation of students but also affects the Achievement, encourages the student to get higher qualities or demotivates the students.

In the book of Cook and Vivian (2016), this study aimed to investigate the effect of teacher's English teaching method to the achievement of students, which teaching method should be used to help the students get the high achievement in the English language. So base on the research, I see that the teaching method of the teacher is the main factor effect the quality of knowledge and achievement of the students.

H1: Teaching Method has significantly effect on Achievement in English.

2.7.2 Teaching Method motivates the students and makes students get a higher Achievement.

Follow Morgan (2005), the research investigated the effects of different teaching method on teaching behavior that motivate the students. Choosing the right teaching method will help students achieve better results. Choosing not suitable teaching method not only encourages students but also reduces learning outcomes.

Oxford and Rebecca L. (2016) also showed that the Motivation depends on the way how the teacher taught and gave some suggests about how to create a language learning strategies for students.

Base on Bartholomew et al. (2018), the research demonstrates that behaviors, activities in the teaching method of the teacher can bring attention, interest, confidence, and student satisfaction. These are the factors that Keller insists will enhance and sustain the Motivation of the learner. Keller says teachers cannot make students love the lessons, but teachers can develop strategies that create the environment that drives them to learn. Especially, in learning the English language, the teaching method is the main factor that affects the Motivation of students.

H2: Teaching Method has significantly effect on Motivation in English.

Slavin (2008) mentioned the motivation for the students. The research provided a definition of motivation, introduces some strategies that teachers can use to improve motivation in learners. It confirms that every learner has a motivation and the motivation of learner is affect their achievement.

The authors Coon et al. (2012) showed that intrinsic motivation influences are Achievement. Achieving high or low results depends on the purpose of motivation. Those who have great motivation often achieve high results and vice versa. Creating a motivation for good achievement in English is very necessary.

Follow Agnoli et al. (2018), the authors confirmed the relationship between teaching method, motivation, and achievement. The research deals with psychologists agreed that the motivation is necessary for learning. Students learning or not depend on a lot of motivation but cannot completely blame on motivation. Base on the research, I look at Motivation as something that is influenced by the teacher's teaching method that affects learning outcomes, and this can be controlled.

H3: Motivation has significantly effect to Achievement in English.

H4: Motivation is mediation in the relationship between Teaching Method and Achievement in English.

2.7.3 Teaching Method creates a good, comfortable and confident Environment that improves the student's Achievement.

Authors Glynn and Ted (2017) research how to build an effective Teaching and Environment. They confirmed that this is not to deny the power and importance of environment based on teaching method, but it is argued that such teaching method should be used more selectively.

Base on Bruno and Dell'Aversana (2018), the environment can vary in terms of enthusiasm, warmth, competitiveness, collaboration, and job orientation. Differences in the Environment depend on teaching method of the teacher. It may also affect the relationship between the teaching process and the achievement of students in the university. Base on the research, to create an English environment, besides having good facilities, teaching method of the teachers is the main factors.

H5: Teaching Method has significantly effect the Environment in English.

Follow Michalak (2014), the Environment such as facilities, furniture, learning tools, work in a group, work in pair, outdoor activities and so on is the factor affect the achievement of students.

Base on Cohn et al. (2016), authors showed the direct and indirect relationship between Environment and achievement of students. In the same post, the research was cited as the certification to confirm that Environment impacts what the students achieve.

H6: Environment has significantly effect Achievement in English.

H7: Environment is mediation in the relationship between Teaching Method and Achievement in English.

2.7.4 Interest plays an important role in improving the Motivation and Achievement in English.

Base on Lee et al. (2011); students aspire to learn by the interest in knowledge improvement. Each time students acquire something new in the English lecture, they feel the desire to improve their knowledge. In learning English, the learning activity motivated by this type of interest is optimal.

Follow Entwistle and Ramsden (2015) and Renninger et al. (2014); the authors confirmed that base on the definition and the configuration of the learning activity, Interest plays an important role. It is the motivation and is the direction for the current learning activity and let them go in the right direction. Missing Interest, class's activity is not implemented. Thus, especially, in English, Interest is not only improving the Motivation but also to improve the Achievement.

H8: Interest has significantly effect Achievement in English.

H9: Interest is the moderation in the relation between Motivation and Achievement in English.

2.7.5 English Language Anxieties are the barrier which reduces the learning and qualities of Achievement.

Based on Budin and Mardziah (2014); the research illustrated the language anxieties reduce the achievement of the student based on an oral English test. The difficulty of some students cannot speak fluently because of the mother tongue language, and some suggest the solution to improve the achievement of students, the teaching method to help students be confidence in the oral English test.

Follw Giovanelli and Marcello (2015), the author pointed out that language anxieties, in the four skills of English: listening, speaking, reading and writing, reduce not only student's language motivation but also affect their academic performance as well as their future advantages. Base on that

research, I see that language anxiety also depends on the teaching method of the teacher. A teacher can support the students when they get some difficulties, change the teaching method to help them overcome the language anxieties, beside that improve the achievement of students.

H10: Language Anxieties has significantly effect Achievement in English.

H11: Language Anxieties is the moderation in the relation between Teaching Method and Achievement in English.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 The Conceptual Model

Based on the above research hypotheses development at part 2.7, this study develops a research framework as shown in Figure 3.1.
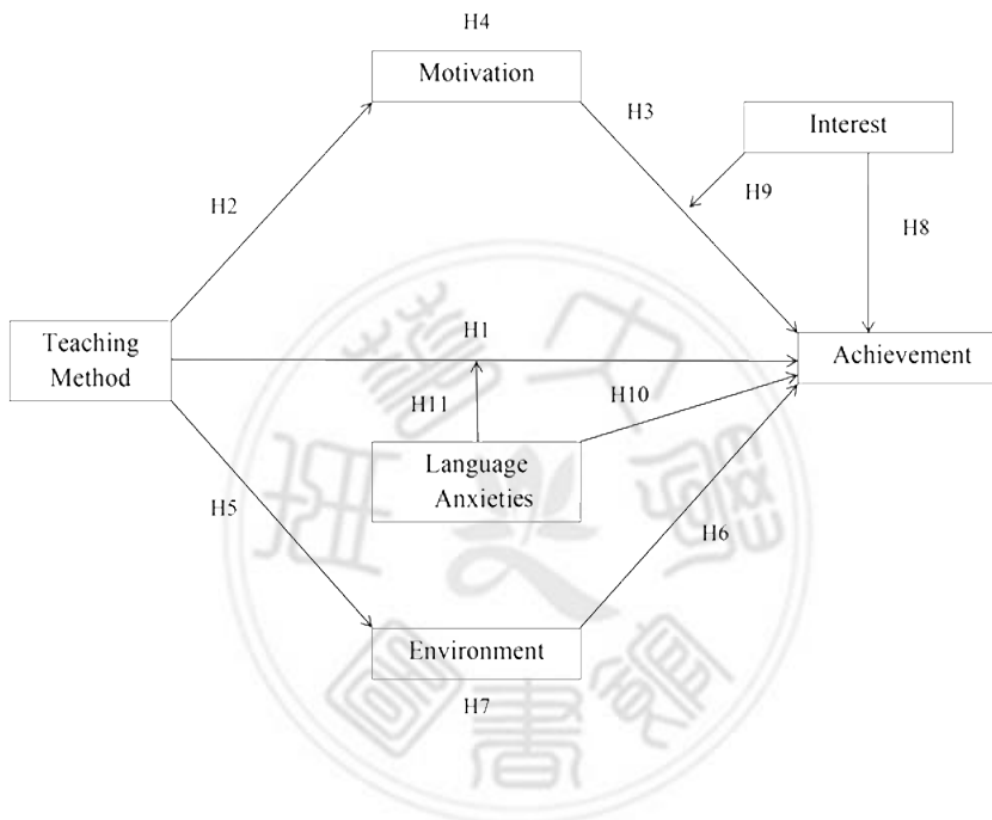
Figure 3.1 Conceptual model

Source: Original study

H1: Teaching Method has significantly effect on Achievement in English.

H2: Teaching Method has significantly effect on Motivation in English.

H3: Motivation has significantly effect to Achievement in English.

H4: Motivation is mediation in the relationship between Teaching Method and Achievement in English.

H5: Teaching Method has significantly effect the Environment in English.

H6: Environment has significantly effect Achievement in English.

H7: Environment is mediation in the relationship between Teaching Method and Achievement in English.

H8: Interest has significantly effect Achievement in English.

H9: Interest is the moderation in the relation between Motivation and Achievement in English.

H10: Language Anxieties has significantly effect Achievement in English.

H11: Language Anxieties is the moderation in the relation between Teaching Method and Achievement in English.

3.2 Research Design

This study aimed to examine the relationship among teaching method, the Environment, student motivation, Interest, the language anxieties and achievement in English in Vietnam.

This research questionnaire was designed to obtain particular information that needed to conduct this study and to examine the variables listed in the research hypotheses. The questionnaire was developed to achieve the objectives of this study successfully.

The questionnaire was structured into two parts. The first part consists of Teaching Method, the Environment, Motivation, Interest, Language Anxieties and Achievement. Likert-type scales (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree) were used to measure the variables. 62 items survey questionnaire was developed to obtain the response from respondents. The questionnaire of this study consisted of 6 constructs: Teaching Method (12 items), Motivation (9 items), Environment (10 items), Language Anxieties (15 items), Interest (8 items), Achievement (8 items). The second part was demographics. This part considered to gather the personal information for

descriptive analysis: gender, age, major education. The respondents are 350 Vietnamese students who are learning at universities. The methodology to analyze data and hypotheses will be these techniques:

- Descriptive Statistic Analysis

- Factor Loading and Reliability test

- Independent Sample t-test

- ANOVA (One way analysis of variance)

- Regression Analysis (Multiple regression and Hierarchical Regression)

3.3 Translation

To collect data for research, the major respondent is Vietnamese students. Therefore, Vietnamese language plays an important role in data collection. In typically, the survey was designed by English, after that, the second language-Vietnamese was used to translate all question items into Vietnamese. It is easier for respondents to answer quickly. The last but not the least step is to translate the questionnaire items back to English to recheck the correction. To complete this questionnaire, the five doctoral degree scientists, who major in business administration, human resource management and have great skills at English as well as Vietnamese, in Vietnam, are asked to give their suggestion for all the items from English to translate into Vietnamese, to ensure that nothing is different between the Vietnamese version and English version. Then, the double check by translating Vietnamese back into English one more time was used to make sure again. After that, the incorrect words were removed. The final version of questionnaire in Vietnamese language was completed after being carefully discussed and modified.

3.4 Pilot Test

A trial test is conducted in Vietnamese version to fortify questionnaire's effectiveness. Pilot test is handled on the internet and 100 responses are collected intentionally. Consequently, this trial data is analyzed in reliability test to get internal consistence of each items and factors. An acceptable level of internal consistency would be reflected in α value of no less than .6 in this study. The results of the Cronbach's α showed that the questionnaire of each variable had relatively high coefficient α higher than .6.

3.5 Sampling Plan and Data Collection

The data in this thesis was collected by sending 350 questionnaires to Vietnamese students who have been learning in Vietnam. The sampling plan was developed to assure that certain forms of respondents are encompassed in this study. The students, who are learning in universities in all cities of Vietnam, were asked for answering survey. Due to the time and convenience of collecting data, a part of the survey questionnaires was sent to 350 students at the universities. It took approximately two months (from August to September, 2018) for the survey to complete. In total, 350 survey questionnaires were delivered directly to the students and 350 were returned and used. Data collection consisted of five steps. Firstly, identifying related research variables through literature review and advice from thesis advisor. The second step was to complete the drafting of the survey questionnaire. Next, the third step, translating the research questionnaires into Vietnamese and then translate back into English one more time to double check the meaning of the items remained the same. Fourthly, running a pre-test of the Vietnamese questionnaires to check α (alpha). 100 respondents were invited for the pre-test. Based on the pre-test, an internal consistency reliability

coefficient of each item was computed. If the consistency reliability coefficient of each question can not be achieved, the questionnaire was modified one more time as a result to reach the greater consistency. The final step was delivery the Vietnamese questionnaire indirectly and directly to Vietnamese respondents. When the data was totally completed, it could be used for analyzing in the following step.

3.6 Construct Measurement

This study has considered six researches constructs, after that the inter-relationship among these variables also be assessed. The main identified constructs are Teaching Method, Motivation, Environment, Language anxieties, Interest and Achievement. Each construct has its operational conceptions and measurement items. Appendix tables present the questionnaire items for this study.

3.6.1 Teaching method

Teaching Method was defined that is the ways how teacher teaches, helps and supports the students in the universities. Based on the previous studies of teaching method (Ngo, 2008; Nguyen, 2006; Grasha & Anthony, 1994), this thesis used twelve items to measure Teaching Method. The list of items for construct-Teaching method was illustrated below.

(TM1)   I am interested in the one-way presentations of English teacher.

(TM2)   The teacher-centered method gives me more information in English lecture.

(TM3)   The teacher-centered method makes every students focus on the lecture.

(TM4)   Student-centered method helps me learn faster and easy to understand English lecture.

