ORIGINAL ARTICLE

Motivation of EFL Vietnamese Students in Economics-related Majors

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ABSTRACT
Motivation plays an essential part in learning, especially in second language acquisition (SLA). This paper investigates the learning motivation of Vietnamese economics-related majors studying English as a Foreign Language (EFL), utilizing Dornyei's (2005) L2 motivational self-system as the theoretical framework. The subjects were 236 first-year and 99 second-year students. A mixed method research design with both quantitative and qualitative approaches was employed. The 6-point scale questionnaire was adapted from Dörnyei's (2005, 2009), including 24 items to explore students' Ideal L2 Self, the Ought-to L2 Self, the students' attitudes and their effort in learning English. The quantitative data were analyzed with SPSS software for Mean, Standard Deviation, and correlations. The open-ended section and focus group interview probed further into the students' motivation, influencing factors, as well as the student recommendations for stakeholders in order to enhance their motivation to learn English. The study proposes some implications for EFL instructors, curriculum developers, and administrators to promote students' motivation in English learning.

1. INTRODUCTION

Motivation is one of the key factors that influence the success of language learning. However, motivation is a dynamic and complex phenomenon that can be affected by various internal and external factors. In Vietnam, there have been several studies on students' motivation to learn English, concerning a variety of factors that influence motivation such as classroom-related factors like learning conditions, teachers (Hoang & Nguyen, 2016; Nguyen, 2022; Phan, 2011); family (Nguyen, 2019; Phan, 2011); the student-related factors such as gender, school year, years of learning English (Nguyen, 2019); and others including extracurricular activities (Hoang & Nguyen, 2016) and Vietnamese cultural teaching-learning practices (Phan, 2011). Overall, the motivational research in Vietnam (Hoang & Nguyen, 2016; Luong, 2017; Ngo, 2015; Nguyen, 2019; Nguyen, 2022; Phan, 2011) has mainly employed self-determination theory (Deci & Ryan, 1985) as the theoretical framework and hasn't addressed the roles of all the stakeholders in students' motivation to learn English. Therefore, this study endeavors to provide a comprehensive review on students' motivation to learn English, considering the roles of all major stakeholders including teachers, peers, school and parents. Moreover, this paper utilizes the latest motivational theory by Dornyei (2005), the L2 motivational self-system, which has not yet been applied in motivational research in Vietnam, to examine the motivational orientations of EFL economics-related majors in a Vietnamese state university. The Ideal L2 Self, Ought-to L2 Self, the students' attitudes together with their efforts in English learning were investigated, and key motivational factors, i.e. the roles of teachers, peers, school and parents, were identified. This research provides some insights into the students' motivation and offers recommendations for enhancing the motivation of EFL learners in a Vietnamese tertiary context.

2. LITERATURE REVIEW

2.1. Motivation in SLA

Gardner (1985) defines language learning motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p.10). Rost (2006) defines motivation as an orientation toward a goal. Motivation provides a source of energy which is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity. Lumsden (1994) states that student motivation is students' desire to participate in learning. In this study, students' efforts to learn the target language are considered to be motivation and it plays an important role in learning English.

"All of our learning activities are filtered through our students' motivation. […] Without student motivation, there is no pulse, there is no life in the class" (Rost, 2006, p.1). We all know that motivation fuels learning. To engage in the learning process, learners must be motivated. Reality and research have shown a strong link between motivation and achievement. Ali & Bin-Hady (2019) indicate that motivation is an important factor affecting language proficiency and it helps learners achieve their goals. Motivation has been found to correlate with several factors, such as perseverance, classroom behaviors, and L2 achievement (Rahman, 2005).

2.2. Attitudes toward the L2

It is widely accepted that students' attitudes are a key predictor of success in foreign language learning. Brown (2001) describes the attitude as a large proportion of emotional involvement such as feelings, self, and relationships in the community. According to Baker (1992), attitudes are defined as a hypothetical construct used to explain the direction and persistence of human behaviour. In addition, Gardner (1985) put attitude and effort as components of motivation in language learning.

