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1. ABSTRACT

Learning English has created many difficulties for non-English major students, especially final year students. The article investigates the causes affecting the English language learning of a group of final year non-English major students at Tan Trao University, and proposes some solutions to overcome these difficulties.

Keywords: English proficiency, motivation, causes and effects.

2. INTRODUCTION

In the current era of international integration and globalization, English is still chosen by learners as the most important foreign language and most students have chosen English to study at university and college level. English is also the main foreign language taught in the Vietnamese education system. In recent years, the Party and State have adopted policies to encourage the teaching of foreign languages, especially English, in the entire education system. The National Foreign Language Project 2020 (period 2008 to 2020) and Project 2080 (period 2017-2025) were born with the aim of improving the quality of foreign language teaching for all levels of education and training levels. At Tan Trao University, non-specialized foreign language training, especially English, is of great interest and regulations on foreign language training have also been updated, adjusted and supplemented to facilitate learners. achieve foreign language output standards, meet the labor needs of the society.

However, the fact that many students graduate from universities and colleges still cannot use English in daily communication and using English for work is even more difficult. According to the experience of teaching English to non-major students, the author found that the characteristics of learners such as learning motivations and attitudes, learners' needs, and learning strategies greatly affect the learning process. English learning outcomes of students. The majority of non-linguistic students study English with the desire to pass tests and complete exams to be eligible for graduation.

3. Research purposes

This study focuses on why students are not successful or afraid to learn English. In other words, the survey team wanted to find out the factors affecting the English language learning of non-English major students. From the reasons found, solutions will be proposed to help learners achieve the desired learning outcomes and use English to communicate, not just learning English to pass this module.

4. Survey object and content

The survey subjects are university students who are not majoring in languages in the fields of economics and engineering of the whole university. These students are final year students - K4 of the academic year 2021-2022 and some K5 students and earlier are not eligible to graduate due to foreign language debt.

The contents of the survey are questions related to learning English such as: the amount of time students learn English before entering the university, factors that make students hesitate to learn English, need to learn English after graduation, the importance of English.

5. Result

The students come from most of the training majors in the whole school such as: tourism management, financial accounting, investment accounting, agricultural economics, preschool education, primary education, information technology information, mathematics pedagogy, social work.

6. Time to study English at school.

We conducted a survey of this information to find out the reasons that hinder students' motivation to learn English. Looking at Figure 1, we can see that the time to learn English in high school of the majority of students

in the survey group is quite high (over 5 years, accounting for more than 70%). The number of students who have studied English more or less (from 1 to 5 years) accounted for 23%, while only 6% admitted that they had never studied English in high school.

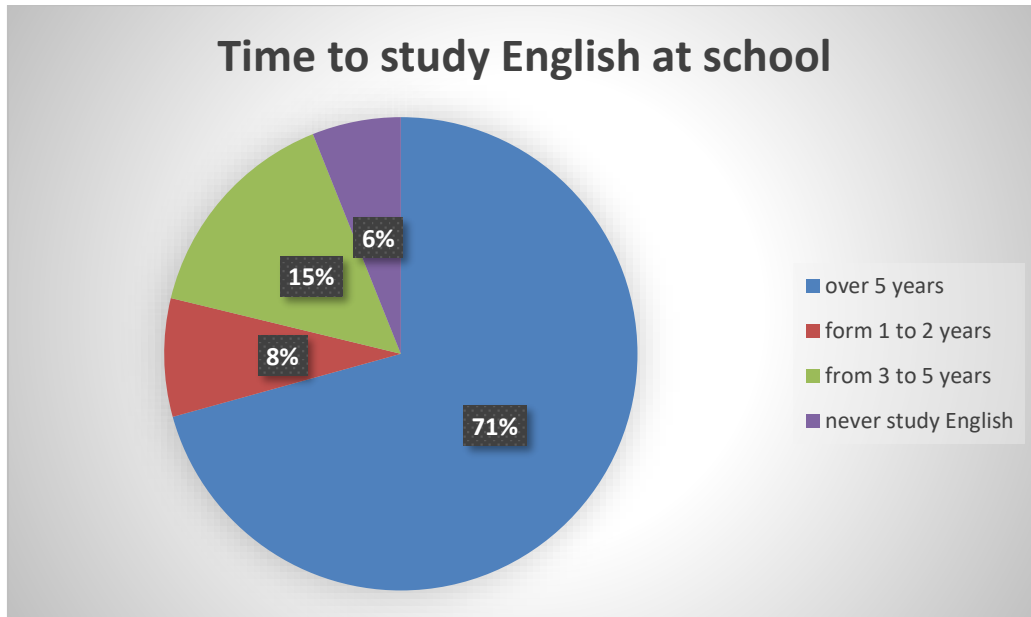


Figure 1: Time to study English

7. Time to choose to learn English

Figure 2 shows that the majority of students think that it is necessary to complete English modules in year 2 or 3 (accounting for 68%) while only 14% of students want to wait until the final year to learn English. This seems contrary to the fact that all the children surveyed are studying English in their final year. However, if we look at the causes of this delay (figure 3), we can understand the students' plight.