(TM5)　Student-centered method helps me easier to improve my English abilities.

(TM6)　Student-centered method helps me be more confident in English class.

(TM7)　I feel interested in lectures that my English teacher is enthusiastic about.

(TM8)　I like English teacher provide a fixed time to address student's questions.

(TM9)　English teachers always bring new ideas and activities at school that are interesting to me.

(TM10) In English, I like learning in a group makes me feel more interested than learning individually.

(TM11) I feel interested in learning English at school when I can self-study.

(TM12) When I am on my way to the English class, I feel very comfortable and relax.

3.6.2 Motivation

As mentioned above, there are two kind of construct-Motivation: Intrinsic motivation and Extrinsic Motivation. To measure those kinds, nine questionnaire items were designed from Slavin (2008) and Clark (2007). Factor-Intrinsic motivation includes 4 items, while there are 5 items adopted for factor-Extrinsic motivation. They were mentioned below.

Intrinsic motivation is engaged in for their own sake- for the pleasure and satisfaction derived from their performance:

(IM1) I encourage myself to speak English with foreigners.

(IM2) Whether the English lecture is difficult or easy, I am sure that I can understand it.

(IM3) When I do not understand an English exercise, I find relevant lectures that will help me.

(IM4) In English, when I make a mistake, I try to find out the reason why.

Extrinsic motivation is all the instrumental in nature:

(EM1) When I do not understand an English exercise, I would discuss with the teacher or other students to clarify my understanding.

(EM2) During the English learning process, I attempt to make connections with everyone.

(EM3) My English teacher always encourages me.

(EM4) Nowadays, English is the international language so I should learn.

(EM5) Everyone around me always speaks English.

3.6.3 Environment

Base on Michalak (2014), the Environment has two factors. They are Direct Impact environment and Indirect Impact environment. To measure these two factors, 10 questionnaire items were created, 5 items for Direct Impact environment and 5 items for Indirect Impact environment. They were showed below.

Direct impact environment includes the physical aspects of the classroom such as facilities, furniture, air condition systems…:

(DE1) Architectural design, campus, scene make students learning English feel comfortable.

(DE2) The air condition systems support creates fresh air make students comfortable to learn English.

(DE3) The university provides a full range of facilities for extra English activities.

(DE4) The university provides English teaching tools for students.

(DE5) The university invites the foreigners to make the conversation with students.

Indirect impact environment is school safety, school diversity, a supportive Environment or the motivation:

(IE1) Adding extra tutoring English classes help students.

(IE2) Teacher creates the environment that everyone speaks only English.

(IE3) Motivating students speak out in English.

(IE4) Students help the others who haven't understood.

(IE5) With the support of English teacher, I understand what my strengths and weaknesses are.

3.6.4 Language anxieties

To measure language anxieties, 15 items were designed based on Wilson and Stephenson (2006) and Horwitz and Elaine (2001). These items considered the difficulties that make students don't want to learn English in four skills: Listening skill, speaking skill, reading skill and writing skill. The list of questionnaire items was mentioned below.

(LA1) I start nervous when I have to speak English without preparation.

(LA2) I never feel confident when I speak English.

(LA3) I am afraid that the other students will laugh at me when I speak English.

(LA4) It frightens me when I do not understand what the English teacher is saying.

(LA5) I get nervous when the teacher asks me some English questions.

(LA6) The more English I read, the more confused I get.

(LA7) It embarrasses me to volunteer answer the English questions.

(LA8) I feel pressure because of not preparing English very well.

(LA9) I am afraid that I do not understand clearly what I read in English.

(LA10) I am worry about making mistake in writing in English class.

(LA11) I am afraid that my English writing skill is not good.

(LA12) I can get nervous when I forget things that I learned.

(LA13) English class move so quickly so I worry about leaving behind.

(LA14) I am nervous when my English teacher start correcting mistake my exercise.

(LA15) I am nervous when English teacher asks questions which I have not prepared in advance.

3.6.5 Interest

To collect data about Interest, 8 items was adopted based on Lee et al. (2011) and Petrovski and Vladimirovitch (1982). Interest consists of inside interest (Individual interest) and outside interest (Situational interest). These items were illustrated below.

(I1) I learned English because of passion.

(I2) I learned English because I want to learn a new language.

(I3) I learned English because I can speak to foreigner in English.

(I4) I learned English because English help me connect the world.

(I5) I learned English because my parents wanted me to study.

(I6) I learned English because I can apply a good job.

(I7) I learned English because I want to earn more money.

(I8) I learned English because everyone around me are good at English.

3.6.6 Achievement

Achievement was defined that is the goal, the quality of learning English. Based on the previous studies of Achievement by Andrade, Heidi and Valtcheva (2009), it used 8 items to measure the Achievement. The achievement's items were showed below.

(A1) I get a dreamed job in a foreign company.

(A2) My parents are proud of my English skills.

(A3) I get higher score in English test.

(A4) I can understand the lyric of English song.

(A5) I see the English movie without the English subtitle.

(A6) I speak English without getting any trouble.

(A7) I travel around the world without the translator.

(A8) I received a scholarship to study abroad.

CHAPTER FOUR

RESEARCH ANALYSIS AND FINDINGS

4.1 Descriptive Analysis and Reliability Tests

4.1.1 Characteristics of Respondents

The respondent's characteristics are displayed in Table 4.1. Three major categories: (1) gender (2) age (3) major education were collected and measured.

Table 4.1 Characteristic of Respondents in this research (N = 350)

Items	Descriptions	Frequency	Percentage
Gender	Male	152	43.4
	Female	198	56.6
Age	Under 18	34	9.7
	From 18 to 25	224	64.0
	Over 25	92	26.3
Major	Business Management	52	14.9
	Teacher Education	47	13.4
	Information Technology	42	12.0
	Law-Humanities	35	1.0
	Architecture-Civil Engineering	30	8.6
	Science	25	7.1
	Art-aesthetic-Graphic	27	7.7
	Journalism-Science and Society	32	9.1
	Others	60	17.1

Source: Original study

Table 4.1 shows that there are 43.4% of respondents are male and 56.6% are female. 9.7% of the respondents are under 18 years old, while 64% and 26.3% are from 18 to 25 years old and over 25 years old, respectively. About major education, the highest percent of respondents are students from Business Management-14.9%, second highest are from Teacher Education-13.4%. Besides that, the students from Information Technology with 12% of the total are significant. 10% of the respondents is Law-Humanities students, Architecture-Civil Engineering and Journalism-Science and Society are 8.6% and 9.1%, whereas both Science and Art-Aesthetics-Graphic are insignificant with 7.1% and 7.7%. However, most of the respondents study from others major education with 17.1%.

4.1.2 Measurement Results for Relevant Research Variables

The descriptive statistics of the questionnaire items is presented in Table 4.2. The descriptive statistics identifies the mean value, and standard deviation of the research questionnaire. It illustrates the description of each item in each construct. This descriptive analysis recruits 6 constructs: 12 items for teaching method, 9 items for motivation, 10 items for environment, 15 items for language anxieties, 8 items for interest and 8 items for achievement. The mean value and standard deviation describe the tendency of the participants for each relevant construct. It is showed that what the opinion, the idea of our questionnaire participants are going to be, what the questionnaire participant's attitude tend to be, etc. The overall tendency of our questionnaire participant's opinions is summarized in Tables 4.2.

Table 4.2 Descriptive Analysis for questionnaire items

Items	Descriptions	Mean	Standard deviation
Teaching method			
TM1	I am interested in the one-way presentations of English teacher.	3.71	1.091
TM2	The teacher-centered method gives me more information in English lecture.	3.91	.990
TM3	The teacher-centered method makes every students focus on the lecture.	3.77	1.012
TM4	Student-centered method helps me learn faster and easy to understand English lecture.	4.26	.748
TM5	Student-centered method helps me easier to improve my English abilities.	4.25	.742
TM6	Student-centered method helps me be more confident in English class.	4.26	.740
TM7	I feel interested in lectures that my English teacher is enthusiastic about.	4.24	.715
TM8	I like English teacher provide a fixed time to address student's questions.	4.24	.734
TM9	English teachers always bring new ideas and activities at school that are interesting to me.	4.27	.728
TM10	In English, I like learning in a group makes me feel more interested than learning individually.	4.27	.739

Table 4.2 Descriptive Analysis for questionnaire items (continued)

Items	Descriptions	Mean	Standard deviation
TM11	I feel interested in learning English at school when I can self-study.	3.74	1.060
TM12	When I am on my way to the English class, I feel very comfortable and relax.	4.27	.733
Motivation			
IM1	I encourage myself to speak English with foreigners.	4.40	.741
IM2	Whether the English lecture is difficult or easy, I am sure that I can understand it.	4.06	.796
IM3	When I do not understand an English exercise, I find relevant lectures that will help me.	4.29	.737
IM4	In English, when I make a mistake, I try to find out the reason why.	4.29	.706
EM1	When I do not understand an English exercise, I would discuss with the teacher or other students to clarify my understanding.	4.30	.734
EM2	During the English learning process, I attempt to make connections with everyone.	4.36	.715
EM3	My English teacher always encourages me.	4.11	.766
EM4	Nowadays, English is the international language so I should learn.	4.43	.706
EM5	Everyone around me always speaks English.	3.87	.920

Table 4.2 Descriptive Analysis for questionnaire items (continued)

Items	Descriptions	Mean	Standard deviation
Environment			
DE1	Architectural design, campus, scene make students learning English feel comfortable.	4.04	.816
DE2	The air condition systems support creates fresh air make students comfortable to learn English.	4.12	.745
DE3	The university provides a full range of facilities for extra English activities.	4.07	.780
DE4	The university provides English teaching tools for students.	4.05	.783
DE5	The university invites the foreigners to make the conversation with students.	4.20	.790
IE1	Adding extra tutoring English classes help students.	4.21	.805
IE2	Teacher creates the environment that everyone speaks only English.	4.29	.767
IE3	Motivating students speak out in English.	4.35	.718
IE4	Students help the others who haven"t understood.	4.32	.772
IE5	With the support of English teacher, I understand what my strengths and weaknesses are.	4.13	.725

Table 4.2 Descriptive Analysis for questionnaire items (continued)

Items	Descriptions	Mean	Standard deviation
Language Anxieties			
LA1	I start nervous when I have to speak English without preparation.	4.11	.744
LA2	I never feel confident when I speak English.	3.99	.899
LA3	I am afraid that the other students will laugh at me when I speak English.	3.94	.946
LA4	It frightens me when I do not understand what the English teacher is saying.	4.06	.820
LA5	I get nervous when the teacher asks me some English questions.	3.93	.899
LA6	The more English I read, the more confused I get.	3.85	.931
LA7	It embarrasses me to volunteer answer the English questions.	3.94	.932
LA8	I feel pressure because of not preparing English very well.	4.01	.856
LA9	I am afraid that I do not understand clearly what I read in English.	3.99	.843
LA10	I am worry about making mistake in writing in English class.	3.99	.918
LA11	I am afraid that my English writing skill is not good.	4.08	.836
LA12	I can get nervous when I forget things that I learned.	4.08	.815

Table 4.2 Descriptive Analysis for questionnaire items (continued)

Items	Descriptions	Mean	Standard deviation
LA13	English class move so quickly so I worry about leaving behind.	4.02	.865
LA14	I am nervous when my English teacher starts correcting mistake my exercise.	3.91	.973
LA15	I am nervous when English teacher asks questions which I have not prepared in advance.	4.02	.883
Interest			
I1	I learned English because of passion.	4.09	.738
I2	I learned English because I want to learn a new language.	4.31	.713
I3	I learned English because I can speak to foreigner in English.	4.45	.712
I4	I learned English because English help me connect the world.	4.45	.700
I5	I learned English because my parents wanted me to study.	3.83	1.013
I6	I learned English because I can apply a good job.	4.45	.674
I7	I learned English because I want to earn more money.	4.41	.724
I8	I learned English because everyone around me are good at English.	3.92	.911

Table 4.2 Descriptive Analysis for questionnaire items (continued)

Items	Descriptions	Mean	Standard deviation
Achievement			
A1	I get a dreamed job in a foreign company.	4.35	.730
A2	My parents proud of my English skills.	4.14	.777
A3	I get higher score in English test.	4.36	.732
A4	I can understand the lyric of English song.	4.40	.738
A5	I see the English movie without the English subtitle.	4.35	.801
A6	I speak English without getting any trouble.	4.34	.787
A7	I travel around the world without the translator.	4.32	.836
A8	I received a scholarship to study abroad.	4.30	.792

Source: Original study

4.1.3 Factor Analysis and Reliability Tests

In order to identify the dimensionalities and reliability of the research constructs, the measurement item's purification procedure is conducted as necessary. The purification process includes factor analysis, which contains Factor Loading, eigenvalue of the factors extracted from the measurement items. After factor analysis, to identify the internal consistency and reliability of the construct measurement, the item-to-total correlation and Cronbach's alpha are calculated.

Criterion for the Factor Analysis:

- Factor Loading higher than .6;
- Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) higher than .5;

- Eigen value higher than 1.