2.3. Motivational intensity (effort) and the L2 Motivational Self System (L2MSS)

2.3.1. Motivational intensity (effort)

Motivational intensity is the degree of effort learners make to achieve their learning goals, which is affected by learners' cognitive level and related to learners' emotions and family backgrounds (Filetti et al., 2019). Intensity of motivation is the actual motivation an individual puts forward to achieve their target. The stronger motivational intensity they have, the higher learning outcomes they can possibly achieve.

Motivational intensity as the effort at the behavioral level plays an important role in and has a significant correlation with the level of learning motivation (Dörnyei, 1994; Tremblay & Gardner, 1995; Csizér & Kormos, 2008). According to Gardner & McIntyre (1993), a language learner will devote considerable effort to achieve a particular goal, and subsequently find satisfaction in the activities associated with achieving this goal. Motivational intensity is important in measuring learners' motivation levels. Motivational intensity affects the learning performance and the achievement of L2 learners. This impact is associated with overall motivation (Bernaus & Gardner, 2008; Mori & Gobel, 2021). Motivational intensity is regarded as effort in this study, regarding the behavioral level.

2.3.2. The L2 Motivational Self System (L2MSS)

The L2 motivational Self-system (L2MSS), according to Al-Hoorie (2018), is influenced by a number of theories, most notably the possible self-theory (Markus & Nurius, 1986), self-discrepancy theory (Higgins, 1987), and the socio-educational model (Gardner, 1979, 1985, 2010).

According to Dörnyei (2005, 2009) the L2MSS consists of three main components: the ideal L2 Self, the ought-to L2 Self, and the L2 learning experience. The ideal L2 Self refers to the state one would ideally like to reach, thus representing one's own hopes, aspirations, and goals in learning the L2. The ought-to L2 Self, on the other hand, represents the L2 learner's perceived duties, obligations and responsibilities in learning the L2. On a different aspect, the L2 learning experience is associated with the L2 learner's experience from one's failures and successes in learning the L2 in the past and the immediate learning environment; and is influenced by situation-specific aspects such as the teacher, the curriculum, and peers. As stated by Dörnyei (2005, 2009), students' attitudes regarding their learning illustrate the L2 learning experience and the L2MSS.

In relation to other motivational theories, the Ideal L2 Self and Integrativeness (the desire to learn an L2 and to communicate with members of a community) overlap into the same construct, according to Dörnyei (2010), however,

the Ideal L2 Self is better at explaining variation in the criterion measures. Previous research has also found positive relationships between Ought to L2 Self and extrinsic motivation (learning drive is to obtain external rewards as opposed to driving force from genuine interest, i.e. intrinsic motivation) (Dörnyei, 2005, 2009) and the instrumentality-prevention (i.e. the negative outcomes that learners try to avoid) (Taguchi et al., 2009).

The L2MSS has been widely used as the theoretical framework for over 400 publications around the world and validated in a range of EFL contexts in different countries such as Chile, Hungary, Saudi Arabia, China, Japan, Indonesia, Pakistan, and Iran in various studies of Al-Shehri (2009), Csizér & Kormos (2009), Papi (2010), Ryan (2009), Taguchi et al. (2009), etc.

2.4. Related studies

The L2MSS has been widely used in research on motivation in the world. Papi (2010) investigates the correlations between all the variables in the L2MSS (the ideal L2 Self, the ought-to L2 Self, and the L2 learning experience) and intended effort as well as English anxiety of 1011 Iranian high school students. The findings confirm that all the variables in the L2MSS significantly contribute to an intended effort to learn English. However, while the ideal L2 Self and the L2 learning experience reduce students' English anxiety, the ought-to L2 Self significantly makes them more anxious.

In addition, Roshandel et al. (2018) study the L2MSS and self-efficacy. The results reveal that attitudes towards learning English and ideal L2 Self are among the most powerful predictors of L2 Self-efficacy.

Likewise, Tan et al. (2017) investigate the relationship between the L2MSS and achievement in Mandarin from 133 students in Malaysia. A strong motivational dimension of the L2 Learning Experience (including the pleasure of learning, the classroom atmosphere, and the teaching method) is exhibited and has a significant correlation with students' achievement in Mandarin. The finding suggests that in order to generate better L2 Learning Experience to sustain and strengthen learning, the institution and instructors need to plan the pedagogical aspect of the teaching and learning of language accordingly.

