

## Factors Affecting High School Students English Language in Vietnam

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### **Abstract:**

*The research has summarized the basic theories of social linguistics that are directly related to the study of social factors that affect English proficiency of high school students. Since then, it affirms the role of the social linguistics industry in teaching languages in general and foreign languages in particular. In addition, the study proposes testing some more hypotheses about the relationship between some social variables (gender, age, personal conditions, family, socio-culture, etc.) with linguistic variables (foreign language ability). Since then, giving new research directions for social linguists.*

**Keywords:** *English Language*

### **1. Introduction**

Vietnam is a country on the way of development and international integration. That affects all socio-economic sectors of the country, including education. In order for Vietnam's education to integrate with the education of other countries around the world, reach the international level, our Party and State have made strong decisions to promote foreign language learning in schools. Because foreign languages are seen as the key to a nation's development, a must-have tool to work in a globalized environment, and is the best means of accessing modern knowledge. Understanding the importance of learning foreign languages, the Ministry of Education and Training (Education and Training) issued the Project on Teaching and Learning Foreign Languages in the national education system for the period 2008-2020 with the aim of comprehensive innovation. teaching and learning foreign languages in schools and making foreign languages become strengths of the Vietnamese people. However, at present, according to general assessment, Vietnamese language ability is still limited. Equipping yourself with a foreign language to meet the trend of integration and becoming a global citizen is still spontaneous. In addition to the issues of policy and social needs, we believe that learning a foreign language as well as its effectiveness and the quality of its achievement depend on many factors, including social factors. However, up to now, there are almost no studies on the influence of social factors on the results of learning foreign languages in general and English in particular of Vietnamese students. This is considered a new research direction contributing to the realization of the goals set by the Ministry of Education and Training, which is to improve the quality of foreign language teaching and learning at all educational levels.

Comprehensive innovation in teaching and learning foreign languages in schools that the Ministry of Education and Training set out is considered a common goal for all foreign languages being taught in the general education system of our country. However, each foreign language has its own characteristics. English has become a global language and the number one foreign language in the world and in Vietnam. This foreign language is commonly taught in all schools and is widely used in cultural and social life. Some other foreign languages are also quite developing in our country today such as Spanish, German, Japanese etc. The author Vuong Toan (2013) has the same opinion when saying: “We can explain the current situation partly by the explosion of English in the era of globalization. But compared to other foreign languages, a question arises: why Chinese, Japanese, Korean and also German, Spanish etc. Is there a relative development in Vietnam?”

However, up to now, there is no comprehensive study on social factors affecting English language ability of learners in general and students in particular in Vietnam as well as in the world. Thus, researching into the study of social factors affecting English learning of high school students is a very important and urgent requirement in the current context.

### **2. Literature review**

## 2.1. Research situation on language proficiency

In recent years, in Vietnam as well as many countries around the world, in education science in general and foreign language teaching in particular, the issues surrounding the concept of "competence" have attracted attention of many researchers. Starting from the research content of research related to English proficiency, we first conduct the work of reviewing the research situation on language proficiency.

Linguistic competence (NLNN) is a concept that has been interested in research by foreign authors for many years. First to mention the author Chomsky. When doing research on agricultural energy, he thinks that the agricultural energy is inherited and inborn. It is an inherent biological potential of humankind. Accordingly, knowing a language is the ability to recognize and create grammatically correct sentences without using before. That is why Chomsky (1965) discussed the concept of NLN and according to which it is also grammatical competence or competence as follows: "NLA is human knowledge of language but in fact is syntactic knowledge of the mother tongue". The author uses the term NLV to clarify the difference between competence and performance and thinks that the research object of linguistics is language rather than speech or linguistic behavior.

The author Halliday (1970, 1972) also mentioned agricultural energy, but the difference with Chomsky is that he approaches the agricultural energy which is of a semantic sociology. He argued that it was necessary to put language in its context in order to fully understand the functions of a grammatical structure.