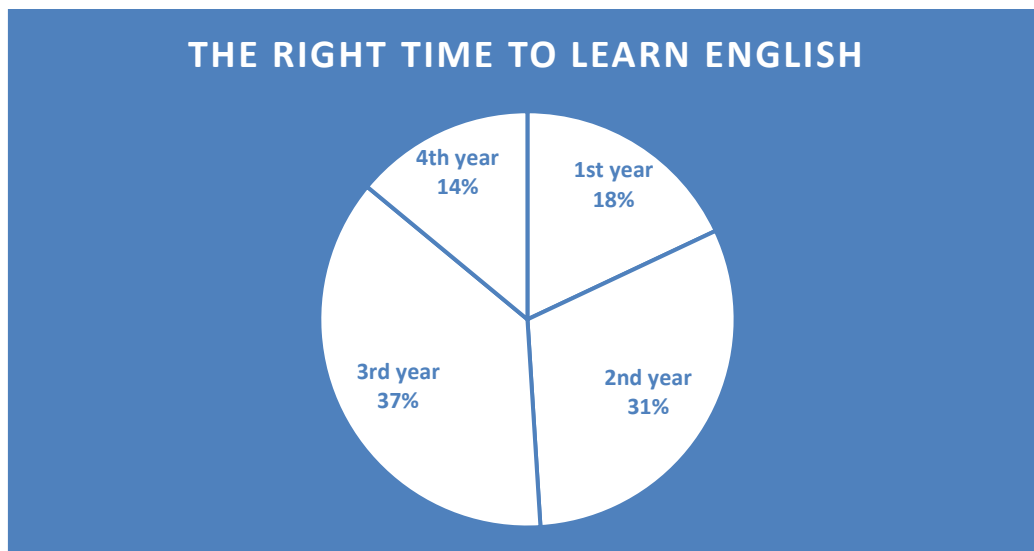


Figure 2: Right time to learn English

8. The reason why students are slow to learn English

In Figure 3, the first reason that many students give can be confusing for many people, even seeming contrary to the reality of the student's university study process. Obviously, in the first 2 years, most students have more time to study because they only study most of the basic and basic subjects, haven't gone into the majors, haven't had to do internships, much practice or practice, but they themselves think that they don't have time to learn English. This may help the survey team understand that many students are pressured by university studies due to many new, unfamiliar or difficult subjects. In addition, some students may not know how or lack experience in arranging a reasonable time for studying.

A positive signal from the survey is: only 6 respondents (more than 6%) think that they are not interested or interested in English. This shows that English is an important subject and is not boring. In addition, some other opinions say that students themselves are lazy and do not have much motivation to study this subject.

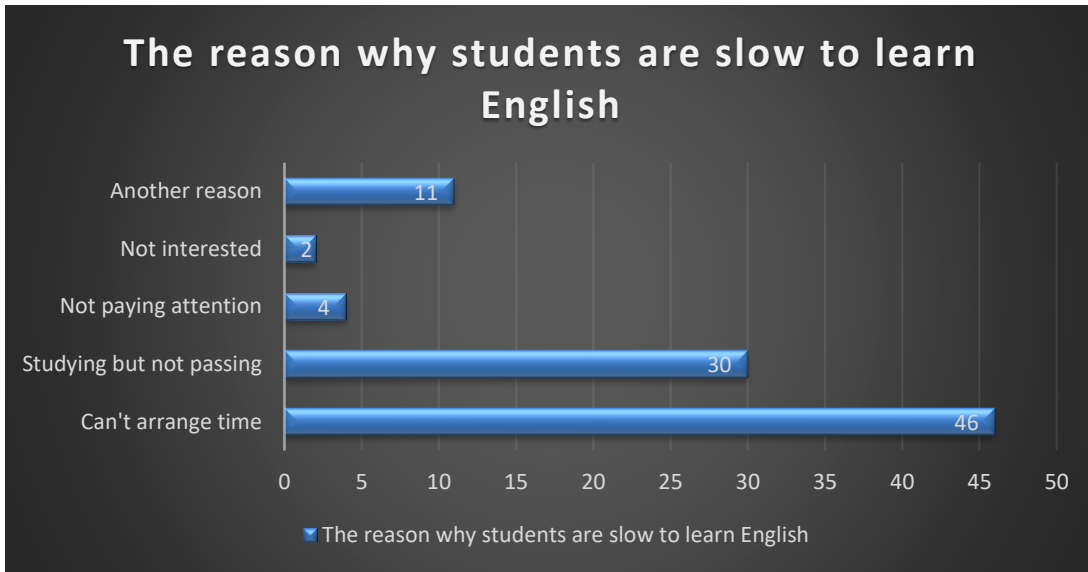


Figure 3: Why students slow to learn English

9. Reasons why students are afraid to learn English

The results in figure 4 show that communication skills (listening, speaking, reading, writing) English is always a big challenge for learners. Out of 93 students polled, more than 60 respondents all affirmed that English is too difficult a subject compared to many other subjects. This is also consistent with the initial predictions of the survey team. Besides, 22 comments said that learning English takes a lot of time in and out of the classroom, 16 other comments added some reasons why students are afraid to learn English such as laziness, no practice environment, fear. low grades, have to self-study a lot, etc.