Criterion for the reliability test:

- Item-to-total correlation equal or higher than .5;
- Cronbach's Alpha equal or higher than .6.

Table 4.3 Results of Factor Analysis and Reliability Tests on Teaching

Method

Construct	Items	Factor Loading	Eigen – value	Cumulative Explained Variance	Item – Total correlation	Cronbach's Alpha
Teaching Method (KMO = .914)	Student-centered teaching method		6.446	58.603		.988
	TM6	.984			.991	
	TM4	.956			.949	
	TM8	.955			.951	
	TM12	.952			.945	
	TM10	.951			.949	
	TM9	.945			.942	
	TM5	.940			.936	
	Teache-centered teaching method		3.237	88.029		.911
	TM1	.934			.885	
	TM11	.921			.857	
	TM3	.838			.740	

Table 4.3 Results of Factor Analysis and Reliability Tests on Teaching Method (continued)

Construct	Items	Factor Loading	Eigen – value	Cumulative Explained Variance	Item – Total correlation	Cronbach's Alpha
	TM2	.823			.723	
	TM7	Deleted				

Source: Original study

Table 4.3 presents the results of factor loading for measurement of Teaching Method. There are total 12 items were selected for further analysis and after running the Factor Loading, the construct divides into 2 factors. Follow Grasha and Anthony (1994), we renamed 2 factors into "Student-centered Method" and "Teacher-centered Method". It is shown that most of the items have Factor Loading greater than .6 (except TM7 = .377 lower than .6-Deleted). TM6 "Student-centered method helps me be more confident in English class." Has the highest Factor Loading .984, and the lowest is TM2 "The teacher-centered method gives me more information in English lecture." With Factor Loading of .823. Table 4.3 also shows that all the item-total correlation for the construct Teaching Method are greater than .5, Cronbach's Alpha = .988, Eigen value = 6.446 and Cumulative Explained Variance= 58.603% for the first factor include: TM6, TM4, TM8, TM12, TM10, TM9, TM5; and Cronbach's Alpha = .911, Eigen value = 3.237 and Cumulative Explained Variance= 88.029% for the second factor include: TM1, TM11, TM3, TM2. Base on results, the conclusion is the reliability and internal consistency on this factor is accepted, except TM7.

Table 4.4 Results of Factor Analysis and Reliability Tests on Motivation

Construct	Items	Factor Loading	Eigen-value	Cumulative Explained Variance	Item-Total correlation	Cronbach's Alpha
Motivation (KMO = .678)	Need		2.897	32.190		.885
	EM1	.939			.880	
	IM3	.876			.758	
	EM4	.838			.696	
	IM1	.685				
	Extrinsic motivation		2.009	54.516		.759
	EM3	.853			.714	
	IM2	.849			.655	
	EM5	.717			.578	
	Intrinsic motivation		1.824	74.784		.704
	IM4	.868			.543	
	EM2	.813			.543	

Source: Original study

Table 4.4 presents the results of factor loading for measurement of Motivation. There are total 9 items were selected for further analysis and after running the Factor Loading, the construct devides into 3 factors. Base on the theory of the Hierarchy of Needs from psychologist Abraham Maslow (1908-1970) and Slavin (2008), the factors were renamed into "Need", "Extrinsic Motivation" and "Intrinsic Motivation". It is shown that they have significant high loading score with all of the items have Factor Loading greater than .6. EM1 "When I do not understand an English

exercise, I would discuss with the teacher or other students to clarify my understanding." Has the highest Factor Loading .939, and the lowest is IM1 "I encourage myself to speak English with foreigners." With Factor Loading of .685. It also shows that all the item-total correlation for the construct are greater than .5, Cronbach's Alpha = .885, eigen value = 2.897 and Cumulative Explained Variance= 32.19% for the first factor include: EM1, IM3, EM4, IM1; and Cronbach's Alpha = .759, eigen value = 2.009 and Cumulative Explained Variance = 54.516% for the second factor include: EM3, IM2, EM5; Cronbach's Alpha = .704, eigen value = 1.824 and Cumulative Explained Variance= 74.784% for the third factor include: IM4, EM2. Based on results, this study concluded that the factors are acceptable.

Table 4.5 Results of Factor Analysis and Reliability Tests on Environment

Construct	Items	Factor Loading	Eigen-value	Cumulative Explained Variance	Item-Total correlation	Cronbach's Alpha
Environment (KMO = .872)	Direct impact environment		3.040	33.779		.846
	DE2	.812			.647	
	DE1	.811			.681	
	DE3	.730			.652	
	DE4	.703			.662	
	DE5	.647			.624	
	Indirect impact environment		2.609	62.769		.794

Table 4.5 Results of Factor Analysis and Reliability Tests on Environment

(continued)

Construct	Items	Factor Loading	Eigen-value	Cumulative Explained Variance	Item-Total correlation	Cronbach's Alpha
	IE3	.821			.618	
	IE4	.814			.624	
	IE2	.711			.629	
	IE1	.636			.543	
	IE5	Deleted				

Source: Original study

Table 4.5 presents the results of factor loading for measurement of Environment. There are total 10 items were selected for further analysis and have 2 factors. It is shown that they have significant high loading score with most of the items have Factor Loading greater than .6 (except IE5 = .428 lower than .6-Deleted). IE3 "Motivating students speak out in English" has the highest Factor Loading .821, and the lowest is IE1 "Adding extra tutoring English class to help students" with Factor Loading of .636. Table 4.5 also shows that all the item-total correlation for the construct are greater than .5, Cronbach's Alpha = .846, eigen value = 3.04 and Cumulative Explained Variance = 33.779% for the first factor include: DE1, DE2, DE3, DE4, DE5; and Cronbach's Alpha = .794, eigen value = 2.609 and Cumulative Explained Variance= 62.769% for the second factor include: IE1, IE2, IE3, IE4. Base on all criteria, it can be concluded that the reliability and internal consistency on this factor are acceptable, except IE5.

Table 4.6 Results of Factor Analysis and Reliability Tests on Language Anxieties

Const ruct	Items	Factor Loading	Eigen -value	Cumulative Explained Variance	Item-Total correlation	Cronba ch's Alpha
Language Anxieties (KMO = .968)			8.866	63.326		.955
	LA7	.830			.797	
	LA9	.828			.795	
	LA10	.821			.787	
	LA15	.816			.782	
	LA5	.815			.781	
	LA3	.810			.774	
	LA8	.807			.772	
	LA6	.794			.758	
	LA14	.792			.755	
	LA2	.791			.755	
	LA11	.766			.726	
	LA4	.764			.723	
	LA12	.752			.710	
	LA13	.748			.706	
	LA1	Deleted				

Source: Original study

Table 4.6 presents the results of factor loading for measurement of Language Anxieties. There are total 15 items were selected for further analysis. It is shown that they have significant high loading score with all of the items have Factor Loading greater than .6. LA7 "It embarrasses me to volunteer answer the English questions" has the highest Factor Loading .830,

and the lowest is LA13 "English class move so quickly so I worry about leaving behind" with Factor Loading of .748. Table 4.6 also shows that most of the item-total correlation for the construct are greater than .5 (except LA1= .432 lower than .5-Deleted), Cronbach's Alpha = .955, Eigen value = 8.866 and Cumulative Explained Variance = 63.326%. Base on all criteria, it can be concluded that the reliability and internal consistency on this factor are acceptable, except LA1.

Table 4.7 Results of Factor Analysis and Reliability Tests on Interest

Construct	Items	Factor Loading	Eigen-value	Cumulative Explained Variance	Item-Total correlation	Cronbach's Alpha
Interest (KMO = .740)	Individual Interest		2.504	41.740		.804
	I3	.827			.642	
	I4	.810			.606	
	I6	.799			.661	
	I7	.712			.565	
	Situational Interest		1.511	66.927		.609
	I5	.843			.538	
	I8	.823			.538	
	I1	Deleted				
	I2	Deleted				

Source: Original study

Table 4.7 presents the results of factor loading for measurement of Interest. There are total 8 items were selected for further analysis and after running the Factor Loading, it divide into 2 factors. Follow Lee et al. (2011),

we rename the factors into "Individual Interest" and "Situational Interest". It is shown that they have significant high loading score with most of the items have Factor Loading greater than .6 (except I1 = .454 lower than .6-Deleted). I5 "I learned English because my parents wanted me to study." Has the highest Factor Loading .843, and the lowest is I7 "I learned English because I want to earn more money." With Factor Loading of .712. Table 4.7 also shows that most of the item-total correlation for the construct are greater than .5 (except I2 = .412 lower than .5-Deleted), Cronbach's Alpha = .804, eigen value = 2.504 and Cumulative Explained Variance= 41.74% for the first factor include: I3, I4, I6, I7; and Cronbach's Alpha = .609, Eigen value = 1.511 and Cumulative Explained Variance= 66.927% for the second factor include: I5, I8. Base on all criteria, it can be concluded that the reliability and internal consistency on this factor are acceptable, except I1 and I2.

Table 4.8 Results of Factor Analysis and Reliability Tests on Achievement

Construct	Items	Factor Loading	Eigen-value	Cumulative Explained Variance	Item-Total correlation	Cronbach's Alpha
Achievement (KMO = .900)			3.868	64.460		.889
	A6	.845			.760	
	A5	.841			.754	
	A7	.824			.734	
	A4	.791			.691	
	A8	.773			.672	
	A3	.736			.627	
	A1	Deleted				
	A2	Deleted				

Source: Original study

There are total 8 items were selected for further analysis. It is shown that they have significant high loading score with all of the items have Factor Loading greater than .6. A6 "I speak English without getting any trouble." Has the highest Factor Loading .845, and the lowest is A3 "I get higher score in English test." With Factor Loading of .736. Table 4.8 also shows that most of the item-total correlation for the construct are greater than .5 (except A1 = .421 and A2 = .427 lower than .5-Deleted), Cronbach's Alpha = .889, Eigen value = 3.868 and Cumulative Explained Variance= 64.46%. Base on all criteria, it can be concluded that the reliability and internal consistency on this factor are acceptable, except A1 and A2.

4.2 Independent Sample t-test

The aim of this part is to identify the differences between male and female into four constructs. The independent sample t-test used to compare means for group male and group female students on their perception of Teaching Method, Motivation, Environment, Language Anxieties, Interest and Achievement in this study. In the t-test, the significant results were p-values no more than .05, and t- value could not be lower than 1.98. The independent t-test results were present in Table 4.9. It showed that male respondents have the higher mean score in both Extrinsic and Intrinsic Motivation, while female respondents have higher the mean score in Need. The male respondents also have higher mean score in Teacher-centered method and situational Interest, while the Student-centered method and individual Interest are higher mean score with female. Beside that, the mean score of Language Anxieties and Achievement are higher with male, but the mean score of both Direct and Indirect Impact Environment are higher with the female. However, t-test results indicated that there are only different between male and female in Teaching-centered Teaching Method.

Table 4.9 The T-test results comparing 11 factors

Factor	Male N = 152	Female N = 198	t-value	p-value	Different between group
Student-centered method	4.2425	4.2749	-.422	.673	NS
Teacher-centered method	3.9967	3.6187	4.012	.000	Male > Female
Need	4.3010	4.3902	-1.328	.185	NS
Extrinsic motivation	4.0636	4.0219	.587	.558	NS
Intrinsic motivation	4.3520	4.3030	.727	.468	NS
Direct impact environment	4.0632	4.1242	-.919	.359	NS
Indirect impact environment	4.2664	4.3131	-.719	.473	NS
Language Anxieties	4.0559	3.9333	1.663	.097	NS
Individual Interest	4.3997	4.4735	-1.230	.220	NS
Situational Interest	3.8849	3.8636	.220	.807	NS
Achievement	4.3509	4.3401	.160	.873	NS

Note: *p<.05, **p<.01, ***p<.001

Source: Original study

4.3 One-way Analysis of Variance (ANOVA)

To compare the dissimilar of the dimension's mean score based on respondent's ages and major education, the One-way ANOVA was

conducted. This technique is used to studies involving two or more groups. With the aim of gaining further understanding, one-way ANOVA was performed so as to find the significant difference among each group. The one-way ANOVA produces a one-way analysis of variance of a quantitative dependent variable by a single factor as known as independent variable.

4.3.1 Age of Respondents

There is no significant difference in Student-centered method, Need, Extrinsic Motivation, Intrinsic Motivation, Direct Impact Environment, Indirect Impact Environment, Language Anxieties, Individual Interest and Achievement, while only Teacher-centered method and Situational Interest are significant among different age levels. Teacher-centered method has Over 25 higher than From 18 to 25. The Situational Interest has Over 25 higher than From 18 to 25.

