PSYCHOLOGICAL FACTORS IN ENGLISH COMMUNICATION ENGAGEMENT: THE ROLE OF LEARNING BACKGROUND AMONG EFL TERTIARY STUDENTS

Chau Thị Hong Tham

Faculty of Foreign Languages, Nguyen Tat Thanh University

cththam@ntt.edu.vn

ABSTRACT— This study investigated differences in English communication engagement between English-major and non-English-major students. In particular, it explored how perceived English competence relates to students' English communication engagement. A quantitative research design was employed with 318 Vietnamese EFL students in higher education. Reliability analysis, descriptive statistics, independent-samples t-tests, Pearson correlation analysis, and simple linear regression were conducted to analyze the data. The results demonstrate that English-major students report significantly higher levels of English communication engagement than non-English-major students. In addition, perceived English competence was strongly and positively correlated with English communication engagement ($r = .679$, $p < .001$) and significantly predicted engagement, explaining 46.1% of its variance. In other words, students who perceive themselves as more competent English communicators are more likely to participate actively in English communication activities. The study highlights the importance of perceived English competence as a psychological factor in EFL communication and recommends supportive communicative learning environments that may strengthen learners' confidence and engagement in English interaction.

Key words—perceived English competence (PEC), English communication engagement (ECE), English-major students, non-English-major students, Vietnamese EFL learners

I. INTRODUCTION

In global education, academic development, and professional interaction, English has become an important communication tool. In English as a Foreign Language (EFL) contexts, learners are increasingly expected to develop their language knowledge and participate actively in English communication activities. Therefore, English communication engagement (ECE) has become an important issue in language education research. Successful English communication is influenced not only by language proficiency but also by psychological factors such as confidence, motivation, willingness to communicate, and anxiety [1], [2]. In other words, learners with greater self-confidence and more positive perceptions of their English ability are generally more willing to participate in communicative activities, whereas fear of making mistakes and communication anxiety may reduce participation [3], [4].

In Vietnam, although ECE has become increasingly important because it is closely related to future employment opportunities, many Vietnamese EFL learners remain hesitant to participate actively in English interactions [5]. Non-English-major students often experience low communication confidence and limited communicative participation, whereas English-major students generally demonstrate stronger engagement because they receive greater exposure to English and more communication-oriented instruction [6], [7], [8].

Although several studies have focused on this issue, some research gaps remain. First, many previous studies have focused mainly on language proficiency and communicative competence rather than on the psychological factors influencing ECE. Second, limited attention has been paid to learners' self-perceptions of their English competence (PEC). Third, few studies have specifically examined differences in ECE between English-major and non-English-major students in Vietnam. Therefore, the present study aims to examine differences in ECE between English-major and non-English-major students in higher education and to investigate the role of PEC in both groups. Rather than determining which group performs better in English, the comparison explores how differences in learning backgrounds may be associated with learners' perceived English communicative competence and communication engagement. Specifically, the study addresses two research questions:

RQ1: Are there significant differences in English communication engagement (ECE) between English-major and non-English-major students in higher education?

RQ2: To what extent does perceived English competence (PEC) predict English communication engagement (ECE) among EFL students in higher education?

The findings are expected to contribute to understanding psychological influences on ECE and provide implications for English teaching practices in Vietnamese higher education.

This paper is organized as follows: Section II presents the literature review and previous studies related to the topic; Section III describes the research methodology; Section IV reports the findings; and Section V discusses the

results in relation to the existing literature. Finally, Section VI concludes the study by highlighting its contributions, implications, limitations, and directions for future research.

II. LITERATURE REVIEW

A. ENGLISH COMMUNICATION ENGAGEMENT (ECE)

Communicative engagement refers to active involvement in communication activities. It involves willingness to communicate, emotional and behavioral involvement, and the ability to sustain interaction despite linguistic difficulties [5], [9]. In language learning, communicative engagement refers to learners' active participation in communication activities using the target language despite linguistic limitations or communication anxiety. It reflects learners' cognitive, emotional, and interactional participation in learning processes [10]. Learners' engagement in second-language communication is influenced not only by language proficiency but also by psychological and interactional factors, such as confidence, fear of making mistakes, and communication anxiety. Therefore, communication engagement in language learning should not be understood solely in terms of language performance; rather, it is a multidimensional process shaped by learners' interactions, emotions, and participation in communication activities.