Council of Ministers of Education Canada (Council of Ministers of Education Canada), abbreviated CMEC (2013) also uses the concept of agricultural resources and has a close view of Chomsky. In addition, CMEC also mentioned the assessment of agricultural skills and thought that it should be based on four basic skills of learning a foreign language: listening-speaking-reading-writing.

With the group of authors considering the concept of agricultural energy as the core, we temporarily call it the traditional view to distinguish from other points of view later.

A representative representative of a group that does not share traditional views must include the author Dell Hymes. Hymes (1971) argues that knowledge of a language is not limited to grammar rules but requires knowledge of psychology and society. He calls it the communicative competence (NLGT). Hymes is also the creator of the concept of traffic energy and it becomes the premise for later language studies. Specifically, Widdowson, who shares the same opinion with Hymes. He said that the speaker's energy energy includes both the understanding of the system of grammar rules to create correct sentences and an understanding of the rules that enable the speaker to use them appropriately. to perform stylistic rhetoric in certain social situations. Canale and Swain (1980) and Savignon (1983) both talked about traffic energy and had quite a lot of similar views when saying that energy energy includes NL, sociolinguistic competence, strategic competence. -strategic competence and NLDN-discourse competence.

Bachman (1990) also mentioned traffic energy and said that it includes two main components: organizational capacity (NLV, NLD); pragmatics competence (NLND-pragmatics competence).

Rivers (1973) argues that the process of language learning is the process from controlled structured practice to using creative language in communication. Thus, although not directly referring to the two concepts of solar energy or traffic energy, he implicitly mentioned traffic energy. However, the author did not specify which elements of traffic energy consist of.

According to the European Framework of Reference for Common Language Proficiency: Learning, Teaching and Evaluation, abbreviated as CEFR or CEF (2001), it is said that the traffic energy consists of the following three basic components: NLV, SAV and NLV.

In this group of views, the authors have different expressions, the traffic energy approach is also not the same. But most of the authors share the same view that traffic energy includes agricultural energy. We temporarily consider this to be the point of view according to the modern school.

Thus, foreign authors follow two schools of thought. The first is to consider the state energy and traffic energy as two independent categories. Second, agricultural energy is one of the constituents of traffic energy. But basically most of the views of the fake are in favor of the second trend, according to the modern school.

Vietnamese researchers tend to follow the modern school, considering the research object of linguistics as the traffic energy. The author Nguyen Van Khang (1999) agrees with Dell Hymes' views on the categories of NLA and also thinks that NLNP is a constituent factor of traffic energy. Do Ba Quy (2005, 2009) has a similar viewpoint when saying that the target of language learning in general and foreign languages in particular is traffic energy, not only limited to NL and non-agricultural. Because if learners only have knowledge of language, it is not enough to practice communication effectively. The author thinks that traffic energy is composed of three components: world knowledge capacity, agricultural energy and communication competence.

Du Ngoc Ngan (2016) believes that since the 70s of the last century, the method of teaching foreign languages in the direction of communication has been formed and increasingly widely applied. According to the communicative approach, teaching language as a foreign language / a second language no longer focuses on the need to master grammar knowledge as an independent object, but instead, linguistic structures. Dhammas are referred to as they are born in the act of communication. The goal of generating traffic energy for learners is at the forefront, even if it is a question of whether or not to pay obvious attention to grammar. Thus, although not shown directly, the author also implies that the traffic energy includes agricultural energy.

Thua Thien Hue Department of Education and Training (2009) uses the concept of traffic energy to express communication skills: listening, speaking, reading and writing in giving directions on English testing and assessment. Meanwhile, the Ministry of Education and Training (2009, 2010) used both the concepts of traffic energy and foreign energy. In which, the occupational capacity includes two elements: grammar and vocabulary, the NLV is four skills: listening-speaking-reading-writing. Thus, the state energy and traffic energy are two independent categories, not related to each other.

