FACTORS INFLUENCING VIETNAMESE CHILDREN'S ATTITUDE TOWARDS LEARNING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT
The purpose of this study was to examine the factors influencing children's attitudes towards learning English as a second language in Lam Dong province. Another aim was to develop a way to improve Vietnamese children's learning attitudes. To achieve the above objectives, qualitative research was used in conjunction with questionnaires and document reviews. In the qualitative stage, in-depth interviews were conducted with 36 experts in the education sector to explore the factors influencing the learning of children. Only 320 research respondents for a study regarding the education of an entire province prevents the authors from having more actionable recommendations. This was the main limitation of the research. The study's findings revealed that five identified factors, which are internal factors, external factors, social factors, context factors, and needs factors, could be components of the factors that influence Vietnamese children's attitudes toward learning English. These factors are internal factors, external factors, social factors, context factors, and needs factors. Three recommendations that were pointed out include communicative teaching methodology/approach, own teaching material construction, and the influence of parents on children's achievement. From this framework, policymakers, researchers, and institutes can cooperate in developing an intersectional education system that positively influences Vietnamese children's attitude toward learning English. Improving the learning attitude of children will continue to challenge the governors, managers, and researchers. Therefore, it is a topic that requires continuous research.

Keywords: English learning attitude, internal factors, external factors, social factors, context factors, needs factors, teaching methodology, approach

INTRODUCTION
Research background
As each economy around the world becomes increasingly international, the demand for foreign languages continues to grow. English has become the most significant language of international communication. It is an important tool in a variety of fields including scientific communications, cultural interchanges, and international relations around the world. Fluency in the English language is considered the key to success in life English is not the main language of Vietnamese citizens. Nevertheless, in this country, English is not considered the status language of the elite class or the educated class of society, but rather an essential part of education (Vietnaminsider, 2020). Moreover, given the fact that the government has directed public universities to introduce English as a second language of instruction (Trines, 2017), Vietnamese students now have even more reasons to invest their time and effort into developing their English skills. The differences between individuals, their learning conditions, and the contexts in which they learn are some aspects on which we focus to deduce and demonstrate the complexity of learning a foreign language.

Problem statements
The benefits of English fluency are widely understood. However, according to research findings conducted in the past regarding the attitude of students towards learning English as a foreign language, students have shown little interest in making an effort (Vietnaminsider, 2020). Reasons for this absence of willingness vary, but they can be understood if people acknowledge the influence of different factors on the learning attitude of students. Also, comprehension of what drives people can help students boost their proficiency and have a more positive attitude towards their learning. Thus, the main focus of the present study is concerned with the investigation of the factors influencing attitudes towards learning English as a foreign language of Vietnamese students in Lam Dong province.

Specific objectives
The general objective can be broken into a few specific objectives, which can be addressed as follow:
- Examine the influences of external factors on children's attitude toward English learning.
- Understand the relation between context factors and the English learning attitude of students.
- Apply internal factors in the process of learning English as a second language.
- Evaluate the relationship between English learning attitudes and Maslow's hierarchy of needs & physiological elements.
- Create social advances like cultural environment, economic status, peer groups, encourage teachers as well as parents' influence to improve the English learning attitude of children.

Research questions
In relation to the problem statement above, the study was proposed to answer the following research questions:
1. What is the attitude of children in Lam Dong province towards learning English?
2. What are the possible factors that positively and negatively influence the attitude of Vietnamese children in Lam Dong province towards learning English?
3. How do these influential factors influence the attitude of Vietnamese children in Lam Dong province towards the English language?
4. What recommendations can be made to avoid unenthusiasm in learning English and motivate students to study hard?

LITERATURE REVIEW
Previous studies
In previous studies, it has been examined that many different factors contribute to the learning attitude of students. This research will focus on a few examples, including:

Internal factors
Aptitudes, intelligence, abilities, experience, interest
In general, success in school is closely related to the level of intellect. Pupils with weak language skills often encounter serious difficulty in mastering schoolwork. This often leads to negative attitudes and unenthusiasm toward English. On the other hand, those students who possess aptitudes, intelligence, or language abilities are easier to be taught, directed, and guided by educators. Additionally, gifted students display high-performance capabilities that are essential to facilitating foreign language learning, which includes discriminating sounds and associating them with written symbols and identifying grammatical regularities of a language (Okan & Ispınar, 2009). So, previous studies suggested that aptitude, intelligence, and abilities are related to learners' efficiency and the rate at which they learn a foreign language. These factors make the learning process easy and enjoyable, which results in better learning attitude and eagerness to develop one's skills.
Students' prior experience with learning a new language is also an important aspect in the process of learning a new language. Learners who have acquired general knowledge and experience have a better chance of developing a new language than those who have not (Lightbown & Spada, 2013; Macaro, 2010). The student, for example, who has been exposed to several languages and cultures has a stronger foundation for learning another language than the student who has not had such experience.

Personality
Using Costa and McCrae's Five-Factor Model in 1992, Gianfranco Conti in 2015 examined the effect of different personality traits on students' learning attitudes. Costa and McCrae Five-Factor Model of includes the following personality types:
- Agreeableness: In terms of phonological coding, agreeableness seems to be a predictor of success (Conti, 2015). This could be because highly agreeable individuals tend to listen more attentively and harmonize with other people more effectively.
- Conscientiousness: People with this trait are thorough, responsible, organized, and hardworking. Conscientiousness has been linked to success in numerous researches in the past (Busato, et al., 2000; Blickle, 1996).
- Extraversion: The relationship between extraversion and success shifted from positive to negative between the ages of 13-14. Although there are still some inconsistencies, it is now well-agreed that introverts have an edge in studying and are more likely to have stronger research patterns (Sanchez-Marin, et al., 2001).
- Neuroticism: Neuroticism has been shown to have a strong link to general language learning ability and is often associated with poor academic success. Neurotic students cannot deal with stress and anxiety well, which can heavily affect their performance in exams. Poor attendance, ill fitness, and ineffective study patterns are all possible consequences of neuroticism (Woodrow, 2006).
- Openness to experience: Creativity, imagination, curiosity, intuition, and success drive are all correlated to openness. Openness to experience was also linked to willingness to use a broader range of learning methods and techniques (Blickle, 1996). Individuals who have this personality trait are more likely to engage in the acquisition of skills and experience. Hence, this trait has been positively associated with academic performance.