In the Vietnamese EFL context, limited exposure to authentic language interaction and insufficient opportunities for meaningful communication practice have been recognized as factors influencing ECE [5]. English instruction still focuses mainly on grammar-based learning rather than communicative language use, resulting in limited speaking and listening practice. Consequently, learners may experience low confidence, communication anxiety, and fear of making mistakes when using English in real-life interactions.

B. PERCEIVED ENGLISH COMPETENCE (PEC) AS ONE OF PSYCHOLOGICAL FACTORS

Psychological factors play an important role in learners' participation in second-language communication. Such communication is influenced not only by linguistic knowledge but also by cognitive and affective factors such as confidence, motivation, willingness to communicate, and anxiety [1], [4]. In addition, [11] explained that engagement with language involves cognitive, affective, and social dimensions, while meaningful and supportive communication activities may encourage learners to participate more actively in interaction.

In EFL contexts, learners' participation is shaped not only by their English-language knowledge but also by psychological factors such as perceptions, confidence, emotions, and anxiety. Among these factors, PEC has been widely associated with learners' English communication engagement. PEC refers to learners' perceptions of their ability to use English effectively. [4] found that learners with positive perceptions of their English ability demonstrated greater confidence and willingness to engage in oral interaction. [11] also suggested that learners' self-perceptions and confidence levels influence their willingness to participate in communication activities. These findings indicate that PEC is closely associated with learners' participation and engagement in English communication. When learners have confidence in their English competence, they may feel more comfortable using English to communicate. Learners with higher self-confidence are more willing to communicate and participate in oral interaction activities [4], [12]. Similarly, [13] found that learners reported feeling less anxious and more comfortable when they felt confident in their language ability.

C. ENGLISH MAJOR STUDENTS (EMSS) AND NON-ENGLISH MAJOR STUDENTS (NEMSS)

EMSs differ from NEMSs in terms of English exposure, curriculum intensity, and perceptions of English learning. These distinctions may influence their communicative competence, confidence, engagement, and overall English-learning experiences.

One major difference concerns exposure to English. EMSs generally experience greater exposure to English in the classroom. Their learning often involves frequent interaction in English through speaking activities, presentations, discussions, and communication with native-English-speaking teachers [14]. They also tend to use English more regularly and engage in autonomous learning activities, which may contribute to higher communicative competence and confidence. By contrast, NEMSs often have more limited exposure to English. According to [15], Vietnamese NEMSs rarely communicated with foreigners and had limited opportunities to practise English in classroom settings. Similarly, [16] suggested that NEMSs strongly needed more opportunities to practise speaking English because existing communicative opportunities were insufficient. The study further showed that students' oral English performance remained weak despite extended hours of English instruction.

Another difference relates to students' perceptions of and attitudes toward English learning. EMSs generally demonstrate more positive attitudes toward English. Moreover, they often learn the language because of personal interest, intercultural communication, and professional goals [14]. These students view English as meaningful and enjoyable and as closely connected to their identities and future aspirations. However, NEMSs are more likely to perceive English as a practical requirement for employment or academic achievement. They are primarily

motivated by future career opportunities and workplace demands [16]. They may also experience anxiety, shyness, and fear of making mistakes during English communication activities. [15] similarly reported that many NEMSs remained dependent on teachers and hesitated to participate actively in English interactions.

Overall, EMSs generally receive greater exposure to English and participate in more communication-oriented learning environments than NEMSs. As a result, they often demonstrate more positive psychological orientations toward English communication, including greater confidence, stronger motivation, and a greater willingness to participate in communicative activities. These differences may be associated with their levels of English communication engagement.

D. PREVIOUS STUDIES AND CONCEPTUAL FRAMEWORK

Globally, existing research has shown that ECE is influenced not only by language proficiency but also by psychological and affective factors [1], [2], [3], [17]. [1] found that learners with higher English proficiency demonstrated stronger motivation, self-efficacy, and more active engagement in online communication activities. Similarly, [2] reported that emotional and psychological factors were closely associated with learners' engagement in English classes. [17] also suggested that learners with higher self-perceived communicative competence experienced lower communication apprehension. Likewise, [3] revealed a positive relationship between learners' self-confidence and willingness to communicate in English. Overall, previous studies suggest that psychological factors and supportive learning environments significantly influence learners' participation in and engagement with English communication.