In Vietnam, studies on EFL learner motivation have mainly employed self-determination theory as the theoretical framework. Among those, Ngo (2015) replicated earlier research by Noels et al. (2001) to investigate the relationships between motivation and a range of factors (motivational intensity, autonomy, competence and relatedness) of two samples of Vietnamese higher education students (English major and non-English major students).The majority of students, both English majors and non-majors, were found to be motivated by three different sorts of factors: personal/professional development motivation (highest levels), intrinsic motivation, and obligation/avoidance motivation.

Meanwhile, also based on self-determination theory, Luong's (2017) research uses the Academic Motivation Scale developed by Vallerand et al. (1992, 1993) to explore the motivation of 648 non-English major students. These students exhibited higher levels of extrinsic motivation than intrinsic motivation and were most driven to study for reasons related to future jobs, although many demonstrated levels of motivation.

On the other hand, Nguyen & Habok (2021) investigated Vietnamese non-English majors' motivation to learn English based on the activity theory perspective. The results indicated that the participants were highly motivated to learn English. The sources of such motivation included obtaining a good job in the future, achieving success in academic studies, maintaining effective communications with foreigners, having personal enjoyment, and being influenced by other people. The students were found to be more internally (rather than externally) motivated. Moreover, there was a strong positive relationship between internal motivation and motivational intensity, whereas there was a weak positive correlation between external motivation and motivational intensity.

Some other studies endeavor to examine the factors influencing motivation. For example, Phan (2011) studies factors affecting the motivation of Vietnamese technical English majors in their English studies and the influences that impact on their motivation. Her study identifies three main sources of influence on students' motivation to learn the English language: influence of the perceived values of English knowledge; influence related to the English educational environment; and influence of family and social networks. The research reveals that Vietnamese technical English majors are intrinsically motivated to learn the English language and that students' motivation is influenced by inter-cultural contact with the target language and its communities, and specific Vietnamese cultural practices.

Additionally, Nguyen (2019) adopted Gardner's Attitude/Motivation Test Battery to explore the motivation of 371 first and second-year students of Vietnam National University, Hanoi - University of Engineering and Technology (VNU-UET).The findings show that the students were more instrumentally motivated. The study also looked at some factors that affect motivation, including students' gender, the school year, years of learning English, and parental ability to speak English. The school year and parental English ability were found to have a significant influence on the student's motivation.

In accordance with Nguyen's (2019) study, Nguyen (2022) investigates the students' integrative and instrumental motivations for English learning and their attitudes toward four classroom factors, including physical conditions, teaching styles, teachers, and success. The study also noted that the students had a propensity for instrumental motivation.

Nevertheless, among various studies on learners' motivation in Vietnam, the exploration of L2MSS has not been investigated in Vietnamese motivational research. This research contributes a new perspective to the Vietnamese motivational literature and provides insight into students' expectations for stakeholders to promote their motivation to learn English.

Objectives & Research questions

The research aims to:

1. Compare the motivational self-system for learning English (Ideal L2 Self, Ought-to L2 Self, and L2 learning attitudes) between first-year and second-year students.

2. Compare the levels of effort to learn English between the two groups.

3. Investigate the correlations between students' effort and the three dimensions of the motivational self-system.

4. Propose some implications for the stakeholders to enhance students' motivation to learn English.

The research attempts to give a comparison of the first-year and second-year students' motivation in order to determine if there are any differences in students' motivation after one year of studying in a tertiary environment.

The following research questions guide the study:

RQ1: Are there any differences in the L2 motivational self-system (Ideal L2 Self, Ought-to L2 Self, and L2 learning attitudes) between the first-year and second-year students?

RQ2: Are there any differences in the effort to learn English between the two groups?

RQ3: Are there any correlations between the students' effort and the three dimensions in the motivational self-system (Ideal L2 Self, Ought-to L2 Self, and L2 learning attitudes)?

RQ4: What do students expect the stakeholders to do in order to promote their motivation to learn English?