Table 4.10 Results of the difference of 11 factors among group of age levels

Factor	Under 18 N = 34	From 18 to 25 N = 224	Over 25 N = 92	F-value	p-value	Scheffe
Student-centered method	4.2521	4.2545	4.2795	.043	.958	NS
Teacher-centered method	3.9559	3.6786	3.9728	4.037	.018	Over 25 > From 18 to 25

Table 4.10 Results of the difference of 11 factors among group of

age levels (continued)

Factor	Under 18 N = 34	From 18 to 25 N = 224	Over 25 N = 92	F-value	p-value	Scheffe
Need	4.3897	4.3739	4.2826	.770	.464	NS
Extrinsic motivation	4.0490	3.9940	4.1486	1.806	.166	NS
Intrinsic motivation	4.2500	4.3438	4.3043	.395	.674	NS
Direct impact environment	4.0706	4.0795	4.1522	.489	.613	NS
Indirect impact environment	4.2868	4.3158	4.2391	.531	.589	NS
Language Anxieties	3.9727	3.9557	4.0668	.814	.444	NS
individual Interest	4.4191	4.4609	4.4022	.392	.676	NS
situational Interest	3.9412	3.7768	4.0815	4.777	.009	Over 25 > From 18 to 25
Achievement	4.3235	4.3728	4.2844	.667	.514	NS

Note: *p<.05, **p<.01, ***p<.001

Source: Original study

4.3.2 Major education of respondents

There is no significant difference in Student-centered method, Need, Extrinsic Motivation, Intrinsic Motivation, Direct Impact Environment, Indirect Impact Environment, Individual Interest, Situational Interest and Achievement, while only Teacher-centered method and Language Anxieties are significant among different Major Education. The different between groups in Teacher-centered method has from the highest to the lowest follow the Table 4.11: (7) > (4) > (5) > (3) > (1) > (9). Language Anxieties is significant but it does not have different between groups so it is insignificant (see note 2 of table 4.11).

Table 4.11 Results of the difference of 11 factors among group of Major Education

Factor	(1) N = 52	(2) N = 47	(3) N = 42	(4) N = 35	(5) N = 30	(6) N = 25	(7) N = 27	(8) N = 32	(9) N = 60	F-value	p-value	Scheffe
A	3.9808	4.1611	4.1531	4.2367	4.4286	4.3429	4.4868	4.4196	4.3667	2.266	.023	NS
B	3.4567	3.5053	3.9881	4.1643	4.1500	4.0500	4.2778	3.9844	3.2917	7.433	.000	(7) > (4) > (5) > (3) > (1) > (9)
C	4.2548	4.3511	4.3690	4.4286	4.4083	4.2300	4.4074	4.1797	4.4667	.964	.464	NS
D	3.9359	4.0638	4.0159	4.1714	4.2000	4.0400	4.2222	4.1042	3.8556	1.472	.166	NS

Table 4.11 Results of the difference of 11 factors among group of

Major Education (continue)

Factor	(1) N = 52	(2) N = 47	(3) N = 42	(4) N = 35	(5) N = 30	(6) N = 25	(7) N = 27	(8) N = 32	(9) N = 60	F-value	p-value	Scheffe
E	4.2308	4.1383	4.5119	4.4000	4.4833	4.1800	4.3889	4.2500	4.3667	1.775	.081	NS
F	3.9923	4.0468	4.1952	4.0514	4.1467	4.1680	4.2444	4.0500	4.0933	.662	.725	NS
G	4.1394	4.2500	4.3988	4.2714	4.4417	4.1800	4.3333	4.2422	4.3792	1.162	.321	NS
H	3.8805	3.7599	4.2041	4.1571	4.2048	4.1057	4.2593	4.0446	3.6917	4.060	.000	NS
I	4.2596	4.3777	4.4524	4.4071	4.5417	4.3500	4.6296	4.4922	4.5375	1.660	.107	NS
J	3.8654	3.8404	3.9405	3.9286	4.0333	4.0800	4.0926	3.9375	3.5250	2.095	.036	NS
K	4.1699	4.2624	4.5159	4.3381	4.5111	4.2867	4.5370	4.5156	4.2083	2.325	.019	NS

Note 1: *p<.05, **p<.01, ***p<.001

Note 2:

A: Student-centered method   (1): Business Management

B: Teacher-centered method   (2): Teacher Education

C: Need   (3): Information Technology

D: Extrinsic motivation   (4): Law-Humanities

E: Intrinsic motivation   (5): Architecture-Civil Engineering

F: Direct impact environment   (6): Science

G: Indirect impact environment   (7): Art-Aesthetic-Graphic

H: Language Anxieties   (8): Journalism-Science and Society

I: Individual Interest   (9): Others

J: Situational Interest

K: Achievement

Source: Original study

4.4 Relationships among variables

To test the hypotheses, data analyses were performed using SPSS, version 20. Descriptive statistics and bivariate correlations among the variables under study are shown in the Table 4.12. There are 6 variables including: Teaching Method, Motivation, Environment, Language Anxieties, Interest and Achievement.

4.4.1 Relationships among 6 variables

Table 4.12 Descriptive Statistics and Bivariate Correlations

Variables	TM	M	E	LA	I	A	Mean	Std. Dev
TM	1						4.022	.658
M	.437***	1					4.239	.457
E	.428***	.627***	1				4.195	.542
LA	.541***	.424***	.434***	1			3.987	.705
I	.520***	.531***	.489***	.550***	1		4.157	.538
A	.449***	.547***	.561***	.417***	.509***	1	4.345	.627

Note 1: *p<.05, **p<.01, ***p<.001

Note 2:

TM: Teaching Method   LA: Language Anxieties

M: Motivation   I: Interest

E: Environment   A: Achievement

Source: Original study

The highest mean was for Achievement (4.345) with a standard deviation of .6273, while the lowest mean was Language Anxieties (3.987) with .7059 of standard deviation. The correlation coefficients show the bivariate relationships among the variables. Correlation showed that

Achievement significantly correlated with Teaching Method (r= .449, p< .01), also significantly correlated with Motivation and Environment (r= .547, p< .01 and r= .561, p< .01) supporting H1, H3 and H6, respectively. Moreover, Motivation and Environment significantly correlated with Teaching Method (r= .437, p< .01 and r= .428, p< .01). Therefore, H2 and H5 are supported; the results were illustrated in the Table 5.1.

4.4.2 The Mediating Effect of Motivation

To test how Motivation mediates on the relationship of Teaching Method and Achievement (H4), the study adopts Baron and Kenny (1986) approach. According to Baron and Kenny (1986), there are four steps to check the accession of mediation: firstly, measuring whether the mediator has been in a significant relationship with the independent variable; secondly, to check that whether there is a significant relationship between the independent variable and the dependent variable; next step is to make a test to examine whether the dependent variable being in relate to the mediator, when the independent variable be controlled; the last but not the least step is to establish that there are any the mediating between the mediator with the independent-dependent variables relationship, the effect of the independent variable on the dependent variable, controlling for the mediator should be zero.

Table 4.13 Mediation Test of Motivation Between Teaching Method and Achievement

Variables	Model 1	Model 2	Model 3	Model 4
	Motivation	Achievement	Achievement	Achievement
Teaching Method	.437***	.449***		.260**
Motivation			.547***	.433**

64

Table 4.13 Mediation Test of Motivation Between Teaching Method and
Achievement (continued)

Variables	Model 1	Model 2	Model 3	Model 4
	Motivation	Achievement	Achievement	Achievement
R^2	.191	.201	.299	.353
Adj-R^2	.188	.199	.297	.350
F-value	81.927	87.752	148.309	94.814
P-value	.000	.000	.000	.001
D-W	1.640	1.574	1.625	1.647
MAX VIF	1.000	1.000	1.000	1.235

Note 1: *p<.05, **p<.01, ***p<.001

Source: Original study

According to table 4.13, model 1 tested the relationship between Teaching Method (independent variable) and Motivation (mediator variable). The results show that Teaching Method affected significantly to Motivation (Beta = .437 p< .001). Next, this study tested the relationship between Teaching Method and Achievement and the relationship between Motivation and Achievement in the model 2 and model 3; the results performed that both of them affected significantly to job satisfaction. For Teaching Method, Beta = .449, p< .001; for Motivation, Beta = .547, p< .001. Finally, Teaching Method and Motivation regressed with Achievement (Beta = .260, p< .001; Beta = .433, p< .001) in model 4. The results in model 4 showed that R-square = .353 and the adjusted R-square is .350, meaning that 35% of the variance in Achievement can be predicted from Teaching Method and Motivation. F-value equals 94.814 (p-value < .01) is significant with the max VIF is 1.235.

According to the results above, the beta value of Teaching Method is reduced from .449 to .260, the beta value of Motivation is reduced from .547 to .433, and both Teaching Method and Motivation are significantly related to Achievement. Therefore, hypotheses 4 (H4) is supported.

Motivation is mediation in the relationship between Teaching Method and Achievement in English.

After do the mediation test of Motivation between Teaching Method and Achievement, Figure 4.1 presents the relationships of 3 constructs with the Beta.
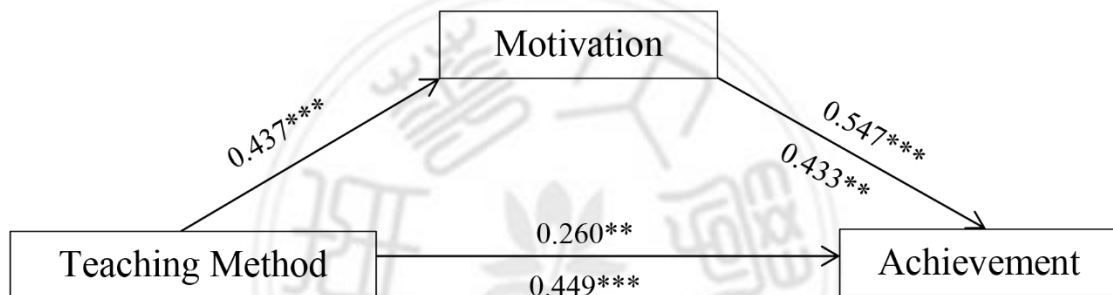

Figure 4.1 Mediating effect of Motivation in the relationship between Teaching Method and Achievement

Source: Original study

The study also further used suggestions of Preacher and Hayes (2004) to examine indirect effect and applied the Sobel test and the bootstrap approach confidence intervals (Cis) to verify mediating effects. As shown in Table 4.14, the results of the Sobel test are significant (p< .001). The z-value equals to 6.3737 and value of mediating effect is .1803. It indicates that there is a mediating effect. The study further used the bootstrap approach to verify the Sobel test. After analysis, the result reveals Cis

between 95% and 5% (excluding 0) reaches significant levels. Therefore, the results also support H4.

Table 4.14 Regression analysis of the indirect effect between

Motivation and Achievement

Direct effects and total effect				
	Beta	SE	t	p
TM-A	.4278	.0457	9.3676	.000
TM-M	.3037	.0336	9.0514	.000
M-A, TM is controlled	.5938	.0658	9.0312	.000
TM-A, M is controlled	.2475	.0457	5.4103	.000
Indirect effect and significance using the normal distribution					
	Value	**SE**	**LL95%CI**	**UL95%CI**	**z**	**p**
Sobel	.1803	.0283	.1249	.2358	6.3737	.000
Bootstrap results for indirect effect				
	Value	**SE**	**LL95%CI**	**UL95%CI**	**Mean**
Effect	.1803	.0426	.0943	.2638	.1791

Note 1: TM: Teaching Method , M: Motivation, A: Achievement.

Note 2: N = 350, Number of Bootstrap Resamples = 1000, LL: Lower Limit, CI: Confidence Interval, UL: Upper Limit, Beta : Unstandardized Coefficient.

Source: Original study

After analysis, this study concludes the mediation effect of Motivation in relation between Teaching Method and Achievement is significant. The teacher should choose the most suitable method for learner to improve both the Intrinsic and Extrinsic motivation. It not only improve the Motivation, but also improve the Achievement.

4.4.3 The Mediating Effect of Environment

Table 4.15 Mediation Test of Environment Between Teaching Method and
Achievement

Variables	Model 1	Model 2	Model 3	Model 4
	Environment	Achievement	Achievement	Achievement
Teaching Method	.428***	.449***		.255***
Environment			.561***	.452***
R^2	.183	.201	.315	.368
Adj-R^2	.181	.199	.313	.365
F-value	77.963	87.752	16.162	101.211
P-value	.000	.000	.000	.000

Note 1: *p<.05, **p<.01, ***p<.001

Source: Original study

According to table 4.15, model 1 tested the relationship between Teaching Method (independent variable) and Environment (mediator variable). The results show that Teaching Method affected significantly to Environment (Beta = .428, p< .001). Next, this study tested the relationship between Teaching Method and Achievement and the relationship between Environment and Achievement in the model 2 and model 3; the results performed that both of them affected significantly to job satisfaction. For Teaching Method, Beta = .449, p< .001; for Environment, Beta = .561, p< .001. Finally, Teaching Method and Environment regressed with Achievement (Beta = .255, p< .001; Beta = .452, p< .001) in model 4. The results in model 4 showed that R-square = .368 and the adjusted R-square is .365, meaning that 36.5% of the variance in Achievement can be

predicted from Teaching Method and Motivation. F-value equals 101.211 (p-value < .001) is significant with the max VIF is 1.224

According to the results, the beta value of Teaching Method is reduced from .449 to .255, the beta value of Environment is reduced from .561 to .452, and both Teaching Method and Environment are significantly related to Achievement. Therefore, hypotheses 7 (H7) is supported.