In Vietnam, several studies have compared EMSs and NEMSs across various dimensions. [7] demonstrated that although NEMSs recognized the importance of learning English, many still felt embarrassed when speaking English and lacked confidence in communication. [6] similarly reported that NEMSs experienced substantial difficulties in speaking and often lacked confidence in English communication. Furthermore, [8] revealed significant differences between the two groups, with EMSs demonstrating higher behavioral, emotional, cognitive, and agentic engagement than NEMSs. The study suggested that EMSs tended to have stronger intrinsic motivation and greater psychological investment in English learning, whereas NEMSs often learned English mainly to meet graduation or employment requirements. These findings indicate that learner background and learning environment may be associated with differences in ECE.

Building on previous global and local research, the present study further examines differences in ECE between EMSs and NEMSs and investigates the role of PEC among Vietnamese EFL learners in higher education.

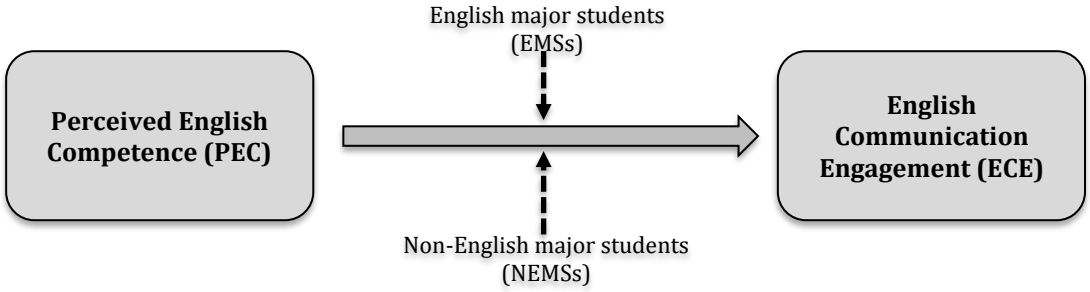


Figure 1. *Conceptual Framework of the Study*

The conceptual framework proposes that students' major background may be associated with both PEC and ECE. In addition, PEC is expected to positively predict ECE. Based on this framework, the study examines group differences in PEC and ECE and investigates the extent to which PEC predicts ECE among Vietnamese EFL learners in higher education.

III. METHOD

A. PARTICIPANTS

The study included 318 Vietnamese students learning English as a foreign language (EFL). Most participants were in their first three years at university. They were recruited through convenience sampling and represented different genders, academic disciplines, and year levels to provide a diverse participant profile. The sample included relatively balanced numbers of EMSs and NEMSs to support comparisons between the two groups.

B. INSTRUMENTS

A structured questionnaire comprising 13 items was developed to collect quantitative data. The items were based on constructs identified in previous studies of English communication engagement and psychological factors

influencing second-language communication, particularly learners' perceived communicative competence. The questionnaire was presented bilingually (in English and Vietnamese) to facilitate comprehension, particularly among non-English-major students. Responses were recorded on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of three main sections.

The first section included four demographic items covering gender, major, academic year, and self-rated English proficiency. Self-rated English proficiency was not intended to serve as an objective measure of participants' actual English ability. Instead, it was included as additional contextual information for subsequent discussion, given the study's focus on perceived English competence.

The second section measured perceived English communicative competence (PEC). Initially, this construct consisted of five items focusing on participants' self-perceived ability to communicate in English (PEC1), express ideas clearly (PEC2), understand spoken English (PEC3), adapt their use of English to different situations (PEC4), and maintain a conversation in English (PEC5; reverse-worded). However, during the reliability analysis, the reverse-worded item (PEC5) was removed because it showed a negative corrected item-total correlation, resulting in a final four-item PEC scale.