Cognition, perseverance, self-esteem
Some linguists believe that there is a specific, innate language-learning ability that is stronger in some students than in others, and it seems that students with greater cognitive abilities will make faster progress (Pütz & Sicola, 2010; Segalowitz, 2010; Littlemore, 2009; Robinson & Ellis, 2008; Langacker, 2001; Kövecses, 2001; Herrera & White, 2000). The same may be said for perseverance. Academic perseverance provides learners the skill and mindset to effectively deal with setbacks, stress, or pressure in the academic setting (Conti, 2015). This ability is proven to positively affect the academic performance of students, especially in English. Similarly, it has long been theorized that self-esteem has some influence over a learner's language skills (Guban-Caisido, 2020). Researchers have found significant relationships between self-esteem and positive emotions (Leary & MacDonald, 2003; Narafshan & Noori, 2018) while language learning is a very specific academic domain that is strongly connected to strong emotions (Dewale, 2011; Pavlenko, 2005). However, despite there is literature profusion on self-esteem in psychology and other areas of learning, very few have focused on its effect in language learning (Habrat, 2018).

Motivation
It appears as a predictor of the performance in a foreign language in a remarkable number of articles as one of the affective variables that can influence language learning. It is one of the most important components since it offers excitement and enthusiasm for students to learn foreign languages effectively (Rahman, et al., 2017). Tu and Zhou (2015) also considered that motivation is an important aspect in language learning success. Learning is self-initiated, yet it requires motivation to keep the learner engaged in the learning activity. A definite motive is essential in all work, as motives result in readiness. The higher the level of readiness, the higher will be the level of attentiveness. However, it should be noted that motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time.

Strategies
It is stated that strategies of paramount importance to language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies lead to improved proficiency and greater self-confidence. Successful learners know their preferences, their strengths as well as weaknesses, and effectively utilize strengths and compensate for weaknesses. They know how to build strategies that fit their learning style or language learning process. An effective learning strategy is a useful toolkit for active, conscious, and purposeful self-regulation of learning (Oxford, 2003).

External factors
Curriculum
Curriculum is a set of planned tasks, learning experiences and behaviours proposed by an authority to attain preset goals in the form of behavioural change, academic achievements and learning outcomes within a specific time frame. It serves as a blueprint for teachers, students, parents, and the various levels' examining bodies (Mushtaq, 2012). A well-designed curriculum for students serves as a reference to keep everyone on the right track. Its components are intended to students go from basic concepts to more complicated topics or skills. Beyond creating shared goals between teachers and students, curriculum also standardizes the learning goals for an entire school and provides a clear path for students to progress from one grade to another.

Instruction

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress but also to maintain motivation for language learning. Widespread use of effective pedagogical practices must be at the core of any agenda to promote student success (Kuh et al., 2006). Lack of mastery of what has been taught, faulty methods of work or study, and narrowness of experimental background may affect the learning process of any pupil. If the school proceeds too rapidly and does not constantly check up on the extent to which the pupil is mastering what is being taught, the pupil accumulates many deficiencies that interfere with successful progress. Because of faulty instruction, the pupil may have learned in efficient methods of study, which can lead to bad academic results along with loss of interest.

Access to native speakers

As native-like English proficiency has traditionally been regarded as virtually unachievable after childhood (Birdsong, 1992; Felix, 1987), native speakers are viewed as the ultimate arbiters of what is acceptable (Braine, 1999). Hence, by having the opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Communicating with native speakers of a target language can help language learners practice their productive and receptive skills. This type of communication not only improves learners' language skills but also motivates them to pursue further language learning. With the proper guidance from native English speakers, learners can not only practice pronouncing the words correctly but also using pauses and intonation, which is often omitted in classroom instruction. Moreover, regular communication with a native speaker will increase students' language understanding while also contributing to learners' cultural awareness. In summary, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral aspects of language acquisition.

Future career pathway

There is a well-known saying in Vietnam regarding the necessity of English for job-seekers: "Knowing English is not necessarily an advantage, but not knowing English is certainly a disadvantage". Nowadays, most companies in Vietnam expect the applicants to have minimum knowledge of English, especially speaking and writing (EVBN, 2018). Many employers in Vietnam even consider foreign language competence as the initial criterion for screening candidates (Hoang, 2020). The ability to effectively use a second language is evidence of a candidate's intellectual strength, giving the candidates the opportunity to meet the job positions' requirement. Proficiency in English can also open more doors for the applicants allowing them to work for international companies, communicate well with foreign clients and colleagues. The chance to earn an attractive salary and receive promotion opportunities is also higher (Pham, et al., 2020).

Culture and status

Culture and language have often been described as closely interrelated (Koester & Lustig, 2010). Language is not just the sum of words, grammatical principles, and sentence construction, but also unique cultural norms, social systems, and cognitive processes. Understanding these cultural-specific contexts along with linguistic principles of a particular culture is central to effective language acquisition. If students want to truly master a second language, understanding the cultural circumstances that underpin the language they are learning can provide invaluable insights into certain phrases that are often spoken by natives of a particular cultural group. As a result, language programmes should be implemented in

order to familiarize the students with the major differences in the fundamental cultural patterns of attitudes and behaviours (Schmidt, 2000).