Thus, Vietnamese authors express the views on traffic energy in different expressions. Some authors only mention traffic energy, some authors mention both traffic energy and agricultural energy. But in this second case, most of them think that the agricultural energy is the constituent factor of traffic energy. Only the Ministry of Education and Training gives views on the energy and foreign energy, which are two independent, equivalent categories, none of which belongs to either. But basically, most of the domestic authors' opinion is that the traffic energy is the core, with the same opinion as foreign authors.

In summary, a review of the research works of domestic and foreign authors shows that there are quite a lot of different perspectives on agricultural energy and traffic energy. In which, there are two following trends: consider the agricultural energy and the traffic energy as two independent, equivalent categories, none of which / energy energy is one of the constituents of traffic energy. But basically, most of the opinions of domestic and foreign authors are in favor of the second opinion. That means that in foreign language education in general, English in particular, in the direction of communication is a central and core task. The assessment of learners' foreign language ability must also follow that direction.

## ***2.2. English Proficiency Studies***

The research content of the study is directly related to the English proficiency, it is necessary to carry out an overview of the research situation for the domestic and foreign English proficiency projects.

English proficiency is a research topic of many individuals and organizations around the world, especially in English-speaking countries. In the 1990s, the Council of Europe issued the Common European Framework of Reference (CEFR) to develop language proficiency assessment systems. English is one of the foreign languages in that frame of reference. The program has issued levels to assess English proficiency in accordance with the standards set by the CEFR. Then, Center des niveaux de compétence linguistique canadiens - Center des niveaux de compétence linguistique canadiens (2006) studied English program for immigrants. The work is called Canadian Language Proficiency Level, for English as a second foreign language for adults. Appropriate competency levels will be the basis for English language training programs in Canada. Recently, CMEC (2013) announced a research program on agricultural resources for effective teaching of English. The above studies are mostly in language development policies of countries, regions and regions. Therefore, the research direction on agricultural energy is often at the macro level. English proficiency is assessed according to a standard of levels to be suitable for teaching and learning this language as a two foreign language.

In addition, there are also a number of research works on agricultural skills in English that are PhD studies of linguistics. Author Rouhollah Rahmatian (1996) conducts research on the acquisition of English language proficiency for Iranian students. The object of the study is English language skills. However, it is a research direction comparing English and Persian in some specific factors such as: phrases, nouns (nouns, types, quantity, determinants etc.) and verbs ( concepts, morphology, classes, functions, achievements, grammar timing and verb usage in both languages). Research does not divide competencies according to skills: listening-speaking-reading-writing. This is a study of foreign language teaching theory.

Next, the author Mutta (1999) researches on the English vocabulary competency of Finnish students. Research focuses on the study of written language skills for English learners. The author pointed out that the best way to achieve the best English vocabulary capacity is by studying in a natural English environment. After that, studying in English training places is also a good condition for acquiring vocabulary. Finally, the author pointed out that the skills are closely related, but in order to best grasp the vocabulary, it is impossible to ignore reading skills, especially the different types of documents. Thus, this is a study on dhamma, but the author also mentioned some social factors that affect English proficiency, specifically for written expression skills, which are factors that are study in natural English environments or where English is spoken.

Regarding the English proficiency of Vietnamese students, we have only found two works that are doctoral studies by authors Nguyen Phuong Nga and Nguyen Viet Anh.

Nguyen Phuong Nga (2012) researches on the development of oral language skills for students in primary school bilingual classes. The author believes that in teaching and learning foreign languages in general and English in particular, people aim to harmoniously comprehend four competencies: listening-speaking-reading-writing. However, in the research scope of the research, the author is only interested in how to find the excitement and motivation for the speaking ability for 4th and 5th grade bilingual students. is a study of teaching and pedagogy for English. The relevant content of the study will be clarified in the following sections.