The third section measured English communication engagement (ECE). The ECE scale consisted of five items assessing learners' communicative participation in English communication activities (ECE1), use of English outside the classroom (ECE2), interaction with unfamiliar people (ECE3), expression of opinions in English (ECE4), and initiation of English conversations (ECE5).

Following reliability testing, the final questionnaire consisted of four PEC items and five ECE items. The PEC scale demonstrated good internal consistency (Cronbach's alpha = .844), while the ECE scale showed excellent reliability (Cronbach's alpha = .907), indicating that both constructs were suitable for subsequent statistical analyses. To enhance content validity, all questionnaire items were adapted and refined from previously validated instruments reported in the literature. Two experienced English lecturers also reviewed the wording to ensure clarity and suitability for Vietnamese EFL learners while preserving the constructs being measured.

C. DATA ANALYSIS PROCEDURE

The data were analyzed using IBM SPSS Statistics, version 27, following five main steps. First, the dataset was screened and coded, negatively worded items were reverse-coded, and mean scores were computed for PEC and ECE. Second, reliability analyses were conducted for both constructs. One reverse-worded item in the PEC scale was removed to improve scale reliability. After its removal, the PEC scale demonstrated acceptable reliability (α = .844), while the ECE scale showed high internal consistency (α = .907). Third, descriptive statistics were used to summarize participants' demographic characteristics and the overall levels of PEC and ECE. Fourth, independent-samples t-tests were conducted to examine whether significant differences existed between EMSs and NEMSs in PEC and ECE. Finally, Pearson correlation analysis was used to examine the relationship between PEC and ECE, and simple linear regression was conducted to investigate the extent to which PEC predicted ECE. Statistical significance was set at .05.

IV. FINDINGS

A. PARTICIPANT DEMOGRAPHIC CHARACTERISTICS

Table 1. *Demographic Characteristics of the Participants*

N = 318		Frequency	Percentage
Gender	Male	140	44.0
	Female	178	56.0
Major	English major students (EMSs)	166	52.2
	Non-English major students (NEMSs)	152	47.8
Academic Year	Year 1	104	32.7
	Year 2	105	33.0
	Year 3	100	31.4
	Year 4	9	2.8
English proficiency	Elementary	71	22.3
	Intermediate	172	54.1
	Upper-intermediate	70	22.0
	Advanced	5	1.6

As shown in Table 1, there were more female participants (178) than male participants (140) among the 318 respondents. The distribution of English-major and non-English-major students was relatively balanced (52.2% and 47.8%, respectively), supporting comparison between the two groups. Regarding academic year, most participants were in Year 1 (32.7%), Year 2 (33.0%), or Year 3 (31.4%) at university; only 2.8% were in Year 4. This distribution provided perspectives from learners with different lengths of university study. In terms of self-perceived English proficiency, just over half of the participants identified themselves as intermediate (54.1%), followed by elementary (22.3%) and upper-intermediate (22.0%). Only a small proportion considered themselves advanced English users (1.6%).

B. DIFFERENCES BETWEEN ENGLISH-MAJOR AND NON-ENGLISH-MAJOR STUDENTS – RQ1

The descriptive statistics show that, overall, participants reported a moderate level of PEC (M = 3.33, SD = 0.59) and a high level of ECE (M = 3.79, SD = 0.79). In other words, although participants did not perceive themselves as highly competent English communicators, they reported relatively active engagement in English communication activities.

Table 2. *Independent-Samples t-Test Results for PEC and ECE by Major*

Variable	Major	N	Mean Difference	t	df	p-value
PEC	English major vs. non-English major	318	0.189	2.879	316	.004
ECE	English major vs. non-English major	318	0.201	2.282	316	.023

The independent-samples t-test results (Table 2) indicate differences between EMSs and NEMSs in both variables. The differences between the two groups were statistically significant. EMSs reported significantly higher PEC scores than NEMSs (p = .004). Similarly, EMSs reported significantly higher ECE scores than NEMSs (p = .023). These results suggest that EMSs tend to perceive themselves as more competent English communicators and to participate more actively in English communication activities than NEMSs.