3. MATERIALS AND METHODS

Setting & Participants

The students who were recruited in the study took four 60-period modules of English in their first two years at the university. Market Leader, 3rd Ed. serves as the course book for Modules 1 through 3: the pre-intermediate level coursebook is used for Modules 1 and 2, and the intermediate level one is for Module 3. Module 4 is guided by the course book English for Business Studies by Ian MacKenzie.

The research subjects were 236 first-year students studying module 2 and 99 second-year students studying module 4. Due to the enormous number of students submitting international English certificates, the number of students enrolled in Module 4 was much smaller than the ones in Module 1. Ten first-year students and ten second-year students were randomly invited to participate in the focus group.

The students in modules 2 and 4 were chosen because they have been studying English at university for at least two semesters, they should have sufficient exposure and be likely to adequately comprehend their motivation. Furthermore, the comparison is used because more experienced learners may have different motivational orientations as they progress through their studies.

Design of the study

This research utilized a mixed method with both quantitative and qualitative approach. The questionnaire employs Dörnyei (2005, 2009)'s motivational self-system to quantitatively collect data on the students' motivational self-system, including the Ideal L2 Self, the Ought-to L2 Self, and the L2 learning attitudes, together with their effort to learn English. The questionnaire was translated into Vietnamese. The findings from the first-year and the second year students were compared. Correlations between the three dimensions in the motivational self-system (i.e. the Ideal L2 Self, the Ought-to L2 Self, and the attitudes) and their effort were investigated.

To ensure the validity and reliability of qualitative data, the study was complemented with a qualitative approach, i.e. the open-ended section and focus group interviews, to elicit more detailed and nuanced information from the students about their motivation and attitudes. The open-ended question section and the focus group interview questions delve into the students' motivational orientations, the factors that influence their motivation and their expectations for the stakeholders.

Research instruments

To collect the data for the study, a questionnaire was designed in Google form and included 5 parts: 1. Demographic information; 2. Motivation for learning English; 3. Attitudes; 4. Effort; 5. Factors affecting motivation to learn English. The demographic part includes information on gender, age, English module, and majors. Parts 2 to 4 consist of 24 items taken from Dörnyei's (2005, 2009) questionnaire, which investigate four dimensions: the Ideal L2 Self, the Ought-to L2 Self, attitudes, and effort. Each dimension is evaluated with a 6 six-point Likert scale. To avoid the misunderstanding of the L2, the questionnaire was translated into Vietnamese.

An open-ended section is added with ten questions to probe further into the students' motivational orientations, influencing factors such as teachers, friends, administrators, community, learning materials, and facilities, and their expectations for the stakeholders.

The nine focus group interview questions aim to triangle and delve deeper into the results of the questionnaire.

Data collection and analysis

The questionnaire was distributed to the students from ten module-2 classes and four module-4 classes of different English lecturers. Each class had about 40 students. The students who had received the questionnaire were invited to join the focus group interview with some small gifts. Research ethics were ensured as the research purpose was clearly presented, and the students were invited to participate or not without any pressure. The responses to the findings were given anonymously.

Convenience sampling was used. The items were coded as follows: the Ideal L2 Self (items1-6) as I1-6, the Ought-to L2 Self (items 7-12) as O1-6, learning attitudes (items 13-18) as A1-6, and students' effort (items 19-24) as E1-6.

The questionnaire was reviewed by two experienced English instructors in the English Department, and then a pilot survey was implemented in one class of 30 students. The questionnaire was analyzed for internal reliability. All of the items had Cronbach's Alpha value greater than .9, indicating that the questionnaire had high reliability. An interview with some students in the pilot class was carried out to check the understandability of the question items. Item O3 (Studying English is important to me because an educated person is supposed to be able to speak English) was adjusted a little in the translation of the phrase "is supposed to be" (được cho là) had not been familiar with the students.

The interview protocols were also piloted with 3 participants to check the procedure and any unexpected problems. The students found no difficulty in understanding the questions and following the procedure. The interview sessions were conducted in Vietnamese to ensure that the students could express their opinions freely and conveniently. The interviews were recorded and transcribed for analysis. Each focus group interview for 10 students of each module was conducted in roughly half an hour.