Environment is mediation in the relationship between Teaching Method and Achievement in English.

After do the mediation test of Environment between Teaching Method and Achievement and have the results that showed above, the Figure 4.2 presents the relationships of 3 constructs: Teaching Method, Environment and Achievement with the Beta.
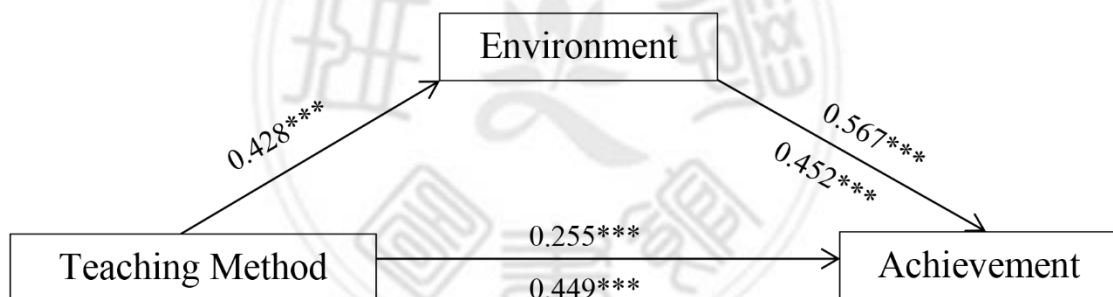

Figure 4.2 Mediating effect of Environment in the relationship between Teaching Method and Achievement

Source: Original study

The study also further used suggestions of Preacher and Hayes (2004) to examine indirect effect and applied the Sobel test and the bootstrap approach confidence intervals (Cis) to verify mediating effects. As shown in Table 4.16, the results of the Sobel test are significant (p< .001). The z-value equals to 6.4736 and value of mediating effect is .1844. It indicates

that there is a mediating effect. The study further used the bootstrap approach to verify the Sobel test. The result reveals Cis between 95% and 5% (excluding 0) reaches significant levels. Therefore, the results also support H7.

Table 4.16 Regression analysis of the indirect effect between Environment and Achievement

Direct effects and total effect				
	BETA	SE	t	p
TM-A	.4278	.0457	9.3676	.000
TM-E	.3529	.0400	8.8297	.000
E-A, TM is controlled	.5225	.0545	9.5802	.000
TM-A, E is controlled	.2434	.0450	5.4089	.000
Indirect effect and significance using the normal distribution					
	Value	**SE**	**LL95%CI**	**UL95%CI**	**z**	**p**
Sobel	.1844	.0285	.1286	.2403	6.4736	.000
Bootstrap results for indirect effect				
	Value	**SE**	**LL95%CI**	**UL95%CI**	**Mean**
Effect	.1844	.0528	.0865	.2950	.1806

Note 1: TM: Teaching Method , E: Environment, A: Achievement.

Note 2: N = 350, Number of Bootstrap Resamples = 1000, LL: Lower Limit, CI: Confidence Interval, UL: Upper Limit, Beta : Unstandardized Coefficient.

Source: Original study

With the results of the mediation test and Sobel test, this study conclude that the learning Environment plays an important role in the relation between Teaching Method and Achievement. Not only the Direct Impact environment such as facilities, furnitures, learning tools and so on;

but also the Teaching Method can create the learning environment that motivates the learner.

4.4.4 The Moderating Effect of Language Anxieties

Table 4.17 The Moderating Effect of Language Anxieties in the

Relationship Between Teaching Method and Achievement

Variables	Model 1	Model 2	Model 3	Model 4
	Achievement	Achievement	Achievement	Achievement
Independent variable				
Teaching Method	.449***		.316***	.283***
Moderating variable				
Language Anxieties		.417***	.246***	.169***
Interaction variable				
Teaching Method * Language Anxieties				-.21***
R^2	.201	.174	.244	.278
Adj-R^2	.199	.171	.240	.272
F-value	87.752	73.122	56.061	44.501
P-value	.000	.000	.000	.000
D-W	1.574	1.539	1.523	1.515
VIF	1.000	1.000	1.413	1.283

Note 1: *p<.05, **p<.01, ***p<.001

Source: Original study

The study applied hierarchical regression analysis to test the research hypothesis which focused on the moderating effect of Language Anxieties the relationship between Teaching Method and Achievement. As shown in Model 1 of Table 4.17, the result discloses that Teaching Method (Beta = .449, p< .001) is significantly affected to Achievement (see Table 4.19). Therefore, model 1 is supported. Model 2 showed that Language Anxieties (Beta = .417, p< .001) is and significantly affected to Achievement. Therefore, model 2 is supported. As shown in model 3 in the table 4.17, the result showed that both independent variables (Teaching Method, Beta = .316, p< .001) and moderating variables (Language Anxieties, Beta = .246, p< .001) are significantly affected to dependent variable (Achievement) respectively. In addition, the result in Model 4 revealed the interaction effect (R-square = .278, Beta = -.21, p< .001) of Teaching Method and Language Anxieties is significant to Achievement. It meant that Language Anxieties is a moderator in the relationship between Teaching Method and Achievement.

After do the moderation test of Language Anxieties between Teaching Method and Achievement, Figure 4.3 presents the relationships of 3 constructs with the Beta.
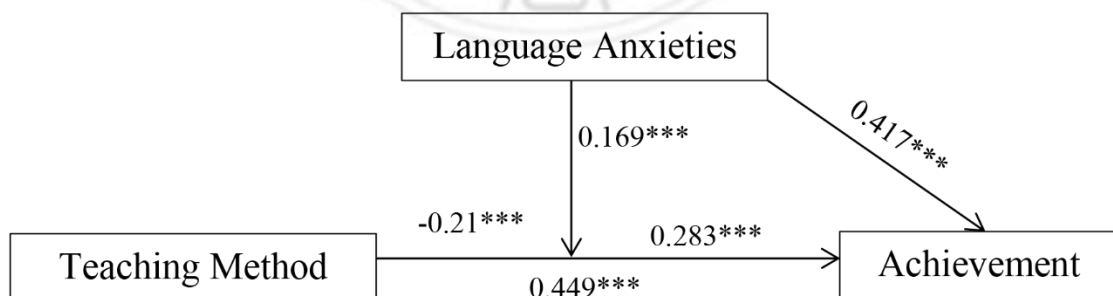

Figure 4.3 Moderating effect of Language Anxieties in the relationship between Teaching Method and Achievement

Source: Original study

To further understand the moderating effect, this study adopted the advice of Aiken and West (1991) to set the moderating effects of low and high Teaching Method and Language. Figure 4.4 shows that both Teaching Method and Language Anxieties have a positive effect on Achievement and as such the Achievement will increase with an increasing in Teaching Method. However, compared to universities with low Language Anxieties, those with high Language Anxieties enjoy less growth in the Achievement with an increase in Teaching Method. The implication being that a low Teaching Method has a stronger impact on the Achievement than a high Teaching Method.
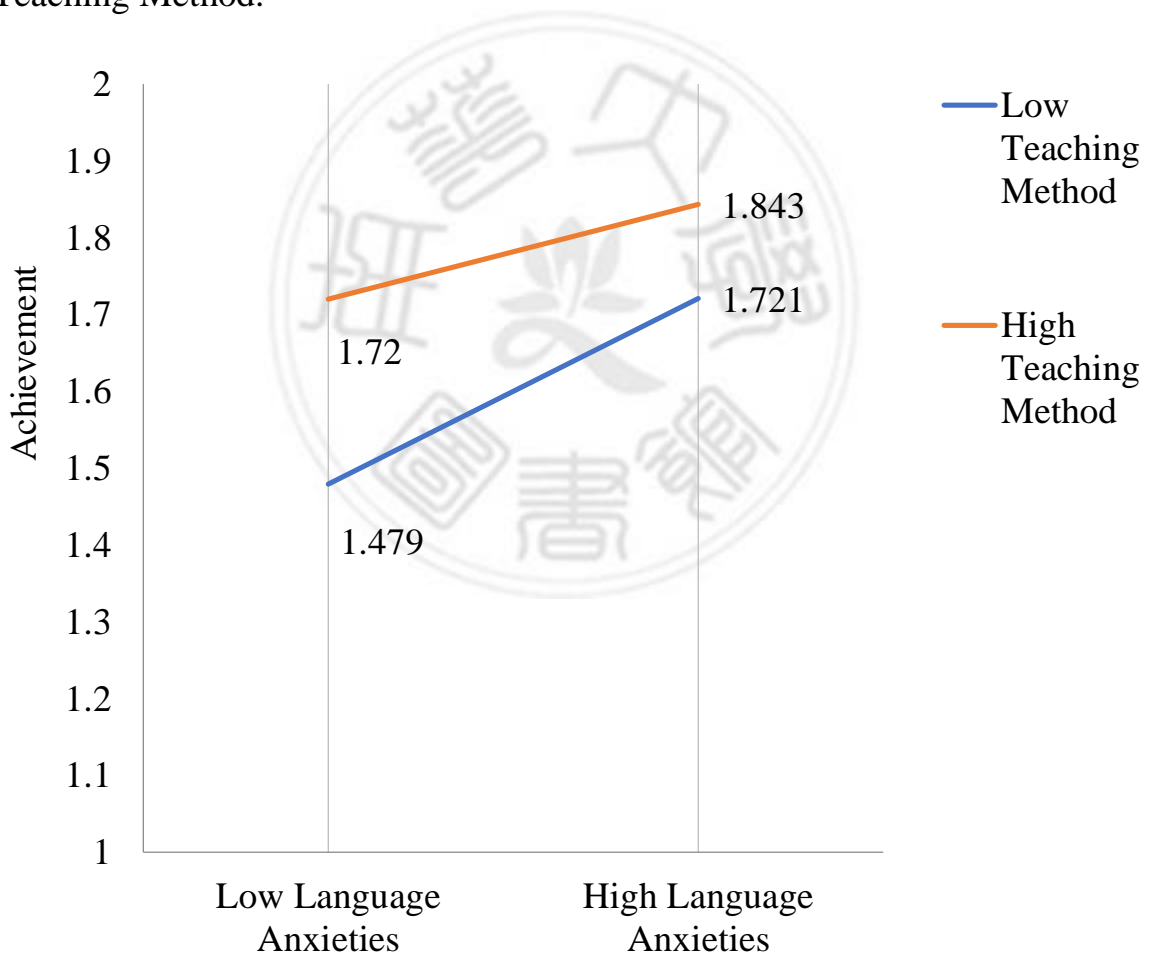

Figure 4.4 Moderating effect of Language Anxieties

Source: Original study

4.4.5 The Moderating Effect of Interest

Table 4.18 The Moderating Effect of Interest in the

Relationship Between Motivation and Achievement

Variable	Model 1	Model 2	Model 3	Model 4
	Achievement	Achievement	Achievement	Achievement
Independent variable				
Motivation	.547***		.385***	.359***
Moderating variable				
Interest		.509***	.304***	.252***
Interaction variable				
Motivation * Interest				-.145**
R^2	.299	.259	.365	.381
Adj-R^2	.297	.257	.361	.376
F-value	148.309	121.418	99.771	71.103
P-value	.000	.000	.000	.003
D-W	1.625	1.676	1.687	1.713
VIF	1.000	1.000	1.394	1.290

Note 1: *p<.05, **p<.01, ***p<.001

Source: Original study

The study applied hierarchical regression analysis to test the research hypothesis which focused on the moderating effect of Interest the relationship between Motivation and Achievement. As shown in Model 1, the result discloses that Motivation (Beta = .547, p< .001) is significantly affected to Achievement (see Table 4.18). Therefore, model 1 is supported. Model 2 showed that Interest (Beta = .509, p< .001) is and significantly

affected to Achievement. Therefore, model 2 is supported. As shown in model 3 in the table 4.18, the result showed that both independent variables (Motivation, Beta = .385, p< .001) and moderating variables (Language Anxieties, Beta = .304, p< .001) are significantly affected to dependent variable (Achievement) respectively. In addition, the result in Model 4 revealed the interaction effect (R-square = .381, Beta = -.145, p< .01) of Motivation and Interest is significant to Achievement. This meant that Interest is a moderator in the relationship between Motivation and Achievement.