Research work of author Nguyen Viet Anh (2012) on testing - assessing English writing ability in foreign language universities in Vietnam. The purpose of the study is to analyze the current situation of assessing English writing competency in foreign language universities in our country and to build a reference framework for assessing writing competency in the direction of developing writing competency. So this is a study in the field of English teaching.

In summary, a review of domestic and foreign research shows that studying English proficiency is also interested by the authors. However, those are studies on a macroscopic level or case studies with specific skills such as writing, speaking or grammar, vocabulary, etc., there are no studies that synthesize on four skills: listening-speaking-reading- write. The remarkable point is that the researches have all followed the direction of teaching dhamma, teaching methods, testing, etc., there is no research on English proficiency according to the research direction of linguistics. Social as the social factors influencing English proficiency.

### 2.3. Research on language proficiency assessment

It can be said that our country's latest training programs are currently undergoing many reforms. One of those reforms is a focus on learner competency testing. Research to select overview of research on capacity assessment for Vietnamese and foreign languages in Vietnam.

#### Assessment of language proficiency in Vietnamese

In giving the first goal of teaching Vietnamese in high schools, the author Vu Thi Thanh Huong (2006) thinks that it is necessary to train them to use all four skills: listening-speaking- reading and writing. Thus, in terms of assessing competency in Vietnamese in particular and language in general, the author thinks that it is necessary to base on the above four basic skills.

According to author Nguyen Thi Hien (2014), when assessing Vietnamese proficiency, it is not in whether they understand the correct or wrong meaning of words, knowing that this is a compound word and the other word, creating the right combinations. or wrong Vietnamese rules but in whether they can use the learned words in their communication activities or not. Thus, although there are no mention of the two concepts of agricultural energy or traffic energy, but if we refer to the traditional and postmodern perspectives, it seems that the content of the article is to mention this issue. In other words, according to the author, to evaluate students' competencies, it is not only based on agricultural energy, but also must expand to assess according to traffic energy.

Hoang Quoc (2015) thinks that when approaching agricultural skills in listening-speaking-reading-writing skills, some skills are further divided such as: listening comprehension - unable to speak, listening comprehension-speaking; listening comprehension-writing; speakable. But according to the author, the capacity assessment must be based on four skills: listening, speaking, reading and writing.

#### Assessment of foreign language proficiency

Nguyen Phuong Nga (2012) said that in teaching and learning the common language and English in particular, people aim to harmoniously comprehend four competencies: listening-speaking-reading-writing. Thus, the author thinks that to evaluate the capacity, it is necessary to focus on the skills: listening-speaking-reading-writing.

The authors Nguyen Mai Huong (2013) and Pham Thu Ha (2017), while proposing solutions to improve and assess English proficiency for students, share the view that it is necessary to evaluate according to 4 skills. : listening speaking reading writing.

Vu Thi Thanh Huong (2013) discusses foreign language ability and student's attitude towards teaching and learning foreign languages in schools. The author does not target a particular language, but investigates on a large scale, with a foreign language that they know best. The research object is also quite flexible, students from grades 5 to 12, students of many universities. To learn the language ability of students, students, the author based on the assessment of four basic skills: listening-speaking-reading-writing. In another study on assessing the foreign language ability of teachers, the author also said that it is necessary to evaluate four listening-speaking-reading-writing skills. Thus, according to the author assessing foreign language ability, even any object must be based on the four basic skills above.

Thua Thien Hue Department of Education and Training (2009) in the High School English Teaching Guide also said that it is necessary to comprehensively assess communication skills (listening-speaking-reading-writing) and language knowledge. However, the distribution was not uniform, focusing mainly on comprehension oral skills, in which expression orale skills only conducted oral exam (15p), written test (15p). The remaining 3 skills are listening, reading and writing. 45p test, only test the reading comprehension skills of the 4 above skills. Semester tests are the same thing - just to test your reading comprehension skills.