Social factors
Cultural background
Ethnic, religious, racial, gender, linguistic, or other socioeconomic factors and values that shape an individual's upbringing are referred to as cultural background. In 2004, Bernaus, Masgoret, Gardner, and Reyes conducted a study on the influence of the students' cultural backgrounds on their language learning process. The findings demonstrated that while cultural differences can be subtle, they have an impact students' learning. Vietnam has 54 ethnic groups, in, each with its own language, traditions, and subculture. Students of all ethnicities have their own skills and perspectives derived from their native tongue and culture. Learners from various cultures can have different perspectives on classroom conduct, such as student-teacher engagement or the importance of schooling. Cultural differences can also affect how students understand the material, because students from different cultures may not have in common the cultural experiences needed to comprehend many texts. As a result, a learner's native cultural background has an influence on how they learn English. However, it is necessary to note that culture isn't permanently embedded in the minds of students. Learners of English can grow their own cultural sensibilities in local contexts over time.

Economic status
While the importance of economic class and its influence in foreign language acquisition is still being studied, current research indicates that social environment has a significant impact on foreign language learning outcomes. According to the PISA (Program for International Student Assessment) Report (2003), students whose parents had higher credentials performed substantially better in the language proficiency test given to European school-age pupils. in In Hungary, Nikolov (2009) discovered a similar pattern, demonstrating a close correlation between parents' educational levels and students' language learning achievement. In addition, Muñoz (2008) argued that children from diverse socioeconomic classes had access to various types of schools (public and private) and differing degrees of extracurricular exposure to the target language, explaining the apparent link between economic class and achievement (e.g. private tuition, learning resources, study abroad, etc.). Furthermore, it has demonstrated that students' socioeconomic status has an effect not only on their language learning performance, but also on their ability to learn, self-regulation, and self-related values (Fan, 2011).

Peer groups
A successful language learning environment has always been a community of learners (Thornton, 2015). Learners who gather in self-access centers fulfil a myriad of roles and make long-lasting contributions that enrich the experience of those around them. They share ideas and learn from each other, act as role models and motivate others to keep learning, provide opportunities for target language interaction and intercultural communication, and may act as peer-advisors or teachers. As Mora, Trejo, and Roux (2010) claim: "The higher the desire to want to belong to a particular language-speaking community, the more motivated students were to learn a second language and therefore, more likely to learn it successfully."

Parents' influence
Parents must reinforce their children's learning and influence their overall attitude toward language development. Home is the first place where children form their basic framework of personality and recognize their skills. Since children tend to observe and imitate what their parents do, how parents teach, regulate, and influence their children will eventually affect their

development (Santrock, 2003). Positive academic outcomes are promoted by effective parenting. Adolescents who are encouraged and motivated at home have better learning attitude than those who are not. Parents can inspire their children to be more involved in their learning by creating an environment at home that meets their learning needs.

Teachers' influence

Teachers' attitudes toward second language teaching in the classroom can have an impact on a student's success. According to Wong (2007), there is a strong connection and clear association between a student's English achievement and the teacher. A skilled teacher can encourage positive behaviour in students and inspire them to learn whilst others might lead to poor performance and non-directive behaviour. Children's attitudes are also influenced by educators' teaching methods and techniques. Many conventional language-teaching methods have been found to be inefficient (Lightbown & Spada, 2013). In areas like phonology, grammar, and vocabulary, explicit teaching seems to prevent students from recognizing essential inputs. Additionally, Burns (1982) discovered that those who favour student-centered methods create a more engaging and active classroom rather than those who follow traditional approaches.

Context factor
Comprehensible input

In this context, the titular "input" is the language curriculum. Linguist Stephen Krashen is known for developing the input hypothesis of second-language acquisition. He wrote that teaching at just any level of difficulty is not sufficient: a student's input must be comprehensible. In other words, the curriculum must reach a child at their current level but at the same time, it should challenge them slightly. The student can have trouble engaging with the lesson if the content feels out of reach. On the other hand, children can become unmotivated when it is too easy, because they may learn nothing new. In addition, a themed contextual curriculum may also make students excited to immerse themselves in language learning and progress to the next level of learning.

Learning Environment

As widely discussed among scholars, the learning environment has a significant effect on the level of language proficiency learners. It is possible to say that maintaining an appropriate environment is essential in promoting and motivating learners (H. Craig et al., 1998). Students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability. On the other hand, students learning in poor and uncomfortable environments will find it far more difficult to absorb information and stay engaged. Unfortunately, most Vietnamese schools, mainly public ones, do not provide the most effective learning environment due to the overloaded classrooms, poor facilities and teaching aids, lack of after-school activities as well as necessary equipment such as projectors, computers, laboratories…

Learning material

Appropriate textbooks may assist inexperienced teachers to come to terms with content and ways of tackling this with different learners. However, Crawford (2012) points out, materials may contribute to both goals and content, but they cannot determine either. What is important is a product of the interaction between learners, teachers, and the materials at their disposal. In one of the few studies that looked at teacher use of textbooks, Stodolsky (1989) identified a significant change in one of the few studies that looked at the usage of textbooks by teachers, which shows that we are not confident in textbooks. She concluded: "Teachers are very autonomous in their textbook use, and it is likely that only a minority of teachers follow the

text in the page-by-page manner suggested in the literature".

Comfort hometown
The child's comfort in the current residence can affect their learning (Montero, 2018). For high school students, they usually have to move to a new area because of their parents, not by choice. Moving to a new home in childhood can impede school performance, social skills, and behaviour. This is concerning given that many families, particularly low-income families, are frequently on the move. Adapting to a new learning environment is always challenging since they have to find new friends, have new neighbours and accustomed to a new school. Fortunately, even though a child is unhappy at first, his attitude can change if he feels welcomed by teachers and supported by parents.

Needs factors
In this part, the researchers followed Maslow's Hierarchy of Needs, developed by Abraham Maslow in 1954. Maslow's hierarchy of needs is a psychological motivational philosophy that consists of a five-tier model of individual needs, represented as hierarchical tiers inside a pyramid. From the bottom up, the needs are physiological, safety, love and belonging, esteem, and self-actualization. Individuals must adhere to lower-level needs before they can reach higher-level needs. The Hierarchy of Needs is a valuable method for figuring out what motivates students and how to build a lively language learning environment (McLeod, 2020; Seidi, et al., 2013; Milheim, 2012).