After do the moderation test of Interest between Motivation and Achievement and have the results that showed below Figure 4.5 presents the relationships of 3 constructs: Motivation, Interest and Achievement with the Beta Value.
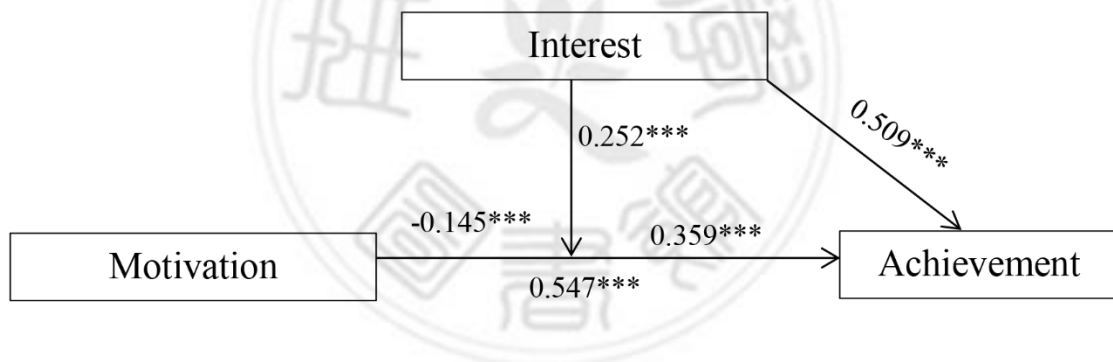
Figure 4.5 Moderating effect of Interest in the relationship between
Motivation and Achievement

Source: Original study

To further understand the moderating effect follow Aiken and West (1991), Figure 4.6 set the moderating effects of low and high Teaching Method and Language. It shows that both Motivation and Interest have a positive effect on Achievement and as such the Achievement will increase

with an increasing in Motivation. However, compared to universities with low Interest, those with high Interest enjoy less growth in the Achievement with an increase in Motivation. The implication being that a low Motivation has a stronger impact on the Achievement than a high Motivation.

Figure 4.6 Moderating effect of Interest

Source: Original study
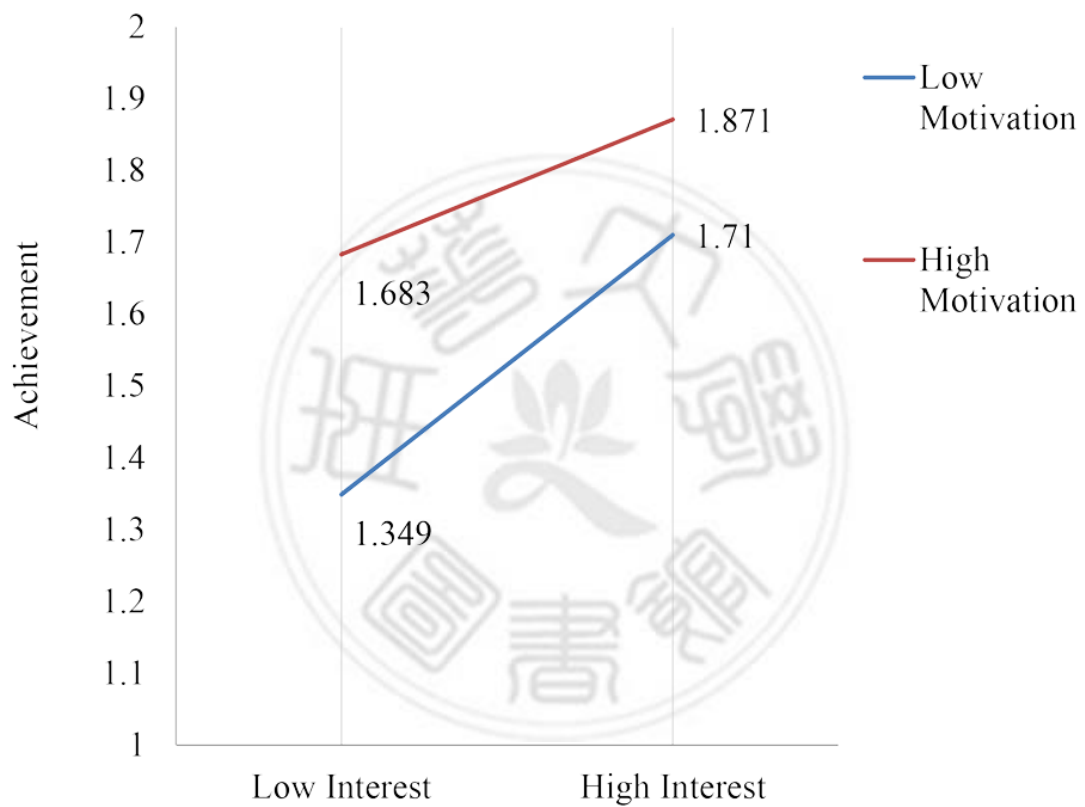
CHAPTER FIVE

CONCLUSIONS AND SUGGESTION

5.1 Research Conclusion

Table 5.1 The Results of the Testing Hypotheses

	Hypotheses	**Results**
H1	Teaching Method is significantly effect on Achievement in English.	Supported
H2	Teaching Method is significantly effect on Motivation in English.	Supported
H3	Motivation is significantly effect to Achievement in English.	Supported
H4	Motivation is a mediation in the relationship between Teaching Method and Achievement in English.	Supported
H5	Teaching Method is significantly effect the Environment in English.	Supported
H6	Environment is significantly effect Achievement in English.	Supported
H7	Environment is a mediation in the relationship between Teaching Method and Achievement in English.	Supported
H8	Interest is significantly effect Achievement in English.	Supported
H9	Interest is a moderation in the relation between Motivation and Achievement in English.	Supported
H10	Language Anxieties is significantly effect Achievement in English.	Supported

Table 5.1 The Results of the Testing Hypotheses (continued)

Hypotheses		Results
H11	Language Anxieties is the moderation in the relation between Teaching Method and Achievement in English.	Supported

Source: Original study

The purposes of this study are to examine the relationship between Teaching Method and Achievement, to study the mediation effects of Motivation and Environment while Teaching Method in relation with Achievement, to explore the moderation Interest in the relation between Motivation and Achievement, to test the Language Anxieties impact the relation between Teaching Method and Achievement.

According to the results, a number of conclusions have been drawn in the study. The first conclusion is that Teaching Method has significant effect on Achievement. This finding has been belonged to several previous studies results. In the book of Cook and Vivian (2016), the article investigate the effect of teacher's English teaching method to the achievement of students, and follow Andrade, Heidi and Valtcheva (2009), the better teaching method, the higher quality of student achievement. So base on the researches, the teaching method of the teacher is the main factor significantly effects the quality of achievement of the students. The Teacher-centered and Student-centered method should be combined to create better method that improves the Achievement in English. Besides that, the combination can have more effective on Motivation and Environment than separate it.

From the second to the forth, conclusions showed that the Motivation is the significant mediation in the relation between Teaching Method and Achievement, which are the same standpoint with Slavin (2008) mentioned

the motivation for the students. The fact, based on Abraham Maslow (1908-1970) the Hierarchy of Needs and Slavin (2008), this study confirm that Teaching Method can through motivation to motivate the students on achievement.

From the fifth to the seventh, the results presents that Environment is the significant mediation in the relation between Teaching Method and Achievement. It illustrates the same point with Cohn et al. (2016). This study concluded that the higher qualities of Environment, the higher Achievement students get, and the Teaching Method is the main factor affect the Environment motivate the students. Not only the Direct Impact environment such as facilities, furnitures, learning tools and so on; but also the Teaching Method can create the learning environment that motivates the learner.

Besides that, the study proposed a hypothesis which investigate the moderating of Interest in the relation between Motivation and Achievement. The result supports to the point of view of Lee et al. (2011), that the Interest play an important role effect the Achievement. It is the motivation and is the direction for the current learning activity and let them go in the right direction. Missing Interest, learning activity is not implemented. Thus, especially, in English, Interest is not only improving the Motivation but also to improve the Achievement.

The results of the study also revealed that Language Anxieties moderates the relationship between Teaching Method and Achievement, supported the standpoint of Giovanelli and Marcello (2015). Base on that research, language anxiety also depends on the teaching method of the teacher. A teacher can support the students when they get some difficulties, change the teaching method to help them overcome the language anxieties, beside that improve the achievement of students.

5.2 Research Discussions and Implications

Although it is not possible to conclude that the teaching method influenced English Achievement, or the teacher-centered or student-centered method is more effective in encouraging Motivation and Environment towards learning student. Research results also point to issues of concern: Not only the main factor Teaching Method, but also the Motivation and the Environment which are the factors significantly effect the Achievement through Teaching Method; which factors should develop to encourage students to have better Achievement. While beside Motivation and Environment, the Interest and Language Anxieties is also affect the Achievement. Interest is the factor that has significantly effect to the students, encourage them, affect the English motivation of students. On the others hand, Interest can reduce or raise the motivation for student to get higher achievement or not, it also play an important role as this study have already concluded. Not like Interest, Interest only affect the relation between Motivation and Achievement, Language Anxieties affect directly to the relation between Teaching Method and Achievement. English language anxieties are the barrier which reduces the learning and qualities of achievement. Not depend on how quality of teaching method, the language anxieties make students do not want to learn English and has a moderating effect on Achievement. It decrease the quality of achievement. The study showed the anxieties that the students got when learning English to help finding the ways to overcome, which teaching method should use to reduce the effect of language anxieties.

While research the study, the major difference between the two methods is the teaching activities that the teacher organizes, the skills that the teacher evaluates. Student-centered method has more good points but is

not so superior to the teacher-centered method. In recent years, a lot of teachers have used a student-centered method. However, many students maintain that teacher-centered method is the more effective strategy. Each method has strengths and weaknesses. The results of the study are consistent with those of Grasha and Anthony (1994). No one is good at all, it should promote the advantages of each method. Moreover, in the field of teaching foreign languages, cultural factors are also very challenging when applying methods to make students active. CGE (2006) has provided relevant lessons about the cultural characteristics of learners, most notably the differences between Eastern and Western students. Vietnamese students in Asian culture can encounter many obstacles when teachers use methods that students must speak, must be confident and must express themselves in front of the crowd. Teachers know their classroom better than anyone, so choose what methods best for teachers and students. Therefore, further research is needed to find out which method is appropriate for the current Vietnamese language classroom context.

5.3 Research Limitations

The study only surveys students and only uses survey research methods, not interview teachers, experts. Teaching method, Motivation and Environment are very broad, but can only study in a certain way. Motivation and Interest are the very difficult field to measure, so I rely on motivational behavior and motivation to talk about motivation and interest rather than directly. The relationship between teaching method and achievement has been studied extensively by the world, but this study has not had the opportunity to access many of these studies. In Vietnam, similar problems are few, especially in the English language. Rate of questionnaire withdrawal is not high. Question time is not favorable for respondents. The

percentage of participants in the survey may affect the results of the study. The study period was better in July 2018 when the second semester English course ended, but in August and September conducted the survey.

REFERENCES

1. English

1. Agnoli, S., Runco, M. A., Kirsch, C. & Corazza, G. E. (2018), The Role of Motivation in the Prediction of Creative Achievement Inside and Outside of School Environment, <u>Thinking Skills and Creativity</u>, Vol. 28, pp. 167-176.

2. Aiken, L. S., West, S. G. & Reno, R. R. (1991), <u>Multiple Regression: Testing and Interpreting Interactions</u>, Sage.

3. Andrade, H. & Valtcheva, A. (2009), Promoting Learning and Achievement through Self-Assessment, <u>Theory into Practice</u>, Vol. 48, No. 1, pp. 12-19.

4. Baron, R. M. & Kenny, D. A. (1986), The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations, <u>Journal of Personality and Social Psychology</u>, Vol. 51, No. 6, pp. 1173.

5. Bartholomew, K. J., Ntoumanis, N., Mouratidis, A., Katartzi, E., Thogersen-Ntoumani, C. & Vlachopoulos, S. (2018), Beware of Your Teaching Style: A School-Year Long Investigation of Controlling Teaching and Student Motivational Experiences, <u>Learning and Instruction</u>, Vol. 53, pp. 50-63.

6. Bilgin, I., Karakuyu, Y. & Ay, Y. (2015), The Effects of Project Based Learning on Undergraduate Students' Achievement and Self-Efficacy Beliefs towards Science Teaching, <u>Eurasia Journal of Mathematics, Science & Technology Education</u>, Vol. 11, No. 3, pp. 469-477.

7. Bruno, A. & Dell'Aversana, G. (2018), Reflective Practicum in Higher Education: The Influence of the Learning Environment on the Quality of Learning, <u>Assessment & Evaluation in Higher Education</u>, Vol. 43, No. 3, pp. 345-358.

8. Budin, M. (2014), Investigating the Relationship between English Language Anxiety and the Achievement of School Based Oral English Test Among Malaysian Form Four Students, <u>International Journal of Learning, Teaching and Educational Research</u>, Vol. 2, No. 1, pp. 67-79.

9. Carreira, J. M. (2006), Motivation for Learning English as a Foreign Language in Japanese Elementary Schools, <u>Jalt Journal</u>, Vol. 28, No. 2, pp. 135.

10. Cizek, G. J. (1996), Learning, Achievement, and Assessment: Constructs at a Crossroads, <u>In Handbook of Classroom Assessment</u>, pp. 1-32.

11. Cohen, A. D. (2014), <u>Strategies in Learning and Using a Second Language</u>, Routledge.

12. Cohn, S. T. & Fraser, B. J. (2016), Effectiveness of Student Response Systems in Terms of Learning Environment, Attitudes and Achievement, <u>Learning Environments Research</u>, Vol. 19, No. 2, pp. 153-167.

13. Cook, V. (2016), <u>Second Language Learning and Language Teaching</u>, Routledge.

14. Coon, D. & Mitterer, J. O. (2012), <u>Introduction to Psychology: Gateways to Mind and Behavior with Concept Maps and Reviews</u>, Cengage Learning.