The quantitative data were analyzed with SPSS 22.0 version (Statistical Product and Services Solutions) for Mean scores, Standard Deviation, and correlations. Transcripts from the focus group interviews were analyzed to probe further into the findings. The descriptive, correlational, and inferential approaches were used to investigate the participants' motivation. The 6-point Likert scale was interpreted according to Table 1 below.

Table 1. Explanation of the 6-point Likert Scale

Scale	Weighted mean interval	Verbal interpretation
6	5.17 - 6	Strongly agree
5	4.33 - 5.16	Agree
4	3.49 - 4.32	Slightly agree
3	2.67 - 3.50	Slightly disagree
2	1.83 - 2.66	Disagree
1	1.00 - 1.82	Strongly disagree

Source: Vate-U-Lan & Masouras (2018)

4. RESULTS AND DISCUSSION

250 first-year students and 101 second-year students agreed to join the survey and responded to the survey. However, datasets were screened for outliers. The first-year and second-year students' responses, totaling 236 and 99 respectively, were analyzed. Because there was quite a limited number of Module 4 English classes, the number of second-year respondents was modest. The participants in both groups come from all 14 departments at one University of Economics in Ho Chi Minh City, Vietnam including Accounting, Maths - Statistics, Business Information Technology, Law, State Management, Tourism, Economics, Administration, International Business - Marketing, Finance, Public Finance, and Banking.

The participants' age range is from 18 to 22. The participants' demographic data are displayed in Table 2. The first-year students are coded by G1, and the second-year students G2.

Table 2. Demographic Data

	Female	Male	Age
G1	76%	24%	18-20
G2	60%	40%	19-22

The scale tests were run to check the reliability of all questionnaire items and the results are shown in Table 3.

Table 3. Reliability Statistics of the First-Year Student Group and the Second-Year Student Group

	Item codes	Cronbach's Alpha	
		G1	G2
Ideal L2 self	I1-6	.832	.866
Ought-to L2 Self	O1-6	.897	.869
Attitudes	A1-6	.886	.877
Intended effort	E1-6	.902	.894

The results in Table 3 reveal that the items in the questionnaire with Cronbach's Alpha values ranging from .832 to .902 are appropriate for investigating the motivation of the first- and second-year students.

RQ1: Are there any differences in the L2 motivational self-system (Ideal L2 Self, Ought-to L2 Self, and learning attitudes) between the first-year and second-year students?

A descriptive test was first used to get the mean scores and standard deviations for the involved groups, the first-year and second-year students. Next, an Independent Sample t-test and paired sample test were applied to examine whether there were any differences in the L2 motivational self-system between the two groups or not. The results of all statistical tests are presented in Table 4 below.

Table 4. Comparison of Ideal L2 Self between the First-Year (G1) and Second-Year (G2) Students

	G1 (No=236)		G2 (No=99)		t	Sig.
	Mean	**S.D**	**Mean**	**S.D**		
I1	5.40	.910	5.30	1.102	.740	.461
I2	5.11	.942	5.01	1.129	.873	.385
I3	4.33	1.045	4.18	1.265	1.347	.181
I4	4.40	1.204	4.31	1.345	1.007	.316
I5	5.10	.971	5.06	1.028	1.216	.181
I6	5.21	1.021	5.18	.952	.295	.769
Overall	**4.93**	**.836**	**4.84**	**.886**	**1.167**	**.246**

The data in Table 4 reveal that both groups of students claimed to have an Ideal L2 motivational self with M=4.93 and M=4.84 respectively over the six-point scale. When comparing the mean scores of the two groups, it is found that there is no significant difference (sig.>0.05).

Table 5 below shows the comparison of Ought-to-L2 Self between the first-year and second-year students.

Table 5. Comparison of Ought-to L2 Self between the First-Year (G1) and Second-Year (G2) Students

	G1 (No=236)		G2 (No=99)		t	Sig.
	Mean	**S.D**	**Mean**	**S.D**		
O1	4.10	1.382	4.11	1.332	.985	.327
O2	4.04	1.371	4.00	1.436	.840	.403
O3	4.51	1.306	4.59	1.309	.785	.434
O4	4.71	1.218	4.55	1.452	1.687	.095
O5	4.83	1.054	4.84	1.175	.478	.634
O6	5.16	1.048	5.06	1.268	1.065	.289
Overall	**4.56**	**.9122**	**4.52**	**1.036**	**1.341**	**.183**

The mean scores presented in Table 5 show that both groups of students did not have a very high level of *Ought-to L2 Self w*ith M=4.56 and M=4.52 respectively over the 6-point scale. The comparison of the mean scores of the two groups also indicates that there was no significant difference (sig.>0.05).