Physiological
At the base of the Hierarchy are physiological needs. These include bodily needs such as food, water, sleep, shelter, proper clothing, and so on. If these requirements are not met the human body cannot perform optimally. Physiological needs are the most significant and before they are fulfilled all other needs are secondary. Physiological requirements could have a significant effect on the students' attendance in class. Students with unmet physiological needs can become overwhelmed, have a limited attention span, fall asleep in class, and be unmotivated in learning in general.

Safety
Where an individual's physiological needs are met, safety needs become the most noticeable ones. Some examples of these needs include emotional protection, financial security, law and order, fearlessness, social safety, land, fitness, and welfare are. They should be fulfilled to ensure the best learning experience for students as they are believed to be "basic needs" in addition to the previous stages.

Love and belonging
The third level of needs is a sense of belonging. Examples include friendship, intimacy, trust, and acceptance, receiving and giving affection and love. This stage is significant because it might drive students to have interpersonal relationships that can motivate them (McLeod, 2020). Nonetheless, many students are unable to achieve this need. For example, children that have moved to another city but still have to get accustomed to their new environments, teenagers who do not fit in with their schoolmates, loners who do not want to be a part of the community, and so on.

Esteem needs can be *divided into two categories: the need for self-respect (accomplishment, dignity, independence) and the need for others' respect (status, prestige). The desire for respect* is quite significant for adolescents*. Students who have* unsatisfied *esteem feel under-*

appreciated by others and lose confidence in their skills. Learning is incredibly difficult when you are overwhelmed with anxiety and under-appreciation, so it is harder for children to keep a positive attitude when learning in this way.

Self-actualization
The final stage and the highest level of the Hierarchy of Needs are self-actualization needs. These refer to the realization of a person's potential, self-fulfilment, seeking personal growth, and peak experiences. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. At this stage, it is more likely for students to concentrate on their development rather than how they relate to their peers. They are not afraid of taking risks and improving themselves. They can, however, become distracted by the length of time it takes to learn a language, or they may find themselves slowing down because of the poor progress of other students.

Literature gap
Even though it is widely acknowledged that in Vietnam, the learning attitude of students can affect their quest to master the English language, there has been little research on this subject. Most Vietnamese articles about English, primarily aimed at young readers, highlighted the benefits of learning English or how to study English effectively. On the other hand, foreign research study on how students' attitudes influence their academic development provides a wealth of information on the subject. However, they only examine a small number of attributes of each group of factors (internal, external, social, context, needs), making it difficult for readers to get the full picture of all potential factors that have either a positive or negative impact on the students' learning attitude. Research that investigates all possible factors can widen readers' knowledge about this topic. More importantly, it can assist Vietnamese policy makers, researchers and universities in recognising the changes that are required and in designing programs that meet students' objectives and improve academic achievement.

METHODOLOGY AND RESEARCH MODEL
The independent variables identified in this study include the internal factors, external factors, context factors, and needs factors. The dependent variable is English learning attitude. Figure 1 is the research framework of this study.
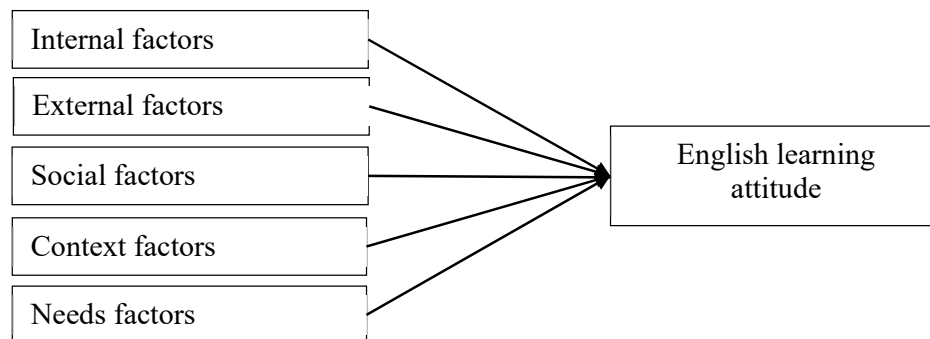
Figure 1: Vietnamese children English learning attitude theoreical framework

Five hypotheses have been developed for this research:
- H1: There is a positive relationship between English learning attitude and Internal factors.
- H2: There is a positive relationship between English learning attitude and External factors.
- H3: There is a positive relationship between English learning attitude and Social factors.
- H4: There is a positive relationship between English learning attitude and Context factors.
- H5: There is a positive relationship between English learning attitude and Needs factors.

Qualitative research in combination with questionnaires and document review was applied to achieve the above objectives. 350 questionnaires were sent out with 320 responses were received. In qualitative stage, in-depth interviews were conducted with 36 informants in the education sector to explore insights into the current situation of the English learning attitude of children in Lam Dong province. The target population was English teaching-related teachers, governmental officers in the province, and researchers. When coding interview findings, it was found that opinions from the 12 aforementioned groups were polarized contingent on the sector in which the respondents were. Therefore, research findings would be grouped into 3 main groups, results from the public sector, private sector, and social association. To be specific, affiliations that are involved in the study are listed as follows.

Table 1. Organizations that involve in the study

No.	Affiliations	Type of participants	No. of informants
1	Lam Dong Province Department of Training and Education (LDOET)	Public	2
2	Educational Testing and Quality Assurance Division (ETQAD) (belongings to LDOET)	Public	2
3	Preschool Pedagogy Division (belongings to LDOET)	Public	2
4	Primary School Pedagogy Division (belongings to LDOET)	Public	2
5	Secondary School Pedagogy Division (belongings to LDOET)	Public	1
6	Preschool	Public	3
7	Preschool	Private	3
8	Primary School	Public	3
9	Secondary School	Public	3
10	English Teaching Institution	Private	8
11	University Research Body	Private	6
12	International Labour Organization (ILO)	Social Organization	1
			36

RESEARCH RESULTS

The interpretation and processing of the data collected will be presented in the fourth chapter, which will include the following main sections: (1) Sample descriptions; (2) Evaluate the reliability of the scale; (3) Evaluate the scale by factor analysis, (4) Testing the research model by multi-meter regression analysis; (5) Verify the difference in the factors that influence children in Lam Dong province's attitude towards learning English as a second language under several different criteria.