Ministry of Education and Training (2009, 2010), according to the document distributing the high school program in English, when it comes to competency, people discuss both the categories of NLA and NLV. In which, NL includes NLNP (adjectives, pronouns, times, moods, etc.) and lexical capacity (vocabulary of topics, derivative nouns, compound words, etc.). NLGT includes four skills: listening-speaking-reading-writing. However, according to this program, there are provisions: “For semester tests and final exams for high school, all listening skills, verbal skills, reading comprehension skills are tested. , writing skills and language knowledge ”. Thus, although in the teaching content dividing competencies into agricultural and physical energy, but when assessing students' competencies, there is no division but integrates with each other into main contents: listening-speaking-reading- write-knowledge language.

Through the document review shows, many studies and authors give different perspectives on the categories of language competency, communication capacity. But there are also studies that do not discuss these concepts, but focus on how to evaluate the capacity. The survey also shows that the assessment of English proficiency for high schools in our country does not follow the assessment direction of IIG.

A review of the research situation shows that articles on language proficiency in general and foreign language proficiency in particular are quite diverse and varied. However, most of the research focuses on English language proficiency. In addition, the approaches are all teaching dhamma. Research on foreign language skills towards social linguistics and English is almost untapped. To clarify that content, we conducted to learn about social factors that affect learners' foreign language ability in general and English proficiency in particular, particularly in high school students in research.

#### ***2.4. Research on factors affecting foreign language ability***

Serving the research content of the research is to find out the relationship between social factors and English proficiency of high school students, the implementation of a research overview of the factors affecting the capacity Foreign language is a necessary job. This is the research topic of many domestic and foreign authors.

Looking at the research situation of works mentioning factors affecting language acquisition or language proficiency, we find that there are many authors mentioning this issue such as: José - Luis Wofls (2001) when discussing learning methods and strategies, the author mentioned factors affecting competency (learning orientation, attribute factors of success or failure, strategy. support - concentration and management of time, motivation and emotional factors, teen characteristics); David Singleton (2003) presented the age factor in the acquisition of second language; Grzegorz Markowski (2008) studies on the influence of age in young learners on attitudes in learning foreign languages. The author analyzes two age groups from 7-12 and 12-15; Véronique (2009) mentions several factors in acquiring a foreign language (learners' knowledge and skills, language exposure: source language and target language, age of decision-making, scene). In general, these authors mentioned factors related to learning a foreign language only at the level of discussion or pointing out the relationship between the elements, not clarifying the relationship between the factors. that factor with academic performance. The study only focuses on exploiting a number of works with content directly related to this issue. The following are the research results of some other authors that satisfy more than the research content of the study.

Atlan (1997, 2000) presented personal differences in language learning by emphasizing learning strategies. In other words, here, learning strategies are considered factors that affect learners' acquisition of foreign languages. The author's research work is based on the diagram of variables related to learning foreign languages by Naiman et al. (1978) and developed by Skehan (1989). Accordingly, there are five groups of variables: three groups of independent variables (class-facilities, learners, and context) and two groups of dependent variables (learning activities and results). Although the variables are studied in the direction of dhamma, but for the research of the study, we are interested in the learner factor and the context factor that the authors present. The learner factor is shown in cognitive, emotional and socio-cultural differences. In which, emotional differences are shown in the following characteristics: individuality (personality), attitude, motivation and socio-cultural

differences are expressed in age, gender and education. Context factor is represented in social context and language practice. The social context is manifested in the following characteristics: performance gain, relationship with the target community, attitudes to the target language, social class. Language practice is demonstrated by reaching out to native speakers in or out of the classroom, using language for communication and negotiable use. Two dependent variables that the author mentioned are learning activities and results, or the capacity of the learner. Both studies are aimed at bringing pedagogical methods in foreign language teaching. In another study, Atlan (2000) also considered whether the use of that learning strategy is influenced by information technology (IT) and communication. However, the author does not aim to study the influence of technology factors on students' foreign language ability that only focuses on studying some properties of technologies used for teaching and shows that IT affects the way in which learners do a learning activity. What we are interested in is the influence of the IT factor on learners' foreign language ability.

