

# Effects of VSTEP on Students' Learning Motivation at Hung Yen University of Technology and Education

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## Effects of VSTEP on Students' Learning Motivation at Hung Yen University of Technology and Education

- Research context
  - ✓ VSTEP
  - ✓ The University
- The study
  - ✓ Settings
  - ✓ Methodology
  - ✓ Analysis
  - ✓ Findings

## VSTEP - Vietnamese Standardise Test of English Proficiency

- Take effect since 2015
- 6 levels, equivalent to A1, A2, B1, B2, C1, C2 (CEFR)
- Used nationwide

# The University

- Hung Yen University of Technology and Education
- Use VSTEP since 2018.
- Learning outcome:
  - Level 3 for non English major students
  - Level 5 for English major students
  - Level 4 for postgraduates who do EMI courses

# The University

- Staff:
  - ✓ English teachers received training in marking Speaking and Writing
  - ✓ 4 English teachers are qualified to design VSTEP

# The Study

Research questions:

To what extent does the test affect students' learning motivation?



# The Study

Theoretical background

- **Motivation theory:** (Gardner & Lambert, 1959)

Integrative motivation

Instrumental motivation

- **Fear Appeal Theory** (Johnstone & Warkentin, 2010)
- **Washback effects** (Anderson & Wall, 1993)

# The Study

## Settings:

- ✓ 120 students
- 50 teacher students: lecturers at UTEHY, funded by National project 2020
- 70 English major students

## Methodology

## Survey



# Findings

## English learning motivation of students

	Integrative motivation	Instrumental motivation
Valid N	120	120
Mean	4.3332	4.3692
Std. Deviation	.88559	1.02412



## 2. Hypothesis on English learning motivation

- DL1: I learn English to pass the learning outcome test
- DL2: I learn English to have a good job after graduation
- DL3: I learn English to be able to study abroad after graduation
- DL4: I learn English to be able to travel abroad more conveniently

# Findings

## 2. Hypothesis on English learning motivation

- DL5: I learn English because I like getting to know American and British culture
- DL6: I learn English to be able to entertain in English like listening to music, watching films and reading books
- DL7: I learn English to be able to communicate with foreigners
- DL8: I learn English to be able to update worldwide news and broaden my knowledge

## 3. Percentage of “agreement” in integrative motivation

Motivation	Disagree	Not sure	Agree
I learn English because I like getting to know American and British culture	20.9%	25.7%	53.4%
I learn English to be able to entertain in English like listening to	6%	8.9%	85.1%

## 4. Confidence

Motivation	TT1_1	TT2_1	TT3.1
Valid N	120	120	120
Mean	3.89	3.78	4.27
Std. Deviation	1.212	1.254	1.222

## 4. Confidence

Motivation	TT1_1	TT2_1	TT3.1
Valid N	120	120	120
Mean	3.89	3.78	4.27
Std. Deviation	1.212	1.254	1.222

## 4. Confidence

TT1: I believe that I can pass the learning outcome test

TT2: I believe that I can pass the learning outcome test if I attend all the English lessons.

TT3: I believe that I can complete all modules



# Findings

## 5. Ratio of agreement of confidence

Motivation	Disagree	Not sure	Agree
I believe that I can pass the learning outcome test	7.6%	33.8%	58.6%
I believe that I can pass the learning outcome test if I attend all the English lessons.	11.8%	30.2%	58%
I believe that I can complete all modules	6.3%	19%	74.7%

# Findings

## 6. Beliefs of effective English learning and assessment

	NT1_1	NT2_1	NT3.1	NT4_1	NT5_1
Valid N	120	120	120	120	120
Mean	3.87	3.88	3.85	4.27	4.65
Std. Deviation	1.416	1.252	1.204	1.095	1.335

## 6. Questionnaire on beliefs of effective English learning and assessment

- NT1: Learning English to communicate is more difficult than passing the learning outcome test.
- NT2: Teachers play the most importance in helping students learn English effectively
- NT3: Revising for the important exams will improve students' English competency.
- NT4: A good test should not only provide specific comments, strengths and weakness but also the score.
- NT5: The pressure from the test will lessen students' interest in learning English.

# Findings

## 7. Judgement of the test's difficulty level

	BT1_1	BT2_1	BT3_1
Valid N	120	120	120
Mean	4.21	3.66	4.08
Std. Deviation	1.259	1.266	1.266

# Findings

## 7. Judgement of the test's difficulty level

- BT1: Other students say that VSTEP is a very difficult one.
- BT2: Teachers say that VSTEP is a very difficult test.
- BT3: When I look at the test materials, I find them very difficult

# Conclusion

- ◆ **Students are not fully trust that the current English program could help them achieve the learning target.**
- ◆ **A number of students base on the rumor to justify the difficult level of the test.**

# Conclusion

**Motivation and Confidence significantly affect students' learning, namely:**

- Setting learning objectives and plans
- Choosing the contents and learning materials.
- Seeking the opportunities to practice English with native speakers

# Conclusion

**The programs should integrate more communicative activities, especially the opportunities to practice with native English speakers.**

**The programs should also integrate experimental and project-based learning.**



# Conclusion

**Learners' factors do not influence the learning methods and exam preparation**

**The test's factors (pressure from the test and understanding of the test) have effects on:**

- **Setting learning objectives and plans**
- **Choosing the contents and learning materials**

# Key references

Gardner, R., & Lambert, W. (1959). Motivational Variables in Second-Language Acquisition. *Canadian Journal of Psychology*, 13(4).

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Thank you for listening