Table 2: Type of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private school	19	5.9	5.9	5.9
	Public school	147	45.9	45.9	51.9
	Government/ research institution	61	19.1	19.1	70.9
	Others	93	29.1	29.1	100.0
	Total	320	100.0	100.0	

Participants are classified into four groups in this survey including English learning centers, private schools, public schools, government, research institutions, and others. Based on the results, the majority of them participate in public schools, which account for 45.9% with 147 participants. Next is the "Others" group with 93 participants, accounting for 29.1%. Group "Government and research institution" has 61 participants, accounting for 19.1%. Lastly, 5.9% of the participants are in private schools, which is the lowest percentage compared to others.

Table 3: Experience of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-3 years	90	28.1	28.1	28.1
	4-8 years	83	25.9	25.9	54.1
	9-12 years	67	20.9	20.9	75.0
	More than 13 years	80	25.0	25.0	100.0
	Total	320	100.0	100.0	

Regarding the experience of participant's properties, the least experienced group has the highest number of participants of 90, accounting for 28.1%. Those who have 9-12 years of experience are in the smallest group. This includes 67 responders, accounting for 20.9%. The two remaining groups, "4-8 years" and "More than 13 years", have similar data of roughly 25% with 83 and 80 people respectively.

Table 4: Position of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	134	41.9	41.9	41.9
	Educational Management	32	10.0	10.0	51.9
	Officer/ Researcher	61	19.1	19.1	70.9
	Parents	93	29.1	29.1	100.0
	Total	320	100.0	100.0	

The main job position of the participants who joined the survey is "teacher" with 134 people accounting for 41.9%. This contrasts with the "educational management" group, which occupies a fairly low proportion of 10% with 32 respondents. 19.1% of participants shared that their occupation is "Officer/ Researcher", which includes 61 people. The rest are the parents, who account for 29.1% with 93 people.

Statistics description of variable
Students' reviews for the significance of factors were examined using a Likert scale of 5

degrees (1: strongly disagree and 5: strongly agreed).

Table 5: Statistics description of internal factors variable

No.	INTERNAL FACTORS	Mean	Std. Deviation
1	Aptitudes, intelligence, abilities, experiences, interests	3.02	.753
2	Personalities	3.06	.847
3	Cognition, perseverance, self-esteem	3.10	.851
4	Skills, motivation, achievement motivation	3.16	.849
5	Strategies	3.09	.848

At the scale of the internal factors, participants are highly aware of "Skills, motivation, achievement motivation" (mean value of 3.16) as well as "Cognition, perseverance, self-esteem" and "Strategies" (mean values of 3.10 and 3.09 respectively). "Personalities" and "Aptitudes, intelligence, abilities, experiences, interests" have relatively low means with values of 3.06 and 3.02 respectively.

Table 6: Statistics description of external factors variable

No.	EXTERNAL FACTORS	Mean	Std. Deviation
1	Curriculum	3.28	1.260
2	Instruction	3.65	1.214
3	Access to native speakers	3.63	1.154
4	Future career pathway	3.18	1.322
5	Culture and status	3.39	1.318

With the external factors, participants care about "Instruction" (mean value of 3.65) and "Access to native speakers" (mean value of 3.63). "Culture & status" and "Curriculum" come next with mean values of 3.39 and 3.28, respectively. "Future career pathway" does not have as strong of an impact, leading to a rather mean value of 3.18.

Table 7: Statistics description of social factors variable

No.	SOCIAL FACTORS	Mean	Std. Deviation
1	Cultural background	3.36	.873
2	Economic status	3.15	.818
3	Peer groups	3.23	.779
4	Teachers' influence	3.61	.879
5	Parents' influence	3.31	.820

As for the internal factors, participants are concerned about "Teachers' influence" with a mean value of 3.61. "Cultural background" and "Parents' influence" have similar mean values of 3.36 and 3.31 respectively, both are considered very strong. "Peer groups" and "Economic status" have the lowest mean value of 3.23 and 3.15, making them the least influential factors.

Table 8: Statistics description of context factors variable

No.	CONTEXT FACTORS	Mean	Std. Deviation
1	Comprehensible input	3.49	1.153
2	Learning situations	3.53	1.147
3	Classrooms	3.65	1.157
4	Learning material	3.80	1.146
5	Comfort hometown	3.59	1.174

According to the participants, the context factors have a strong impact on students' learning attitude. This is proved by five high mean values all components with the lowest mean value

of "Comprehensible input" of 3.49 and "Learning situations" of 3.53. "Learning material" has the highest effect with a mean value of 3.80. The remaining two has mean values of 3.59 and 3.65, which are "Comfort hometown" and "Classrooms".

Table 9: Statistics description of needs factors variable

No.	NEEDS FACTORS	Mean	Std. Deviation
1	Physiological	3.55	.798
2	Safety	3.65	.894
3	Love and belonging	3.56	.858
4	Esteem	3.99	.896
5	Self-actualization	3.67	.854

At the scale of the internal needs, "Esteem" has the highest mean value of 3.99 compared to all 15 factors, making it the most significant factor. The rest are "Physiological", "Love and belonging", "Safety" and "Self-actualization", which have similar mean values of 3.55, 3.56, 3.65, and 3.67 respectively.

Reliability analysis of the scales

The Cronbach's Alpha coefficient is used to assess the scale's reliability across the instrument by excluding contradictory factors. It is agreed that while Cronbach's Alpha from 0.8 to 1 was a decent measurement scale, from 0.7 to 0.8 was usable (Prince & Chu Nguyen Mong Ngoc, 2005). The scale is maintained for inclusion in the next feature review if the observed variables are associated with a gross greater than 0.4 and Croner's Alpha exceeds > 0.7.