Similar to figure 3, very few students (more than 2% of the opinions) think that this subject is not necessary. This shows that they are aware of the importance of learning English. In addition, 13 other opinions revolved around difficulties when learning a new language, impatience or communication environment.

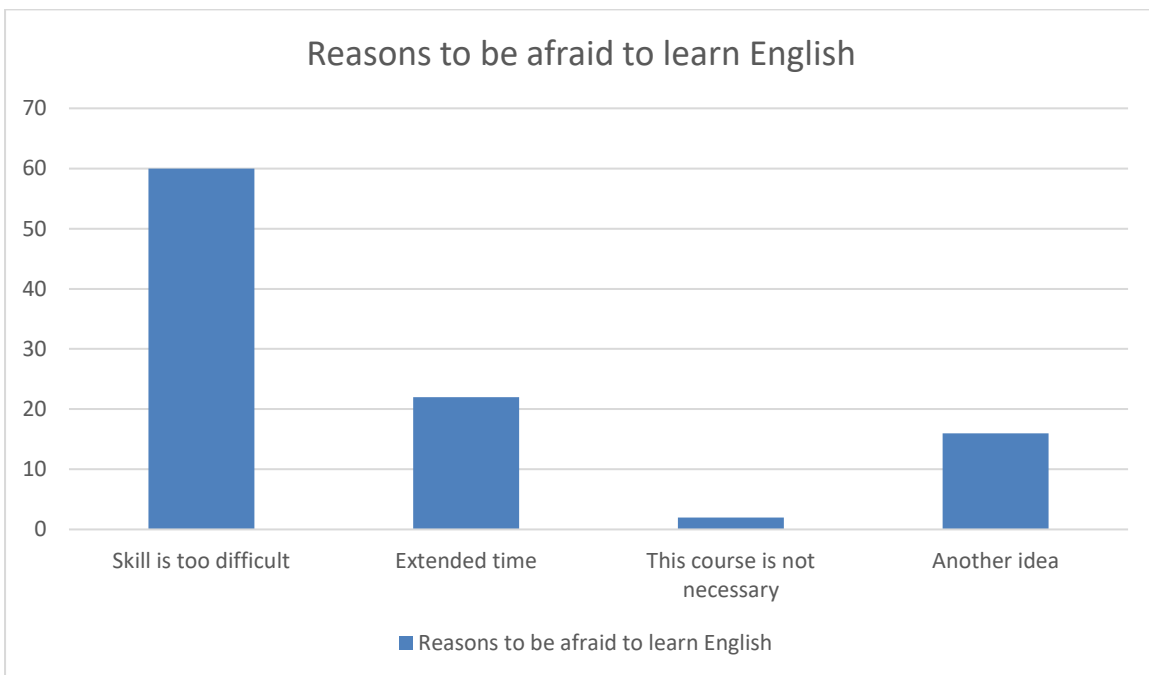


Figure 4: Reasons to be afraid of learning

10. Plan to learn English in the future

An interesting information for the survey group is: up to 92% (86 students) confirm that they will continue to study English after graduation while none of them think that they will not study English anymore. Only 7.5% (7 students) are still wondering about their English learning plan.

11. Recommendations and suggestions

From the above results, the survey team has some recommendations and suggestions as follows:

- The counselor cooperates with the English teacher to advise students on when to learn English, in which it is necessary to encourage them to study in the early stages of the university/college course to be more active.
- English teachers should organize more activities of games, listening to music, watching movies in English to stimulate interest in learning, avoid creating a lot of pressure or causing boredom in learning English.
- Outside of class time, English teachers should spend time interacting with students, or encouraging them to exchange and share learning (by email, personal web, phone or directly).
- The school needs to invest in more suitable and synchronous facilities to support teachers and students to teach English effectively, creating a comfortable psychology for both teachers and learners.

12. CONCLUSION

Learning English is always a big challenge for learners in Vietnam. For non-language major students in universities and colleges, learning English is even more challenging and difficult when English is not the main subject and choice for their future job. Tan Trao University students mostly come from rural areas, which do not have a good foreign language learning environment like the city, so this further clarifies the obstacles in learning English.

Although the survey team only analyzed a small group of final-year students compared to the large number of non-specialized students of the school, the survey results partly highlight their general difficulties when learning English. The fact that schools, English teachers, counselors and related people are increasingly interested in and step by step solving the above-mentioned difficulties will help reduce the pressure of teaching English, improve the teaching environment and improve the quality of life - using English at Tan Trao University.

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