The author Mutta (1999), when researching on the English lexical ability of Finnish students, identified that the best way to achieve the best English vocabulary competency is to study in a natural English environment in English training places. This is a study of dhamma, but the author also mentioned social factors affecting language ability, namely the environment of the target language.

Arnold (2006) when it comes to the factors affecting learning a foreign language stated that many language teaching experts have mentioned emotional factors in general and its expressive aspects such as: motivation (Dörnyei 2001b, 2005; Lorenzo 2004); attitude (MacIntyre and Charos, 1996), self-esteem (de Andrés, 1999); collaborative learning (Casal, 2002); individual differences (Oxford and Ehrman, 1993, Reid, 1995, Fonseca, 2005) and anxiety (Horwitz, Horwitz et Cope, 1986, Rubio, 2004, Young, 1999). The author pointed out two groups of emotional factors that affect learning a foreign language: negative factors (anxiety, inhibition, etc.) and positive factors (self-esteem / confidence; attitude, degrees / beliefs; how to learn etc). The purpose of this study helps teachers adjust the teaching of foreign languages in the classroom, which is to reduce the influence of negative factors and stimulate positive factors for students to gain the ability to communicate. The most effective way. Thus, this is a study of dhamma. Factors affecting foreign language learning are explored to serve teaching methods. The author argues that in addition, attention must also be paid to factors outside the classroom, such as social factors and personal factors. But the author has not mentioned specifically which social factors.

With regard to emotional factors, the Common European Framework of Reference (Council of Europe, 2000) also recognizes the importance of emotional factors for language learning activities and states: "Communication activities users / learners are not only influenced by their knowledge, understanding and talents, but also by personal factors related to their own personalities and characterized by attitudes, motivation their own values, beliefs, and personality types ". Accordingly, one of the characteristics of the attitude is "openness and interest in new experiences, other people, other ideas, other peoples, other civilizations".

The author Mirela (2016) has given a study on relevant factors in the process of acquiring English as a foreign language based on the research of author Véronique (2009). On the basis of Véronique's theory on the above mentioned factors, Mirela made his own arguments about reality. In terms of age, according to the author, children should learn foreign languages early, at least the first year of primary school, about 7 years old. In terms of context, the author believes that going to France to experience is very important. The interaction with the native speakers has a good influence in improving the English language of the author himself. Thus, the author mentions two factors: age should learn a foreign language and factors of personal experience.

Author Savard (2019) believes that motivation and age in learning a foreign language play an important role. In which personal motivation is a prerequisite because the motivation helps learners to be active and attentive to activities in the classroom. Besides, the author thinks that age is the decisive factor in learning foreign languages. Children up to 7 years old, especially from 4 to 7 years old, will be the stage of comprehending foreign languages at the most comprehensive level such as learning their mother tongue. In addition, the author

also mentioned the role of new technology in learning foreign languages. According to the author, the application of technology in the classroom such as equipping audio, video, graphics or animation equipment, etc. are factors that create dynamism and interest in learning for students. Thereby, students have the opportunity to be exposed to indigenous voices, communication situations, cultural information, etc. In addition, the author also mentioned a number of other factors such as language prestige, gender, motivation or personal factors that also affect language acquisition. This is a doctrinal study, but to serve the research of the research, we are interested in some of the author's approaches to factors of age, gender, motivation, individual and public. turmeric.

Through the survey, there is almost no research on social factors that are all elements of dhamma. The authors learn the factors affecting the comprehension of a foreign language to give teaching methods to achieve high results.

In recent years, in Vietnam, there are also many studies on the factors that affect foreign language learning.

Nguyen Van Khang (1999) evaluated the linguistic ability of learners in the direction of communication and said: "The level of communication of each individual depends on relationships such as family circumstances, social experience. individual associations and actual needs. " This comment helps us to identify the research direction of individual factors in relation to family conditions and social experiences.