Reliability Analysis results on the attitude towards learning English as a second language and its component. A reliability test was conducted to test the reliability of primary data before proceeding to factor analysis. The table below shows the Cronbach's Alpha values for five independent variables "internal factors, external factors, social factors, context factors and needs factors" and dependent variable "attitude towards learning English as a second language" comes out with the lowest value of 0.866 which is greater than 0.6 (Malhotra, 2004). We may safely assume that all the constructs are proven internally consistent or reliable.

Table 10: Reliability Statistics

	Cronbach's Alpha	N of Items
Internal factors	.870	5
External factors	.890	5
Social factors	.866	5
Context factors	.893	5
Needs factors	.876	5

Exploratory factor analysis

Kaiser-Meyer-Oklin (KMO) & Bartlett's Sphericity Test was used to calculate the sampling adequacy suggested for testing the case against the variable ratio. The KMO & Bartlett test plays a significant role in recognizing the sample adequacy in most academic and business studies. While the KMO ranges from 0 to 1, the world-over accepted index is over 0.6 (Kaiser, 1974). Furthermore, the Bartlett's Test of Sphericity links to the importance of the analysis and thus demonstrates the validity and suitability gathered through the analysis.

This table shows two tests that indicate the suitability of the data for structure detection. KMO value reaches 0.874 and Bartlett's Test of Sphericity (Bartlett, 1954) reaches statistical significance (p = 0.00), supporting the factor analysis.

Table 11: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.874
Bartlett's Test of Sphericity	Approx. Chi-Square	4500.222
	Df	300
	Sig.	.000

The principal component method was used to extract the factors. The table below shows that there are five factors extracted with eigenvalues greater than 1. The four factors explain 68.595% percent of variance.

Table 12: Total Variance Explained

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.895	27.580	27.580	6.895	27.580	27.580	3.531	14.124	14.124
2	3.535	14.141	41.720	3.535	14.141	41.720	3.522	14.090	28.214
3	2.452	9.808	51.528	2.452	9.808	51.528	3.454	13.817	42.031
4	2.371	9.484	61.013	2.371	9.484	61.013	3.367	13.470	55.500
5	1.896	7.583	68.595	1.896	7.583	68.595	3.274	13.095	68.595
6	.733	2.930	71.526						
7	.663	2.653	74.179						
8	.574	2.296	76.474						
9	.560	2.241	78.716						
10	.512	2.046	80.762						
11	.477	1.906	82.669						
12	.434	1.735	84.403						
13	.417	1.667	86.070						
14	.386	1.544	87.615						
15	.381	1.525	89.140						
16	.340	1.358	90.498						
17	.334	1.335	91.833						
18	.310	1.239	93.072						
19	.298	1.192	94.264						
20	.290	1.160	95.424						
21	.262	1.047	96.471						
22	.257	1.028	97.499						
23	.238	.952	98.451						
24	.211	.843	99.294						
25	.177	.706	100.000						
Extraction Method: Principal Component Analysis.									

Table 13: Rotated Component Matrix[a]

		Component				
		1	2	3	4	5
CF5	Comfort hometown	.865				
CF1	Comprehensible input	.815				
CF2	Learning situations	.815				
CF3	Classrooms	.798				
CF4	Learning material	.756				
EF5	Culture and status		.874			
EF2	Instruction		.860			
EF1	Curriculum		.795			
EF3	Access to native speakers		.773			
EF4	Future career pathway		.726			
NF5	Self-actualization			.875		
NF4	Esteem			.793		
NF3	Love and belonging			.786		
NF2	Safety			.782		
NF1	Physiological			.770		
IF5	Strategies				.859	
IF1	Aptitudes, intelligence, abilities, experiences, interests				.824	
IF2	Personalities				.812	
IF3	Cognition, perseverance, self-esteem				.766	
IF4	Skills, motivation, achievement motivation				.715	
SF1	Cultural background					.860
SF5	Parents' influence					.788
SF2	Economic status					.749
SF3	Peer groups					.723
SF4	Teachers' influence					.706
	Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.					
	a. Rotation converged in 5 iterations.					

Five identified factors in the research framework extracted using the principal component method.

Correlation analysis

Using Pearson correlation analysis, the linear correlation relationships between the dependent variable and each independent variable, as well as the independent variables are examined. Regression analysis is sufficient if the correlation coefficient between dependent variables and large independent variables demonstrates that they have relationships with each other. Multiline phenomena may occur in the regression model under consideration if the independent

variables also have a high correlation coefficient. The following table summarizes the findings of the correlation analysis:

Table 14: Pearson Correlation Analysis Results

Correlations							
		Internal factors	External factors	Social factors	Context factors	Needs factors	English learning attitude
English learning attitude	Pearson Correlation	.410**	.506**	.549**	.516**	.401**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	320	320	320	320	320	320
Internal factors	Pearson Correlation	1	.301**	.254**	.225**	.022	.410**
	Sig. (2-tailed)		.000	.000	.000	.696	.000
	N	320	320	320	320	320	320
External factors	Pearson Correlation	.301**	1	.362**	.288**	.103	.506**
	Sig. (2-tailed)	.000		.000	.000	.064	.000
	N	320	320	320	320	320	320
Social factors	Pearson Correlation	.254**	.362**	1	.342**	.337**	.549**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	320	320	320	320	320	320
Context factors	Pearson Correlation	.225**	.288**	.342**	1	.244**	.516**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	320	320	320	320	320	320
Needs factors	Pearson Correlation	.022	.103	.337**	.244**	1	.401**
	Sig. (2-tailed)	.696	.064	.000	.000		.000
	N	320	320	320	320	320	320
**. Correlation is significant at the 0.01 level (2-tailed).							

The dependent variable English learning attitude has the highest correlation with social factors at 0.549, followed by context factors at 0.516, next is external factors variable, internal factors, and needs factors with the value of 0.506 and 0.410 respectively. Hence to be included in the model to explain to the learning attitude.