The findings of learning attitudes of the two groups are presented in Table 6 below.

Table 6. Comparison of learning attitudes between the First-Year (G1) and Second-Year (G2) Students

	G1 (No=236)		G2 (No=99)		t	Sig.
	Mean	**S.D**	**Mean**	**S.D**		
A1	4.70	1.129	4.62	1.057	1.270	.207
A2	4.46	1.225	4.71	1.042	-1.086	.280
A3	4.71	1.120	4.91	1.011	-.794	.429
A4	4.40	1.168	4.52	1.119	-.127	.899
A5	3.99	1.368	4.20	1.325	-.802	.425
A6	4.60	1.218	4.71	1.163	-.663	.509
Overall	**4.48**	**.981**	**4.70**	**.884**	**-.481**	**.631**

In terms of the student's learning experience or their attitudes toward learning English, both groups showed agreement on six items but not a very high level over a scale of six (M=4.48 and M=4.70). In addition, the comparison of the mean scores of both groups also reveals that there was no significant difference between these two groups regarding their learning attitudes (sig.>0.05).

RQ2: Are there any differences in the motivational intensity (effort) to learn English between the two groups?

The results related to the motivational intensity (effort) to learn English are presented in Table 7 below.

Table 7. Comparison of Effort between the First-Year (G1) and Second-Year (G2) Students

	G1 (No=236)		G2 (No=99)		t	Sig.
	Mean	**S.D**	**Mean**	**S.D**		
E1	4.59	.991	4.66	1.022	-.646	.520
E2	4.57	1.087	4.68	.978	-.799	.426
E3	4.67	1.028	4.72	1.021	-.070	.944
E4	4.01	.989	4.06	1.211	.423	.674
E5	4.21	1.147	4.09	1.196	.819	.415
E6	3.64	1.160	3.74	1.266	.131	.896
Overall	**4.32**	**.905**	**4.32**	**.906**	**-.014**	**.989**

The results in Table 7 demonstrate that both groups did not have a high level of effort in learning English (level 5 over 6) and no significant difference was found between the two groups.

RQ3: Are there any correlations between the students' effort and the three dimensions in the motivational Self-system (Ideal L2 Self, Ought-to L2 Self, and L2 learning attitude)?

The correlation statistics of the students' effort and the three dimensions in the motivational Self-system of the first-year students are presented in Table 8 below.

Table 8. Correlation Statistics between Motivational Self System and Motivational Intensity in the First-Year Students' Group

		I	**O**	**A**	**E**
I	Pearson Correlation	1	.458**	.400**	**.488**
	Sig. (2-tailed)		.000	.000	.000
O	Pearson Correlation		1	.189**	**.264**
	Sig. (2-tailed)			.004	.000
A	Pearson Correlation			1	**.613**
	Sig. (2-tailed)				.000
E	Pearson Correlation				1
	Sig. (2-tailed)				

**. Correlation is significant at the 0.01 level (2-tailed)

In terms of correlation, the data in Table 8 display that the three variables of the first-year students' motivational Self-system are significantly correlated with their motivational intensity with a score of p<0.01. To be specific, among the three variables of the motivational Self-system, the L2 learning experience of first-year students (coded as A) and the Ideal L2 Self (coded as I) are seen to be highly correlated with their motivational intensity (r=.613 and

r=.488 respectively) and Ought-to L2 Self is claimed to have the lowest correlation with the motivational intensity (r=.264).

Table 9 below presents the correlation results between Motivational Self System and effort in the Second-Year Students' Group.