C. CORRELATION BETWEEN PEC AND ECE – RQ2

Table 3. *Pearson Correlation Analysis of PEC and ECE*

		PEC_Mean	ECE_Mean
PEC_Mean	Pearson Correlation	1	.679**
	Sig. (2-tailed)		<.001
	N	318	318
ECE_Mean	Pearson Correlation	.679**	1
	Sig. (2-tailed)	<.001	
	N	318	318

Table 4. *Simple Linear Regression Analysis Predicting ECE*

Predictor	B	β	t	F	R^2	p
PEC	.909	.679	16.445	270.427	.461	<.001

Pearson correlation analysis was conducted to examine the relationship between PEC and ECE. As shown in Table 3, there was a strong positive correlation between the two variables ($r = .679$, $p < .001$). This finding indicates that students with higher perceived English communicative competence tended to report higher levels of English communication engagement.

Simple linear regression analysis (Table 4) was conducted to examine the extent to which PEC predicted ECE. The regression model was statistically significant, $F(1, 316) = 270.427$, $p < .001$. The results indicated that PEC significantly predicted ECE ($\beta = .679$, $p < .001$). The model explained 46.1% of the variance in ECE ($R^2 = .461$). Thus, students who perceived themselves as more competent English communicators were more likely to participate actively in English communication activities.

V. DISCUSSION

The first research question examined whether significant differences existed between English-major and non-English-major students in perceived English competence and English communication engagement. Overall,

English-major students reported significantly higher levels of both PEC and ECE than non-English-major students. This result is consistent with previous Vietnamese studies suggesting that English-major students generally receive greater exposure to English and participate in more communication-oriented learning environments than non-English-major students. One possible explanation is that English-major students often engage in presentations, discussions, speaking-focused activities, and frequent interaction in English, which may strengthen their communicative confidence and participation [8], [14]. In contrast, non-English-major students often experience more grammar-oriented instruction and fewer opportunities for authentic English communication, which may result in hesitation and communication anxiety during interaction [6], [7]. These findings also support [15], which reported that Vietnamese non-English-major students remained dependent on teachers and demonstrated limited active participation in English communication activities. However, the findings of the present study do not suggest that English-major students are inherently more capable communicators. Rather, the observed differences may reflect differences in learning environments, curriculum design, instructional emphasis, and exposure to English. Therefore, this comparison should be interpreted as illustrating the possible role of educational experiences in learners' communicative development rather than indicating the superiority of one group over the other.

Regarding the second research question, the findings show a strong positive relationship between PEC and ECE. Students who perceived themselves as more competent English communicators were more likely to engage actively in English communication activities. The regression analysis further demonstrated that PEC significantly predicted ECE and explained 46.1% of the variance in communication engagement. This finding is consistent with previous studies indicating that learners with higher self-confidence and more positive self-perceptions of their English ability are more willing to participate in communication activities [3], [4]. It also aligns with [11], which suggests that language engagement is influenced by cognitive and affective dimensions, including learners' perceptions, confidence, and emotional involvement in communication. In short, when learners believe that they can express ideas, understand spoken English, and maintain conversations, they may experience less fear of making mistakes and greater confidence in participating in communicative activities. Furthermore, perceived communicative competence may represent an important psychological resource that encourages learners to translate their language knowledge into actual communication behavior. Therefore, improving learners' perceptions of their communicative ability should be considered as important as improving their linguistic competence.

The findings also have several practical implications for English language teaching in Vietnamese higher education. Given the strong association between learners' English communication engagement and their perceived communicative competence, English instruction should not focus solely on grammatical accuracy and language knowledge. Teachers should provide frequent opportunities for meaningful communication through pair work, group discussions, role plays, presentations, and project-based learning activities. Moreover, teachers should provide constructive feedback that emphasizes communicative success rather than focusing exclusively on linguistic errors, thereby encouraging students to use English without fear of making mistakes. At the institutional level, universities should consider creating English-rich learning environments through English-speaking clubs, conversation-partner programs, and international exchange activities that encourage students to use English beyond formal classroom settings. These suggestions are consistent with [18], who emphasized that supportive and interactive communication environments could enhance learners' motivation, confidence, and communicative participation. Such initiatives may be particularly beneficial for non-English-major students, who generally experience fewer opportunities for authentic English communication during their academic studies.