Pearson correlation analysis results showed that a number of independent variables are correlated with each other. Therefore, when analysing regression, it is necessary to pay attention to the problem of multi-collinearity.

Multi regression analysis

Since the multimodal regression analysis method is the most common method of OLS, it is applied with 5 independent variables: (1) Internal factors, (2) External factors, (3) Social factors, (4) Context factors, and (5) Needs factors, and 1 variable depends on the English learning attitude of children in Lam Dong province. The average value of the measured variables is the value of the factors used to run the regression. The model will be tested using linear regression analysis.

The following tables show the results of the regression analysis:

Table 15: Model multivariable regression coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755[a]	.571	.564	.49392
a. Predictors: (Constant), needs factors, internal factors, external factors, context factors, social factors				

The approach for choosing variables is to take the same variables at the same time to see which ones are appropriate (method enter). The analysis result has R2 as 0.571 and the adjusted R2 factor is 0.564. The model's niche is 57.1%, or 56.4%, of the volatility on the English learning attitude expressed collectively by the model's independent variables.

Table 16: ANOVA[b] variance coefficient of linear regression

ANOVA[b]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.807	5	20.361	83.464	.000[a]
	Residual	76.601	314	.244		
	Total	178.408	319			
a. Predictors: (Constant), needs factors, internal factors, external factors, context factors, social factors						
b. Dependent Variable: English learning attitude						

The findings of the ANOVA study indicate a statistically noteworthy difference between variables. We can see that the significance level is 0.000 (p=.000), which is less than 0.05. This means there is a statistically significant difference between the examined factors. The F-statistics is also important (F= 83.646) which indicates that all 5 variables collectively contribute significantly to the fitness of the regression model, and they are statistically significant in explaining the variance in the English learning attitude.

Table 17: Coefficients[a] Regression factor

Coefficients[a]								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-.550	.205		-2.677	.008		
	Internal factors	.232	.044	.209	5.263	.000	.867	1.153
	External factors	.185	.030	.259	6.280	.000	.801	1.249
	Social factors	.263	.048	.237	5.464	.000	.728	1.374
	Context factors	.199	.032	.258	6.304	.000	.819	1.221
	Needs factors	.241	.042	.227	5.684	.000	.859	1.164
a. Dependent Variable: English learning attitude								

Model in the above table shows the coefficients for the five predictors on the English learning attitude. All the independent variables are significantly related to English learning attitude. social factors have the highest significant and positive relationship (B=0.263, P< 0.05) with English learning attitude. needs factors (B=0.241, P<0.05), internal factors (B=0.232, P<0.05), context factors (B=0.199, P<0.05), external factors (B=0.185, P<0.05) respectively have a significant positive relationship with English learning attitude.

VIF has a comparatively low magnification factor of less than 10, but Prince and Chu Nguyen

Mong Ngoc (2005) have mentioned that VIF coefficient exceeding 10 indicates multi-community. As a result, these independent variables do not have a close relationship with each other, which results in the absence of multiparty phenomenon. This means that the relationship between independent variables has no substantial impact on the regression model's outcome.

Summary of hypotheses
Through results from data analysis, the five hypotheses of this research are proved to be supported. Hypotheses findings are summarized as followed:
Table 18: Hypothesis Summary

No	Hypothesis	Results
1	Internal factors influence English language learning attitude	Supported
2	External factors influence English language learning attitude	Supported
3	Social factors influence English language learning attitude	Supported
4	Context factors influence English language learning attitude	Supported
5	Needs factors influence English language learning attitude	Supported

Findings
The model incorporated all five variables from the initial study framework model . These are internal factors, external factors, social factors, context factors, and needs factors. The concept of the year above is broken down into 25 variables., There were no variables eliminated from the model after analysis. Factor analysis include variables. There were 25 variables placed into 5 different factors. Then we conduct regression analysis on these 5 factors. The final result still has 5 explanatory factors for the variable of English learning attitude, which is social factors (B = 0.263), needs factors (B = 0.241), internal factors (B = 0.232), context factors (B = 0.199) and external factors (B = 0.185).

Social factors influence English language learning attitude. Teachers' influence plays the most important role inside the social factor. Cultural background is also important. Next is the influence of parents.

Vietnam preserves its tradition of showing respect and gratitude to educators. This highlights the bond between students and teachers the influence they have on students' achievements. Therefore, investing in educational resources is ideal. (Ms. Duong Thi Cuc, Lac Lam Elementary School)

Maslow's hierarchy of needs is a motivational theory in psychology that consists of a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are physiological, safety, love and belonging needs, esteem, and self-actualization. Regarding the subject of this study, esteem is crucial. So as realisation of one's potential. Physiological influences are similar to those of safety, love and belonging. Applying Maslow's hierarchy of needs to online learning is critical during the Covid-19 pandemic. The following are the reasons for this: Firstly, access to basic resources like books, materials, software, and internet access computer is required. Secondly, students need to feel secure and safe in a comfortable learning environment. Thirdly, they necessitate relationships with peers and instructors. Fourthly, it is important to have a sense of self-esteem and self-confidence. Fifthly, it is essential to take responsibility for their learning. Educators and members of governing boards should recognise this in order to give students the best learning experience. (Nguyen Thi Le Van, International Labour Organization (ILO))

To be motivated in learning English, skills, motivation, achievement motivation plays an important role. As such, parents should not only give their children motivation but to also pay

attention to their learning skills/ learning strategies. In this research, personalities and aptitudes, intelligence, abilities, experiences, interests are found to be not as important. Children can be trained to achieve a high attitude in learning English.

