

Exploring the Dynamics of English Learning Motivation among Vietnamese Learners: Insights on Age, Gender, and Proficiency

Sunday, 28 July 2024 09:40 (30 minutes)

This study examines the effect of age, gender, and English proficiency on the attitudes and motivation of Vietnamese learners towards learning English. It explores the connection between these factors and learners' educational experiences using a mixed-methods approach. Dörnyei and Gardner have conducted extensive research on students' attitudes and motivations towards learning English. Their research, especially Dörnyei (1998, 2005, 2007) and Gardner et al. (1972, 2003), have highlighted the importance of positive attitudes and strong motivation for language learning success, and has provided valuable insights into the factors that influence language learners' motivation. This study is based significantly on their research. The data was collected by interviewing and surveying Vietnamese adult English learners who are above 18 years old with a total of roughly 160 survey respondents and 8 interviewees. According to data analysis, age has an impact on Vietnamese learners' attitudes and motivation, with younger students exhibiting stronger intrinsic motivation and older students displaying a variety of extrinsic motives. Gender differences impact preferences in learning styles. As English skills improve, motivation grows, emphasising the need for gradual progress. The findings of this study have implications for curriculum designers, educators and policymakers as they inform age-sensitive teaching, gender-inclusive methods, and supportive environments for enhanced language learning. Keywords: attitudes, motivation, English language learning, Vietnamese learners

Primary author: NGUYEN, Thi Huong Thao

Presenter: NGUYEN, Thi Huong Thao

Session Classification: Parallel Oral Presentations

Track Classification: Teaching Methods and Applied Linguistics