Table 9. Correlation Statistics between Motivational Self System and Motivational Intensity in the Second-Year Students' Group

		I	O	A	E
I	Pearson Correlation	1	.451**	.429**	**.613****
	Sig. (2-tailed)		.000	.000	.000
O	Pearson Correlation		1	.175	**.344****
	Sig. (2-tailed)			.082	.000
A	Pearson Correlation			1	**.585****
	Sig. (2-tailed)				.000
E	Pearson Correlation				1
	Sig. (2-tailed)				

**. Correlation is significant at the 0.01 level (2-tailed)

The data in Table 9 also exhibit that the three variables of the second-year students' motivational Self-system were significantly correlated with their effort with a score of p<0.01. Similarly, the L2 learning experience of second-year students (coded as A) and the Ideal L2 Self (coded as I) are shown to be highly correlated with their motivational intensity (r=.585 and r=.613 respectively) and Ought-to L2 Self is seen to have the lowest correlation with the motivational intensity (r=.344).

In the open-ended questions of the questionnaire, the two groups' responses were similar in all of the inquiries. The top three reasons for the student's learning English were determined to be future employment, graduation and communication. About a third stated that they studied English because they liked English. Most first-year and second-year students (77% and 83 % respectively) expressed a desire to study English. The requirement for their future jobs was cited by both groups as the primary motivator, with the necessity of communicating with foreigners coming in as a close second. The findings were in accordance with the results from the quantitative analysis.

RQ4: The stakeholders' roles and students' expectations

Regarding the factors influencing the students' motivation, 80% of students in both groups acknowledged that their teachers had an impact on their motivation. A second-year student stated: "After taking four English modules, I find that the lecturers have a great impact on my motivation to learn. If the instructor is enthusiastic and creates a relaxing atmosphere, I feel more involved." They emphasized the value of the instructors' enthusiasm, creative teaching strategies, and an exciting and supporting learning environment. Many students stressed that teachers should inspire students to learn. As a result, the students placed the instructors together with their teaching methods first, followed by social community in the ranking of the elements that have the greatest influence on their motivation. The instructors with their teaching methods were also the aspect that the students (83% and 80%) like the most. The facilities came in second (78% and 70%).

Concerning the role of friends, both groups (76% and &77%) agreed that friends had an influence on their motivation due to peer pressure and mutual help. In the open-ended question section, a second-year student said: "When my classmates get high IELTS scores, I feel motivated to study harder so that I can be equal to them." Another student acknowledged: "Seeing that my friends are so good, I naturally feel compelled to study well." Additionally, across the two groups, 80% and 70% of the students reported that their friends helped them in learning.

With respect to parents' assistance, more than half of the students (64% and 58%) stated that their parents support them in learning English by paying their tuition fees, providing good conditions and encouraging them to learn. It is

understandable that a smaller number of second-year students reported receiving parental support, perhaps because their parents believe that their kids are grown enough to be independent and responsible at this stage of life.

As far as the role of the university is concerned, both groups (90% and 80%) said that the university supports them well in learning English. They appreciated the university for creating a good environment for them to learn English with modern facilities, good lecturers, specialized documents in English, many English clubs and contests. However, some students voiced concerns regarding some outdated course materials, a mismatch between instructional materials and tests, and some tough lecturers.

The focus group interview results reinforced the aforementioned findings. There were similar responses from the two groups. The requirement for future employment was highlighted as the top motivator by both first-year and second-year students. They also noted the importance of examinations as a secondary driver. Teachers were regarded as the most important motivational influencer. They would appreciate enthusiastic and creative teachers, updated and practical curriculum, supportive environment, good facilities, teachers' encouragement and counseling for goal setting and learning pathways. They also emphasized the value of involving students more deeply in the learning process by utilizing digital technology and online activities. On the other side of the coin, the students also indicated that the curriculum is still largely theoretical and less practical. They also expressed the expectation of class placement based on their English proficiency levels. The students reported that they received support from several departments in the university such as the Department of Student Affairs, the Planning and Testing Department, Youth Association, etc. They expect the administrators to continue developing a supporting environment with English clubs, workshops, and contests or English-speaking zones with involvement from foreigners. Friends were thought to create positive peer pressure and to provide reciprocal help in preparing presentations as well as in other aspects. The students value parents' support but do not require parents' involvement in their studies.