VI. CONCLUSION

In short, this study investigated differences in PEC and ECE between English-major students and non-English-major students in Vietnamese higher education. The study contributes to the existing literature by extending current understanding of psychological influences on English communication engagement in Vietnamese higher education. Moreover, it contributes to comparative research between EMSs and NEMSs by demonstrating how differences in English-learning environments and communicative exposure may influence learners' communication participation.

In terms of implications, English instruction in Vietnamese higher education should not focus solely on grammatical knowledge and examination performance; it should also promote supportive communicative learning environments that strengthen learners' communicative confidence. Teachers are encouraged to provide more interaction-based activities, authentic communication opportunities, collaborative tasks, and low-anxiety speaking environments to increase learners' engagement in English communication. Non-English-major students may require additional communicative support because they often experience more limited exposure to English and lower communicative confidence.

Despite its contributions, this study has several limitations. It relied on self-reported questionnaire data, which may not fully reflect learners' actual English communication behaviors. In addition, participants were recruited through convenience sampling, which may limit the generalizability of the findings. Finally, the study focused mainly on PEC as a psychological factor, while other factors such as anxiety, willingness to communicate, motivation, and classroom interaction were not examined. Future studies are therefore encouraged to investigate additional psychological and contextual factors influencing ECE. Mixed-methods or longitudinal approaches may also provide a deeper understanding of how learners' communicative perceptions and engagement develop over time.

VII. ACKNOWLEDGMENT

The author acknowledges Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam, for supporting this study.

VIII. REFERENCES

[1] Kim, J., & Kim, V. (2024). Unraveling the connections: English proficiency, motivational orientations, and online community engagement among ESP students. *English Teaching, 79*(1), 25–48. https://doi.org/10.15858/engtea.79.1.202403.25

[2] Zhang, X., & Kim, H.-J. (2024). Exploring the factors influencing student engagement in university English classes. *English Teaching, 79*(1), 121–143. https://doi.org/10.15858/engtea.79.1.202403.121

[3] Katiandagho, I. G., & Sengkey, V. G. (2022). Students' self-confidence and their willingness to communicate in English. *Linguistic, English Education and Art (LEEA) Journal, 6*(1), 153–161. https://doi.org/10.31539/leea.v6i1.5019

[4] Portugal-Toro, A., García-Peñalvo, F. J., Balderas Ruiz, L. A., & Vences Esparza, A. (2025). Cognitive and affective processes in second language oral communication: A mixed methods research. *Frontiers in Education, 10*, Article 1571099. https://doi.org/10.3389/feduc.2025.1571099

[5] Nguyen, T. T. H., Vu, V. P., & Do, T. T. Y. (2022). The influences of oral communication strategies on students' English speaking proficiency. *Can Tho University Journal of Science, 14*(2), 8–17.

[6] Nguyen, T. T. H., & Bui, T. H. G. (2022). An investigation on non-English majored students' attitudes on English language learning at a medical college. *TNU Journal of Science and Technology, 228*(03), 21–28. https://doi.org/10.34238/tnu-jst.6759

[7] Nguyen, T. L., & Pham, T. H. (2025). Challenges faced by non-major students in learning English to achieve the outcomes at a Vietnam public university. *VNU Journal of Science: Education Research, 41*(4), 48–54.

[8] Tran Le Kim Huong. (2022). EFL Vietnamese student engagement in face-to-face learning environment. *European Journal of Education Studies, 9*(12), 382–397. https://doi.org/10.46827/ejes.v9i12.4604

[9] Hilao-Valencia, P. M., & Ortega-Dela Cruz, R. A. (2023). Appreciative inquiry approach and its effects on English oral communication skills of teacher education students. *MEXTESOL Journal, 47*(1), 1–25.

[10] Rachmad, Y. E. (2022). *Educational engagement theory*. Lüneburger Heide Buch Internationaler Verlag.

[11] Svalberg, A. M.-L. (2017). Researching language engagement: Current trends and future directions. *Language Awareness*. https://doi.org/10.1080/09658416.2017.1406490

[12] Puli Quito, F. E. (2022). *Self-confidence and its relationship with the development of English oral communication competence* (Undergraduate thesis, Universidad Nacional de Chimborazo).