15. DeCharms, R. & Muir, M. S. (1978), Motivation: Social Approaches, <u>Annual Review of Psychology</u>, Vol. 29, No. 1, pp. 91-113.

16. Dewey, J. (1939), Theory of Valuation, <u>International Encyclopedia of Unified Science</u>, Vol. 2, No. 4, pp. vii-67.

17. Entwistle, N. & Ramsden, P. (2015), <u>Understanding Student Learning (Routledge Revivals)</u>, Routledge.

18. Erdle, S., Murray, H. G. & Rushton, J. P. (1985), Personality, Classroom Behavior, and Student Ratings of College Teaching

Effectiveness: A Path Analysis, <u>Journal of Educational Psychology</u>, Vol. 77, No. 4, pp. 394.

19. Giovanelli, M. (2015), Becoming an English Language Teacher: Linguistic Knowledge, Anxieties and the Shifting Sense of Identity, <u>Language and Education</u>, Vol. 29, No. 5, pp. 416-429.

20. Glynn, T. (2017), Building an Effective Teaching Environment, <u>In Psychological Aspects of Learning and Teaching</u>, Routledge, pp. 40-59.

21. Grasha, A. F. (1994), A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator, <u>College Teaching</u>, Vol. 42, No. 4, pp. 142-149.

22. Harmer, J. (2001), <u>The Practice of English Language Teaching,</u> London/New York.

23. Horwitz, E. (2001), Language Anxiety and Achievement, <u>Annual Review of Applied Linguistics</u>, Vol. 21, pp. 112-126.

24. Horwitz, E. K., Horwitz, M. B. & Cope, J. (1986), Foreign Language Classroom Anxiety, <u>The Modern Language Journal</u>, Vol. 70, No. 2, pp. 125-132.

25. Keller, E. F. (1984), <u>A Feeling for the Organism, 10th Aniversary Edition: The Life and Work of Barbara Mcclintock,</u> Macmillan.

26. Krashen, S. D. (1976), Formal and Informal Linguistic Environments in Language Acquisition and Language Learning, <u>Tesol Quarterly</u>, pp. 157-168.

27. Lage, M. J., Platt, G. J. & Treglia, M. (2000), Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment, <u>The Journal of Economic Education</u>, Vol. 31, No. 1, pp. 30-43.

28. Lee, Y. J., Chao, C. H. & Chen, C. Y. (2011), The Influences of Interest in Learning and Learning Hours on Learning Outcomes of Vocational College Students in Taiwan: Using a Teacher's Instructional Attitude as

the Moderator, <u>Global Journal of Engineering Education</u>, Vol. 13, No. 3, pp. 140-153.

29. Luthans, F. & Davis, T. R. (1982), An Idiographic Approach to Organizational Behavior Research: The Use of Single Case Experimental Designs and Direct Measures, <u>Academy of Management Review</u>, Vol. 7, No. 3, pp. 380-391.

30. MacIntyre, P. D. & Gardner, R. C. (1991), Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages, <u>Language Learning</u>, Vol. 41, No. 4, pp. 513-534.

31. MacIntyre, P. D. & Gardner, R. C. (1994), The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language, <u>Language Learning</u>, Vol. 44, No. 2, pp. 283-305.

32. Maslow, A. & Lewis, K. J. (1987), Maslow's Hierarchy of Needs, <u>Salenger Incorporated</u>, Vol. 14, pp. 987.

33. Morgan, K., Kingston, K. & Sproule, J. (2005), Effects of Different Teaching Styles on the Teacher Behaviours That Influence Motivational Climate and Pupils' Motivation in Physical Education, <u>European Physical Education Review</u>, Vol. 11, No. 3, pp. 257-285.

34. Ngô Tứ, T. (2008), Giải Pháp Đổi Mới Phương Pháp Giảng Dạy ở các Trường Đại Học ICT Hiện Nay, <u>Tạp chí Khoa học ĐHQGHN, Khoa học Xã hội và Nhân văn,</u> Vol. 24, pp. 237-242.

35. Nguyen Thi My Phuong (2006), Một Số Chiến Lược Nhằm Nâng Cao Chất Lượng Dạy và Học Tiếng Anh cho Học Viên Lớn Tuổi ở Khoa Tiếng Anh, Trường Đại Học Ngoại Ngữ, Đại Học Đà Nẵng, <u>Science and Technology Jounal</u>, Da Nang University, Vol. 4, No. 16, pp. 92-96.

36. Nunan, D. (1988), <u>The Learner-Centred Curriculum: A Study in Second Language Teaching</u>, Cambridge University Press.

37. Oxford, R. L. (2016), <u>Teaching and Researching Language Learning</u>

Strategies: Self-Regulation in Context, Routledge.

38. Pappamihiel, N. E. (2001), Moving from the ESL Classroom into the Mainstream: An Investigation of English Language Anxiety in Mexican Girls, <u>Bilingual Research Journal</u>, Vol. 25, No. 1-2, pp. 31-38.

39. Pappamihiel, N. E. (2002), English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom, <u>Research in the Teaching of English</u>, pp. 327-355.

40. Rachma, M. D. & Utomo, M. P. (2016), The Influence of the Using of Virtual Lab on the Chemistry Learning Motivation and Achievement of Grade Xi Students of Sma Negeri 1 Sleman Semester 2 Academic Year 2015/2016, <u>Journal Pembelajaran Kimia</u>, Vol. 5, No. 4, pp. 1-7.

41. Renninger, K. A., Hidi, S., Krapp, A. & Renninger, A. (2014), <u>The Role of Interest in Learning and Development</u>, Psychology Press.

42. Sahin, M. & White, A. L. (2015), Teachers' Perceptions Related to Characteristics of a Professional Environment for Teaching, <u>Eurasia Journal of Mathematics, Science & Technology Education</u>, Vol. 11, No. 3, pp. 559-575.

43. Saito, Y., Garza, T. J. & Horwitz, E. K. (1999), Foreign Language Reading Anxiety, <u>The Modern Language journal</u>, Vol. 83, No. 2, pp. 202-218.

44. Slavin, R. E. (2008), Cooperative Learning, Success for All, and Evidence-Based Reform in Education, <u>Éducation et Didactique</u>, Vol. 2, No. 2, pp. 149-157.

45. Spencer, J. A. & Jordan, R. K. (1999), Learner Centered Approaches in Medical Education, <u>Bmj</u>, Vol. 318, No. 7193, pp. 1280-1283.

46. Steinberg, F. S. & Horwitz, E. K. (1986), The Effect of Induced Anxiety on the Denotative and Interpretive Content of Second Language Speech, <u>Tesol Quarterly</u>, Vol. 20, No. 1, pp. 131-136.

47. Vogely, A. J. (1998), Listening Comprehension Anxiety: Students' Reported Sources and Solutions, <u>Foreign Language Annals</u>, Vol. 31, No. 1, pp. 67-80.

48. Von Worde, R. (2003), Students' Perspectives on Foreign Language Anxiety, <u>Inquiry</u>, Vol. 8, No. 1.

49. Wong, R. M. (2008), <u>Motivation to Learn English and Age Differences: the Case of Chinese Immigrants</u>, Online Submission.

50. Young, D. J. (1990), An Investigation of Students' Perspectives on Anxiety and Speaking, <u>Foreign Language Annals</u>, Vol. 23, No. 6, pp. 539-553.

51. Young, D. J. (1991), Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?, <u>The Modern Language Journal</u>, Vol. 75, No. 4, pp. 426-437.
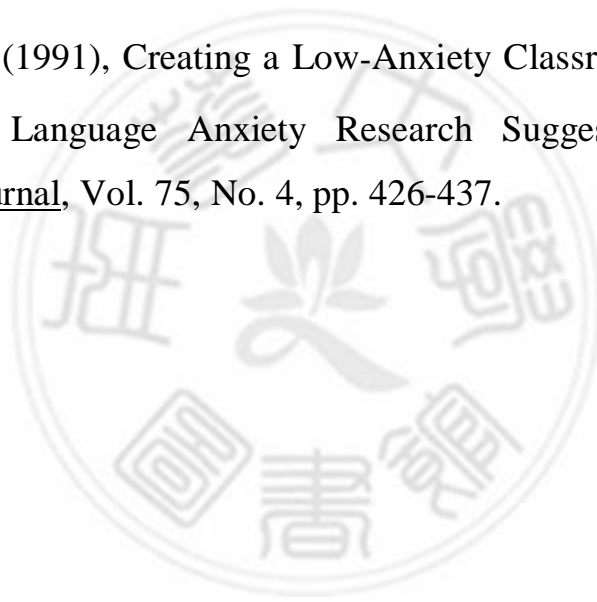
2. Websites

1. Chan, T. C. (1996), Environmental Impact on Student Learning, Retrieved From: https://files.eric.ed.gov/fulltext/ED406722.pdf/.

2. Carol T. (2014, March 27), The Important of English in Today's World, Retrieved From: https://preply.com/en/blog/2014/05/27/the-importance-of-english-in-today-s-world/.

3. Carol T. (2014, March 27), The Important of English in Today's World, Retrieved From: https://preply.com/en/blog/2014/05/27/the-importance-of-english-in-today-s-world/.

4. Ed Parks (2011, November 8), Vietnam Demands English Language Teaching 'Miracle', Retrieved From: https://www.theguardian.com/education/2011/nov/08/vietnam-unrealistic-english-teaching-goals/.

5. Michalak, R. (2014), Environmental Factors and Literacy Learning and Instruction (Doctoral Dissertation), Retrieved From: https://www.dspace.sunyconnect.suny.edu/bitstream/handle/1951/64563/Rebecca_Michalak_Masters_Project_May2014.pdf?sequence=1&isAllowed=y/.

6. Wilson, J. T. S. (2006), Anxiety in Learning English as a Foreign Language: Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test (Doctoral dissertation, Universidad de Granada), Retrieved From: http://digibug.ugr.es/bitstream/handle/10481/1074/162?sequence=1/.

APPENDIX I English questionnaire

English questionnaire

The study of the factors affecting the English achievement through the teaching method of teachers at universities in Vietnam

Dear Participants,

Thank you for agreeing to take this survey. The survey is being done by the Department of Business Administration at Nanhua University, Taiwan. This survey collects the data from students learning English in Vietnam. All of the answers provided in this survey will be kept confidential. No identifying information will be provided to the public, individuals or organizations. The survey data will be reported for the purpose of this study only. This survey will take about 10 minutes to complete.

Thank you again for assistance in my survey.

Faithfully Yours,

Nguyen Minh Quan

Nanhua University

Email: _____

Demographic data

Please tick on the box which best describe the respondent.

Gender:

○ Male

○ Female

Age:

○ Under 18

○ From 18 to 25

○ Over 25

Major education:

○   Bussiness Management

○   Teacher Education

○   Information Technology

○   Law-Humanities

○   Architecture-Civil Engineering

○   Science

○   Art-Aesthetic-Graphic

○   Journalism-Science and Society

○   Others

Survey

Tick one box for each question. From 1 to 5 are equivalent to Strongly disagree to Strongly agree:

	Questions	Level of Argreement				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
	Teaching Method					
1	I am interested in the one-way presentations of English teacher	1	2	3	4	5
2	The teacher-centered method gives me more information in English lecture.	1	2	3	4	5
3	The teacher-centered method makes every students	1	2	3	4	5

	focus on the lecture.					
4	Student-centered method helps me learn faster and easy to understand English lecture.	1	2	3	4	5
5	Student-centered method helps me easier to improve my English abilities.	1	2	3	4	5
6	Student-centered method helps me be more confident in English class.	1	2	3	4	5
7	I feel interested in lectures that my English teacher is enthusiastic about.	1	2	3	4	5
8	I like English teacher provide a fixed time to address student's questions.	1	2	3	4	5
9	English teachers always bring new ideas and activities at school that are interesting to me.	1	2	3	4	5
10	In English, I like learning in a group makes me feel more interested than learning individually.	1	2	3	4	5
11	I feel interested in learning English at school when I can self-study.	1	2	3	4	5
12	When I am on my way to the English class, I feel very comfortable and relax.	1	2	3	4	5
Motivation						
1	I encourage myself to speak English with foreigners.	1	2	3	4	5
2	Whether the English lecture is difficult or easy, I am sure that I can understand it.	1	2	3	4	5
3	When I do not understand an English exercise, I find relevant lectures that will help me.	1	2	3	4	5
4	In English, when I make a mistake, I try to find out	1	2	3	4	5

	the reason why.					
5	When I do not understand an English exercise, I would discuss with the teacher or other students to clarify my understanding.	1	2	3	4	5
6	During the English learning process, I attempt to make connections with everyone.	1	2	3	4	5
7	My English teacher always encourages me.	1	2	3	4	5
8	Nowadays, English is the international language so I should learn.	1	2	3	4	5
9	Everyone around me always speaks English.	1	2	3	4	5
Environment						
1	Architectural design, campus, scene make students learning English feel comfortable.	1	2	3	4	5
2	The air condition systems support creates fresh air make students comfortable to learn English.	1	2	3	4	5
3	The university provides a full range of facilities for extra English activities.	1	2	3	4	5
4	The university provides English teaching tools for students.	1	2	3	4	5
5	The university invites the foreigners to make the conversation with students.	1	2	3	4	5
6	Adding extra tutoring English class to help students.	1	2	3	4	5
7	Teacher creates the environment that everyone speaks only English.	1	2	3	4	5
8	Motivating students speak out in English.	1	2	3	4	5
9	Students help the others who haven't understood.	1	2	3	4	5