English is a language that can easily be learned. The sooner children learn English, the easier it is to master. To help them become good at English, parents should understand their child's most suitable learning methods such as: learning through the senses, learning through interaction, learning by analyzing, learning through song, learning through playing, learning through native teachers. From that, parents can choose the most appropriate method for their children. (Mr. Nguyen Duy Hai, Primary Pedagogy Division – Lam Dong Province Department of Training and Education)

In this research, learning material and classrooms are considered important. Once children are familiar with self-learning skills and strategies, they need up-to-date learning material and classrooms with well-equipped facilities. Nowadays, children can learn through the internet, they don't seem to pay much attention to comprehensible input as well as comfort hometown. Industrial Revolution 4.0 enables children to obtain direct and effective access to English. However, instructional facilities, technology, computers, and so on in the classroom continue to be vital. (Mr. Phan Chi Cong, Queen Mary Foreign Language Center)

Studying English with native teachers teaches students about culture and status while stimulating their learning enthusiasm. Due to the large number of foreign tourists traveling to the province every year, Lam Dong has the opportunity to provide students easy access to native speakers. Thus, by allowing students to experience this is extremely necessary. (Dr. Nguyen Duc Quynh Lan, a researcher from Ton Duc Thang University)

In addition to the survey findings, the researcher had a variety of face-to-face discussions with some of the 320 respondents, primarily managers or heads of divisions, educational management officers, researchers, and parents. As a result, the author has collected many good insights for the study.

Internal factors, external factors, social factors, context factors, and needs factors were identified as having a significant influence on the children's English learning attitudes in Lam Dong province, accounting for 68.595 percent of the variances associated with English learning. Of these five factors, social factors have the most significant influence, and needs factors come second.

Implication for practices
There are 320 respondents to this survey. Many of them are managers of English teaching institutes, policymakers, and researchers. Especially, many of them are English Teaching Institutes that are enthusiastic about the English training & education industry of Lam Dong province. Besides survey results, the researcher has done some face-to-face surveys with some of these managers from the Educational Management board, some are Officer/Researcher and collected many good insights for the research.

Implication for research
The research reveals that the most significant determinant of the English learning attitude of children is social factors. However, the results might differ for the study only tested the responses from 320 participants.

Furthermore, since the five mentioned factors explained only 68.595% of the topic, there must be other possible attributes that have an impact on the learning habits of children.

Recommendations
Teaching Method
The communicative approach has been shown to be the most appropriate method for

Vietnamese children due to its philosophy, which is founded on the notion that all teaching and classroom interactions, activities should be conducted in English. By doing this, students are forced to communicate in English with their peers and practice using the language as naturally as possible. When learners engage in real-world communication, their natural language acquisition processes are activated, allowing them to acquire the language. Since Lam Dong province has lots of American and European tourists every year, it is highly recommended for schools to give students access to native speakers so that they can directly practice their English and improve their language proficiency.

Teaching materials
Teaching materials play an important role in most English teaching programs including textbooks, videos, tapes, pictures, and other sources like Youtube, TikTok, and open sources from the Internet. Besides, self-constructed teaching materials instead are more effective than commercially produced material. To create a coherent progression of skills, concepts, and language proficiency, materials should be able to stimulate interaction, encourage learners to develop learning skills and strategies, offer opportunities for integrated language use, develop a progression of skills, understandings, and language items. Furthermore, it has to be contextualized, flexible, attractive, generative, and last but not least, authentic.
There are many reasons why English language teachers may choose to construct their own teaching materials, despite the availability of commercially produced materials. This paper presents some of these reasons by examining the advantages and disadvantages of teacher-produced materials. The authors also suggest factors that teachers should consider when designing or adapting materials for diverse learners and present a set of guidelines for designing effective materials for teaching and learning English.

Influence of parents on children achievement
The supportive behaviours of parents have a considerable positive influence on the children's English learning attitudes. Parental attitudes about English learning and the learning environment that families provide for their children have a direct affection English learning achievement. Parental attitudes and the learning environment have no direct effect on English learning achievement, but they are mediated by parental actions. In other words, parental attitudes and learning environment influence English learning achievement only when they are accompanied by conduct that indirectly supports learning achievement. Parental attitudes influence English learning achievement when they are mediated by behaviour, only in environments that support learning.

Limitations of the study
Several shortcomings found during the study process were not apparent prior to the start of the project. The purpose of the study was to look at the elements that influence children's learning attitudes in only one province, Lam Dong, which is small in scope to be representative of Vietnam. The total number of respondents was only 320. This number was quite small in comparison to the large number of teachers, learners, and government officials and researchers in Lam Dong province. To some extent, this can limit the ability to generalize findings based on statistical tradition to some degree.
Due to small number of participants, descriptive methods and simplified inferential statistics were used to preserve the richness of the data acquired, instead of formal multivariate techniques such as factorial analysis and cluster analysis. This may affect the generalization of quantitative data, but it has little impact on qualitative conclusions.
The study was carried out using data from the years 2020 and 2021. Responses to the survey may vary if it was conducted prior to these dates or in the future.

Agenda for future research
This section makes suggestions for future research in the field of developing a framework for Vietnamese students' attitudes about English learning. Future scholars might do research on social issues, which are the primary elements influencing Vietnamese students' attitudes toward English learning. It can include information about cultural environment, economic status, peer groups and the influence of teachers and parents' influence. Using Maslow's hierarchy of needs and physiological elements, needs considerations should be thoroughly studied in order to recognise their relationship with students' English learning attitudes. Conducting an orientation course on the strategy of training skills and increasing students' motivation of learning English should also be considered.
Lastly, it is necessary to ask for the students' experience, thoughts and viewpoints to accurately understand which factors influence them or what changes they want to see.

CONCLUSIONS
The overall conclusion was that the five identified factors could be part of the English learning attitude. From this framework, English teaching institutes, policymakers, researchers, teachers, and parents can cooperate to develop the strategy to teach English to students.
Quantitative and qualitative theory implications and practice emanating from the findings were explored in detail, and implications involving teaching methodology/approach were speculated upon based on a literature review.
By offering a framework that provides the relationship between the English learning attitude and its possible components, this study has added to the body of knowledge.
The study also posed theoretical and practical research concerns that need further investigation. Improving the English learning attitude of children will continue to challenge the governors, managers, and researchers. Therefore, this is a topic that requires continuous research.

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