Vu Thi Thanh Huong (2013) pointed out a number of factors that affect students 'foreign language learning as follows: lack of opportunity to practice, inappropriate teachers' teaching methods, large classes, and tuition fees. high. We can group them into two basic elements, that is, class factors and family conditions. Thus, the remarkable thing in the author's research is that it indicates a few factors affecting the results or the ability of students to learn foreign languages.

Nguyen Lan Trung (2015) thinks that several factors affect language learners such as age, gender, origin, culture, needs, family conditions, financial conditions, social conditions, etc. The author does not specify that these are the factors that affect the students' foreign language ability but basically it is.

Hoang Quoc (2015) said that the family factor or family concern, facilitating learning and living environment, educational environment, greatly affects the language ability of students. A new point that the author has pointed out is that the gender factor affects language ability. Specifically, for Vietnamese Chinese students, male students' ability in Vietnamese as well as Chinese is better than female students. For Chinese, the author points out some subjective reasons such as in the Chinese family, boys are somewhat prioritized in learning the ethnic language. However, there are also subjective factors such as: "Female students are afraid to speak, so they also use Chinese less to communicate than boys". The author also mentioned the age, but in other angles, due to the influence of family factors, self-awareness of the mother tongue, different ages have foreign language capacity in different languages. In terms of age, the author did not mention the question of whether the older the language, the better the language capacity due to the more time to study?

Some other researches do not directly mention the factors that affect the learning of foreign languages but indirectly show through learning motivation. Learning motivation is considered as the factor that directly affects the acquisition of a foreign language.

Nguyen Phuong Nga (2012), while researching on teaching English as a second language for bilingual children in Vietnam, found that students' motivation is influenced by several factors as follows: : classroom elements (teaching, assessment, activities, classroom climate, etc.); the school factor group (rules, times, etc.); the student's life factors (family, friends, etc.); social factors (quality of life, culture, laws, etc.). However, in my research, the author only focuses on four factors that determine the motivation of Vietnamese students to learn foreign language as follows: teaching; age of the student; educational culture; family. This is a dhamma study.



Therefore, the factors that the author give for the purpose of serving English teaching methods in Primary school.

Regarding the problem of student-student learning motivation, in which self-study strategies are mentioned a lot. In Vietnam, when applying learning and assessing a student's foreign language ability by credit based on the European Framework of Reference, self-study becomes a very important factor for learners themselves. According to the Ministry of Education and Training's English Specialized High School Program issued in December 2009, when discussing teaching methods, in addition to the requirements for teachers, students must also ensure some requirements such as : actively work individually, actively explore, promote imagination, creativity etc. In other words, in the student-centered, educational innovation program, the Ministry of Education and Training has also focused on the self-study element of students. Author Bui Ngoc Quang (2016) thinks that three elements of self-study are: awareness, attitude and method. Research on the Russian - English bilingual industry, the author especially emphasizes on the average number of self-study hours per day of students because compared to other disciplines, this is the industry with very high self-study hours due to volume subject knowledge of the bilingual industry is large and heavy. This is a new point of research and also opens up new research directions for other bilingual disciplines such as French - Vietnamese bilingual.

Through an overview of research on factors affecting foreign language ability in general and English proficiency in particular shows that there are quite a few domestic and foreign authors referring to this issue. But most of the works are researching the factors of the category of dhamma. These are the basic elements: learning orientation, anxiety, success or failure, supportive strategies - concentration and time management, dynamics and emotional factors. , gender, age, origin, social class, attitude, environment, social condition, class condition, crowded class, high tuition fees etc. Thus, there are a few studies referring to social factors, but not clear and not in the direction of researching social linguistics. These will be important theoretical frameworks to help complete research on the research direction of social factors affecting English learning results of high school students.

### 3. Conclusion

Thus, the study provides an overview of domestic and international research on some of the following issues: language capacity, English language capacity projects, language proficiency assessment and factors affecting student's foreign language ability.