[13] Raman, K., Hashim, H., & Ismail, H. H. (2023). Enhancing English verbal communication skills through virtual reality: A study on engagement, motivation, and autonomy among English as a second language learners. *International Journal of Learning, Teaching and Educational Research, 22*(12), 237–261. https://doi.org/10.26803/ijlter.22.12.12

[14] Sun, Y., Teo, T., & Wang, T.-H. (2022). English-learning motivation among Chinese mature learners: A comparative study of English and non-English majors. *Behavioral Sciences, 12*(5), Article 135. https://doi.org/10.3390/bs12050135

[15] Nguyen, S. V., & Habók, A. (2021). Vietnamese non-English-major students' motivation to learn English: From activity theory perspective. *Heliyon, 7*(4), Article e06819. https://doi.org/10.1016/j.heliyon.2021.e06819

[16] Dunifa, L. (2023). Non-English majors students' motivational orientation and problems they perceived in learning oral English skills. *Anatolian Journal of Education, 8*(1), 47–62. https://doi.org/10.29333/aje.2023.814a

[17] Subekti, A. S. (2020). Self-perceived communication competence and communication apprehension: A study of Indonesian college students. EduLite: Journal of English Education, Literature, and Culture, 5(1), 14–31. https://doi.org/10.30659/e.5.1.14-31https://doi.org/10.30659/e.5.1.14-31

[18] Rachmad, Y. E. (2023). *Interactive engagement theory*. Isfahan Naqsh-e Jahan Ketab Nashriyat.

YẾU TỐ TÂM LÝ ẢNH HƯỞNG ĐẾN MỨC ĐỘ THAM GIA GIAO TIẾP BẰNG TIẾNG ANH ĐỐI VỚI SINH VIÊN ĐẠI HỌC

Châu Thị Hồng Thắm

TÓM TẮT—Nghiên cứu này tìm hiểu sự khác biệt về mức độ tham gia giao tiếp bằng tiếng Anh giữa sinh viên chuyên ngành tiếng Anh và sinh viên không chuyên, đồng thời xem xét mối liên hệ giữa năng lực tiếng Anh tự đánh giá và mức độ tham gia giao tiếp của người học. Nghiên cứu sử dụng phương pháp định lượng với sự tham gia của 318 sinh viên học tiếng Anh tại các cơ sở giáo dục đại học ở Việt Nam. Dữ liệu được phân tích bằng thống kê mô tả, kiểm định t độc lập, phân tích tương quan Pearson và hồi quy tuyến tính đơn. Kết quả cho thấy sinh viên chuyên ngành tiếng Anh có mức độ tham gia giao tiếp bằng tiếng Anh cao hơn đáng kể so với sinh viên không chuyên. Đáng chú ý, năng lực tiếng Anh tự đánh giá có tương quan thuận mạnh với mức độ tham gia giao tiếp bằng tiếng Anh ($r = .679$, $p < .001$) và là yếu tố dự báo có ý nghĩa thống kê, giải thích 46,1% phương sai của mức độ tham gia giao tiếp. Nghiên cứu cho thấy người học có nhận thức tích cực hơn về năng lực tiếng Anh của bản thân thường có xu hướng tham gia tích cực hơn vào các hoạt động giao tiếp. Từ đó, nghiên cứu nhấn mạnh vai trò của năng lực tự đánh giá như một yếu tố tâm lý quan trọng trong giao tiếp tiếng Anh, đồng thời gợi ý việc xây dựng môi trường học tập giao tiếp tích cực và có tính hỗ trợ nhằm nâng cao sự tự tin cũng như mức độ tham gia tương tác của người học.

Từ khóa— Năng lực tiếng Anh tự đánh giá; mức độ tham gia giao tiếp bằng tiếng Anh; sinh viên chuyên ngành tiếng Anh; sinh viên không chuyên tiếng Anh



Chau Thi Hong Tham is a PhD candidate in English Language Studies at Suranaree University of Technology, Thailand. She earned her Master of TESOL degree from the University of Social Sciences and Humanities. Currently, she is an English lecturer at Nguyen Tat Thanh University, Vietnam. Her research interests focus on Language Policy and Planning, Teacher Professional Development, and English Language Teaching Methods.