The findings from this study supported other studies in Vietnamese motivational literature such as Ngo's (2015), Luong's (2017), and Nguyen & Habok's (2021), in that it reaffirmed that most students were motivated to learn English and future employment was considered the most important driving force. This study also affirmed the fact that all the variables in the L2MSS strongly correlated to the intended effort to learn English in Papi's (2010) research.

Recommendations

Based on the findings, some recommendations are suggested for EFL instructors, curriculum developers, administrators and policy makers.

Regarding the L2 Motivational Selves, the results point out that educators should concentrate on students' ideal motivational orientations and improving students' learning experience (attitudes) to promote their motivation to study English since the Ideal L2 Self and the learning experience were examined to have much higher correlation with the students' effort than the Ought-to L2 Self by the students in both groups. The necessity for their future employment and communication were identified as the two main motivational elements, which indicates that learning contents should be applicable to students' future careers and focus on enhancing students' communication abilities. This signifies that curriculum developers and educators should design and implement a curriculum that can meet the needs and expectations of students and employers. The curriculum should be updated frequently and reflect the current trends and issues in the global market, incorporate authentic and diverse sources, and foster the development of both linguistic and professional skills. Relevant communication skill-building activities should be implemented in order to pique students' intrinsic interest.

It is noted that the L2 learning experience played an important role in the students' motivation to learn. The most significant factor affecting students' motivation was found to be the teachers. Hence, it is vital that instructors develop teaching strategies that can engage students' interest while fostering a supportive and collaborative learning atmosphere for learners. As Gen Z students are particularly fond of digital technology and easily affected by online communities, especially social networks, teachers should integrate online activities into the learning management system to create a good online community in order to make students more engaged in the learning process. Furthermore, educators need to inspire students to learn, give encouragement frequently, especially orient and counsel students on goal setting and learning pathways. Success in learning is influenced by both affective and cognitive factors; therefore, instructors might want to develop close bonds with their students. In addition, motivation needs to be sustained over time.

Nevertheless, the Ought-to L2 Self, in which the requirement for passing the exams or graduation was highlighted, played a substantial role in students' motivation to learn English even while the Ideal L2 Self was predominant. Therefore, along with prioritizing the Ideal L2 Self, it is crucial that instructors also pay attention to developing abilities that enable students to deal with exams. This point reflects an inherent feature of Vietnamese educational culture.

On the other hand, parents and friends also play a role in students' motivation, so educators ought to make use of these motivating sources. Peer pressure can serve as a powerful motivation for students, and friends can be useful resources. Competition, pair work, and group work should be incorporated well into the instructional design. Teachers should encourage their students to help their fellows so that they can all advance in their studies.

On the administrative side, administrators and policy makers should provide adequate resources and support as well as ensure access to quality materials and facilities for students to learn English. It is necessary that educational institutions establish partnerships and networks with local and international organizations to develop learning materials, curricula, as well as other activities. Extracurricular activities like workshops, contests and English-speaking zones should be well organized with participation from foreigners so as to provide a fully supportive community and environment.

5. CONCLUSION

Utilizing Dornyei's (2005) L2 motivational self-system, the research reveals that the students had a rather high level of motivation to learn English (level 5 over 6), in which the Ideal L2 Self and the L2 Learning attitudes predominated the Ought-to L2 Self. The necessity of English for future jobs, communication ability and graduation requirements were identified as the three strongest motivators; besides, teachers were recognized as the greatest influencers. Learning materials and social community were emphasized as important factors affecting motivation. Therefore, the study suggests that teachers, as the greatest influencing factor, should deploy an inspiring teaching method and place emphasis on promoting students' Ideal L2 Self and the L2 Learning attitudes, especially those related to future employment requirements, communication ability, and graduation requirements. The study has some limitations, including the fact that it only focused on students in economics-related majors, which may prevent the results from generalizing to other majors or disciplines, as well as the fact that it did not examine the actual performance or achievement of the students, leaving the relationship between motivation and learning outcomes unexplored. The study could be replicated with EFL students in other majors or fields of study to compare and contrast the results. Further studies could measure the students' performance or achievement, such as test scores, to examine the correlations between types of motivational orientations and achievement or learning outcomes.

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