10	With the support of English teacher, I understand what my strengths and weaknesses are.	1	2	3	4	5
Language Anxieties						
1	I start nervous when I have to speak English without preparation.	1	2	3	4	5
2	I never feel confident when I speak English.	1	2	3	4	5
3	I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
4	It frightens me when I do not understand what the English teacher is saying.	1	2	3	4	5
5	I get nervous when the teacher asks me some English questions.	1	2	3	4	5
6	The more English I read, the more confused I get.	1	2	3	4	5
7	It embarrasses me to volunteer answer the English questions.	1	2	3	4	5
8	I feel pressure because of not preparing English very well.	1	2	3	4	5
9	I am afraid that I do not understand clearly what I read in English.	1	2	3	4	5
10	I am worry about making mistake in writing in English class.	1	2	3	4	5
11	I am afraid that my English writing skill is not good.	1	2	3	4	5
12	I can get nervous when I forget things that I learned.	1	2	3	4	5
13	English class move so quickly so I worry about leaving behind.	1	2	3	4	5

14	I am nervous when my English teacher start correcting mistake in my exercise.	1	2	3	4	5
15	I am nervous when English teacher asks questions which I have not prepared in advance.	1	2	3	4	5
	Interest					
1	I learned English because of passion.	1	2	3	4	5
2	I learned English because I want to learn a new language.	1	2	3	4	5
3	I learned English because I can speak to foreigner in English.	1	2	3	4	5
4	I learned English because English help me connect the world.	1	2	3	4	5
5	I learned English because my parents wanted me to study.	1	2	3	4	5
6	I learned English because I can apply a good job.	1	2	3	4	5
7	I learned English because I want to earn more money.	1	2	3	4	5
8	I learned English because everyone around me are good at English.	1	2	3	4	5
	Achievement					
1	I get a dreamed job in a foreign company.	1	2	3	4	5
2	My parents proud of my English skills.	1	2	3	4	5
3	I get higher score in English test.	1	2	3	4	5
4	I can understand the lyric of English song.	1	2	3	4	5
5	I see the English movie without the English subtitle.	1	2	3	4	5
6	I speak English without getting any trouble.	1	2	3	4	5

7	I travel around the world without the translator.	1	2	3	4	5
8	I received a scholarship to study abroad.	1	2	3	4	5

THANK FOR YOUR ANSWER!

APPENDIX II VIETNAMESE QUESTIONAIRE

VIETNAMESE QUESTIONAIRE

Nghiên cứu những yếu tố ảnh hưởng đến kết quả học Tiếng Anh qua phương pháp dạy học của giáo viên Đại Học ở Việt Nam

Kính gửi những người tham gia,

Cảm ơn bạn đã đồng ý tham gia cuộc khảo sát này. Cuộc khảo sát đang được thực hiện bởi Khoa Quản trị Kinh doanh tại Đại học Nanhua, Đài Loan. Cuộc khảo sát này thu thập dữ liệu từ các sinh viên học tiếng Anh tại Việt Nam. Tất cả các câu trả lời được cung cấp trong bản khảo sát này sẽ được giữ bí mật. Không có thông tin nhận dạng nào được cung cấp cho công chúng, cá nhân hay tổ chức. Dữ liệu khảo sát sẽ chỉ được báo cáo cho mục đích của nghiên cứu này. Bản khảo sát này sẽ mất khoảng 10 phút để hoàn thành.

Cảm ơn bạn một lần nữa để được hỗ trợ trong cuộc khảo sát của tôi.

Xin cảm ơn,

Nguyễn Minh Quân

Đại Học Nanhua

Địa chỉ email: _____

Thông tin cá nhân

Chọn một câu trả lời đúng với bản than nhất.

Giới Tính:

- O   Nam
- O   Nữ

Tuổi:

- O   Dưới 18 tuổi
- O   Từ 18 đến 25 tuổi

97

○   Trên 25 tuổi

Chuyên ngành:

○   Quản trị kinh doanh

○   Sư phạm

○   Công nghệ thong tin

○   Luật-Nhân văn

○   Kiến trúc-Xây dựng

○   Khoa học

○   Nghệ thuật-Thẩm mỹ-Đồ họa

○   Báo trí-Khoa học xã hội

○   Khác

Khảo sát

Chọn một câu trả lời cho mỗi câu hỏi. Từ 1 đến 5 tương ứng với Hoàn toàn phản đối đến Hoàn toàn đồng ý:

Câu hỏi	Câu trả lời				
	Hoàn toàn phản đối	Phản đối	Không tán thành hoặc phản đối	Đồng ý	Hoàn toàn đồng ý
Phương pháp dạy học					
1 Tôi cảm thấy hứng thú với phương pháp giảng dạy không tương tác với học sinh của giáo viên Tiếng Anh	1	2	3	4	5
2 Phương pháp dạy học tập trung vào giáo viên	1	2	3	4	5

	mang lại cho tôi nhiều thôngtin hơn trong bài giảng tiếng Anh					
3	Phương pháp dạy học tập trung vào giáo viên làm cho mọi học sinh tập trung vào bài giảng	1	2	3	4	5
4	Phương pháp dạy học tập trung vào học sinh giúp tôi học nhanh hơn và dễ hiểu bài giảng tiếng Anh	1	2	3	4	5
5	Phương pháp dạy học tập trung vào học sinh giúp tôi dễ dàng cải thiện khả năng tiếng Anh của mình	1	2	3	4	5
6	Phương pháp dạy học tập trung vào học sinh giúp tôi tự tin hơn trong lớp học Tiếng Anh	1	2	3	4	5
7	Tôi cảm thấy hứng thú với bài giảng mà giáo viên tiếng Anh của tôi dạy nhiệt tình	1	2	3	4	5
8	Tôi thích giáo viên tiếng Anh cung cấp một thời gian cố định để giải quyết các câu hỏi của học sinh	1	2	3	4	5
9	Giáo viên Tiếng Anh luôn mang đến những ý tưởng mới và các hoạt động tại trường khiến chúng tôi cảm thấy thích thú	1	2	3	4	5
10	Trong lớp học Tiếng Anh, tôi thích học theo nhóm giúp tôi cảm thấy thích thú hơn là học một mình	1	2	3	4	5
11	Tôi cảm thấy thích thú với việc học Tiếng Anh ở trường khi tôi có thể tự học	1	2	3	4	5
12	Khi đến lớp học Tiếng Anh, tôi cảm thấy rất thoải mái và thư giãn	1	2	3	4	5
Động lực học tập						

1	Tôi khuyến khích bản than nói Tiếng Anh với người nước ngoài	1	2	3	4	5
2	Cho dù các bài giảng tiếng Anh là khó khăn hay dễ dàng, tôi chắc chắn rằng tôi có thể hiểu nó	1	2	3	4	5
3	Khi tôi không hiểu một bài tập tiếng Anh, tôi tìm các bài giảng liên quan có thể giúp tôi	1	2	3	4	5
4	Trong lớp học Tiếng Anh, khi tôi làm sai, tôi cố gắng tìm ra lí do	1	2	3	4	5
5	Khi tôi không hiểu một bài tập Tiếng Anh, tôi sẽ thảo luận với giáo viên hoặc các sinh viên khác để làm rõ sự hiểu biết của tôi	1	2	3	4	5
6	Trong quá trình học Tiếng Anh, Tôi cố gắng kết nối với mọi người	1	2	3	4	5
7	Giáo viên tiếng Anh của tôi luôn động viên tôi	1	2	3	4	5
8	Ngày nay, tiếng Anh là ngôn ngữ quốc tế nên tôi nên học	1	2	3	4	5
9	Mọi người xung quanh tôi đều biết nói Tiếng Anh	1	2	3	4	5
Môi trường học tập						
1	Thiết kế kiến trúc, khuôn viên trường, cảnh quan làm cho sinh viên học tiếng Anh cảm thấy thoải mái	1	2	3	4	5
2	Hệ thống điều hòa không khí hỗ trợ tạo không khí trong lành làm cho sinh viên thoải mái học tiếng Anh	1	2	3	4	5
3	Trường cung cấp đầy đủ các tiện nghi cho các hoạt động tiếng Anh bổ sung	1	2	3	4	5
4	Trường cung cấp các công cụ giảng dạy tiếng Anh	1	2	3	4	5

	cho sinh viên					
5	Các trường đại học mời người nước ngoài để tạo các cuộc trò chuyện với sinh viên	1	2	3	4	5
6	Bổ sung thêm lớp học tiếng Anh để giúp học sinh hiểu bài	1	2	3	4	5
7	Giáo viên tạo ra môi trường mà mọi người chỉ nói tiếng Anh	1	2	3	4	5
8	Thúc đẩy học sinh giao tiếp bằng tiếng Anh	1	2	3	4	5
9	Học sinh giúp đỡ những học sinh khác chưa hiểu bài	1	2	3	4	5
10	Với sự hỗ trợ của giáo viên tiếng Anh, tôi hiểu ưu điểm và nhược điểm của tôi là gì	1	2	3	4	5
	Khó khăn trong ngôn ngữ					
1	Tôi bắt đầu lo lắng khi tôi phải nói tiếng Anh mà không chuẩn bị	1	2	3	4	5
2	Tôi không bao giờ cảm thấy tự tin khi nói tiếng Anh	1	2	3	4	5
3	Tôi sợ rằng các học sinh khác sẽ cười khi tôi nói tiếng Anh	1	2	3	4	5
4	Tôi sợ khi tôi không hiểu giáo viên tiếng Anh đang nói gì	1	2	3	4	5
5	Tôi cảm thấy lo lắng khi giáo viên hỏi tôi một số câu hỏi bằng tiếng Anh	1	2	3	4	5
6	Tôi càng đọc nhiều tiếng Anh, tôi càng bối rối	1	2	3	4	5
7	Nó làm tôi bối rối khi tình nguyện trả lời các câu hỏi bằng tiếng Anh	1	2	3	4	5
8	Tôi cảm thấy áp lực vì không chuẩn bị tốt tiếng	1	2	3	4	5

	Anh					
9	Tôi sợ rằng tôi không hiểu rõ những gì tôi đọc bằng tiếng Anh	1	2	3	4	5
10	Tôi lo lắng về việc viết sai trong lớp học tiếng Anh	1	2	3	4	5
11	Tôi sợ rằng kỹ năng viết tiếng Anh của tôi không tốt	1	2	3	4	5
12	Tôi lo lắng khi quên những điều mà tôi đã học được	1	2	3	4	5
13	Lớp học tiếng Anh dạy rất nhanh nên tôi lo lắng về việc bị bỏ lại phía sau	1	2	3	4	5
14	Tôi lo lắng khi giáo viên tiếng Anh bắt đầu chữa lỗi trong bài của tôi	1	2	3	4	5
15	Tôi lo lắng khi giáo viên tiếng Anh đặt câu hỏi mà tôi chưa chuẩn bị trước	1	2	3	4	5
	Động cơ học tập					
1	Tôi học Tiếng Anh vì niềm đam mê	1	2	3	4	5
2	Tôi học Tiếng Anh vì tôi muốn học một ngôn ngữ mới	1	2	3	4	5
3	Tôi học Tiếng Anh vì tôi có thể nói chuyện với người nước ngoài	1	2	3	4	5
4	Tôi học Tiếng Anh vì Tiếng Anh giúp tôi kết nối với thế giới	1	2	3	4	5
5	Tôi học Tiếng Anh vì ba mẹ muốn tôi học	1	2	3	4	5
6	Tôi học Tiếng Anh vì tôi có thể nhận được một công việc tốt	1	2	3	4	5
7	Tôi học Tiếng Anh vì tôi muốn kiếm được nhiều tiền	1	2	3	4	5

8	Tôi học Tiếng Anh vì mọi người xung quanh đều giỏi Tiếng Anh	1	2	3	4	5
Thành quả						
1	Tôi có thể nhận được công việc mơ ước tại các công ty nước ngoài	1	2	3	4	5
2	Ba mẹ tự hào về kĩ năng Tiếng Anh của tôi	1	2	3	4	5
3	Tôi có thể nhận được điểm cao hơn khi làm bài kiểm tra Tiếng Anh	1	2	3	4	5
4	Tôi có thể hiểu lời bài hát Tiếng Anh	1	2	3	4	5
5	Tôi có thể xem phim Tiếng Anh mà không cần phụ đề	1	2	3	4	5
6	Tôi có thể nói Tiếng Anh mà không gặp bất kì trở ngại gì	1	2	3	4	5
7	Tôi có thể du lịch vòng quanh thế giới mà không cần phiên dịch viên	1	2	3	4	5
8	Tôi có thể nhận được các học bổng du học	1	2	3	4	5

Cảm ơn!