Regarding the concept of NLA / NLGT, there are many different views of domestic and foreign authors. The research agrees with the author's point of view Hymes (1971) that knowledge of a language is not limited only in grammar rules but also requires knowledge of psychology and society. However, the purpose of the study is not aimed at clearly delineating the concepts of agricultural energy, traffic energy, and competitive competence, etc. Or learn the elements. Clarifying the above concepts in order to understand the theoretical basis of the research problem and clearly see that one of the innovations in foreign language teaching methods today is in the direction of communication.

Overview of works on English proficiency helps the topic get an overview of the research issue. From there, the research has a suitable and specific approach.

An overview of assessment of language proficiency in general and foreign languages in particular shows that the authors give an opinion when assessing a language's competency based on four skills: listening-speaking-reading-writing and knowledge. wake language. Research also selects according to this view. High school students' English proficiency in research will be assessed on the above four basic skills.

Regarding the factors affecting the learners' foreign language ability, through an overview of the research situation, it shows that domestic and foreign authors have mentioned quite a few factors, including positive ones such as : dynamics, attitudes, personal experiences, beliefs, self-confidence, social conditions, etc. and also

negative factors such as anxiety, inhibition, large classes, high tuition fees etc. These factors are roughly divided into the following groups: Individuals (motivation, attitude, gender, age, background, personal experience, social class, anxiety, inhibition etc. ); Learning environment (school, class, educational environment, crowded class, etc.); Family (attitude, condition, environment, high tuition fees, etc.); Socio-culture (educational culture, social conditions, etc.). These are elements in the category of dharma teaching serving the teaching of foreign languages. Limited to the research scope of the topic, the study only focuses on positive social factors. From the factors that the previous researchers have pointed out, along with the actual survey results at the two high schools, we will have the basis to give out social factors that positively affect learning capacity. English for high school students.

Firstly, for personal characteristics, the factors considered to affect the English proficiency of high school students are: gender, starting age; attitudes, motives and personal experiences. The gender statistics show that there is no difference at good levels, but at the excellent and especially excellent level, the proportion of male students outperforms the proportion of female students. This is considered as the first study to make this point. Research also shows that other factors of personal characteristics such as starting age to learn English, attitudes / motivation of learners, personal experience all positively affect students' language ability. Children who learn English as soon as possible or choose to learn English because they love, have a good self-study strategy, have been to France or English-speaking countries all have good results in learning this foreign language at both. four listening-speaking-reading-writing skills, with rates significantly higher than the rest of the group of students. These research results are quite overlapping with previous studies. Students learn foreign languages as soon as possible, especially before age 7. Their motivations and attitudes have a clear influence on their learning and achievement. In particular, the results of this study also contribute to confirm the positive influence of the factor of personal experience (with a chance to the country of the target language) on the language ability of children that previous studies have not. really clarified.

The second is the family factor. Research has shown that a number of family factors have a positive influence on their English learning such as: the family has someone who knows English, the family's orientation to learn English (love / go study abroad) etc This is considered a new point of research because there is almost no clear research on the above family factors.

The third is the socio-cultural factor. The research results show that a number of socio-cultural factors that significantly affect high school students' English proficiency are: IT development and application, social conditions, job opportunities and events. Communicate with foreigners. The factors of communication with foreigners and IT applications have been carried out by many researches and gave quite consistent results with the survey results of the study. However, the factor of social condition, which is the availability of foreign literature and job opportunities, is pointed out in this study. It can be said that these new social factors have a relationship with the social and economic characteristics of our country. still limited compared to developed countries. With this limitation, only students with clear learning motivation can exploit the available conditions of foreign language books and newspapers in our country. The results of the study clearly show that it has a major effect on learning English. Vietnam is now a market and destination for many major powers in the world. Employment with foreign elements in our country is now a very active issue. Equipping yourself with necessary foreign languages will be a great motivation for Vietnamese students.

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