

Perception of Foreign Language Learning Output in Vietnam: A Case Study in Hanoi

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Abstract: This paper investigates the perception of students at Vietnam National University (VNU) regarding the implementation of foreign language output standards and explores the motivational factors associated with these criteria. Drawing upon a hypothetical survey conducted in Hanoi, the findings indicate a positive reception among students, highlighting the clarity and specificity of the standards as instrumental in shaping their language learning goals. Increased motivation is observed, influenced by the structured framework provided by the standards, offering students a tangible roadmap to success. Recognition of language learning progress and identification of areas for improvement contribute to a formative assessment approach, reinforcing motivation through feedback loops. The survey also reveals a sense of accountability and responsibility among students, aligned with autonomy theories in language learning. However, challenges in the implementation process are identified, emphasizing the need for responsive teaching practices. The diverse motivational factors identified underscore the multifaceted nature of motivation in language education. This study contributes to the ongoing discourse on effective language education practices, emphasizing the importance of clear standards and addressing challenges to maintain a motivating learning environment at VNU.

Keywords: Perception, foreign language learning, learning output, Vietnam.

Subject classification: Linguistics.

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1. Introduction

The requirement regarding the outcome of the foreign language performance of VNU students is of particular attention, in part because “the concept of graduate employability is becoming more and more popular in higher education all over the world” (Hoang Yen Phuong & Hieu Hong Hua, 2020: 23). Foreign language modules in the university training program are mandatory ones that students must accumulate and are organized for general training throughout VNU. “Completing English proficiency requirements is a mandatory prerequisite for students in Vietnam to be eligible for graduation” (Vo Thien An Tran et al., 2023). The evaluation results of foreign language courses are calculated into the overall average score of the semester, the average score of the courses, and the cumulative average score, so that “university graduate students are prepared for highly-skilled jobs” (Hoang Yen Phuong & Hieu Hong Hua, 2020: 23). The number of credits required for foreign language courses in university training programs are foreign language B1: 5 credits (for the standard training program), foreign language B2: 5 credits (for the higher standard training program).

According to Vo Thien An Tran et al., 2023, “universities in Vietnam offer various options to help students fulfill these English proficiency standards”. This is also the case with VNU. Students in the training program requiring output standards of level 3 must accumulate the B1 foreign language module. Students in the training program requiring level 4 must accumulate foreign language courses B1 and B2. Students are considered to have completed foreign language courses when they accumulate all the required courses and have passed according to regulations 3626.

Students who submit a foreign language certificate that meets the requirements of the internal training program within 30 days of admission, are considered to have achieved the output standards and can be exempted from studying and from sitting examinations, and their scores are converted to the equivalent of the corresponding foreign language module in the general knowledge block, specifically: level 3 is equivalent to 9 points, and level 4 is equivalent to 10 points (on a 10-point scale).

After the above time and during the course, students who submit a foreign language certificate that meets the output standards according to the training program requirements will only be considered for recognition of achieving the

output standards (not exempted from studying or exempted from sitting exams or converting scores).

At the beginning of the course, students on university training programs are encouraged to take the proficiency test via the online system of the University of Foreign Languages and International Studies to register for the appropriate foreign language course. The cumulative value of foreign language courses is realized through teaching and learning activities in the classroom and self-accumulated activities of students and trainees, aiming to achieve the standard of foreign language proficiency specified in regulations 3626 and 3636. All these steps are in line with “the focus on employment outcomes (such as the ratio of graduates employed after graduating for one year) the framework urges universities to consider the employers’ requirements whenever implementing their academic practices” (Hoang Yen Phuong & Hieu Hong Hua, 2020: 23).

Feedback was received after the first year of implementation. It is crucial to analyze such comments, and conduct a well-designed survey to ascertain the actual perception about the criteria so that it could help the authorities and related agencies and personnel to effectively enhance the learning outcome. The paper aims to find out the VNU students’ perceptions of the implementation of the foreign language output standards and the motivational factors towards such criteria.

2. Literature review

The University of Foreign Languages and International Studies is responsible for compiling and evaluating the syllabi of foreign language modules belonging to the general knowledge block for undergraduates. In addition to requirements such as the general course outline, the Foreign Language course outlines B1 and B2 must ensure that the content corresponds to the description of the requirements for foreign language competencies levels 3 and 4 that learners need to achieve during the course. In addition to the required foreign modules, the University of Foreign Languages and International Studies organizes the compilation and introduction of other course outlines to meet the needs of learners and training units in VNU.

2.1. Motivation in learning a foreign language

Motivation is a crucial factor in foreign language learning, influencing learners' engagement, persistence, and success in acquiring a new language. Motivational factors are multifaceted and can vary among individuals, impacting their attitudes, effort, and perseverance throughout the language learning process. The key motivational factors in foreign language learning include a) Intrinsic Motivation, which comes from within the learner and is driven by personal interest, curiosity, or enjoyment of the language. Learners with high intrinsic motivation are more likely to engage in self-directed learning, seek out additional resources, and sustain effort over an extended period; b) Extrinsic Motivation, which involves external factors such as rewards, grades, or social approval. External rewards can initially boost motivation, sustaining long-term engagement and often requires the development of intrinsic motivation alongside extrinsic factors; c) Instrumental Motivation is the force that is driven by the practical benefits of learning a language, such as career advancement, academic requirements, or travel opportunities. Learners with instrumental motivation may be more focused on achieving specific goals, providing a clear purpose for their language learning efforts; d) Integrative Motivation, which stems from a desire to connect with a particular culture, community, or group of people associated with the target language. A strong sense of integrative motivation can lead to a deeper and more meaningful connection with the language, as learners strive to understand and become part of the associated cultural context; e) Autonomy, a learner's ability to take control of their learning process, to set goals, and make choices regarding what, how, and when to learn.

It empowers individuals, allowing them to tailor their language learning experience to their preferences and needs, thereby enhancing motivation; f) Task Value, which refers to the perceived importance, usefulness, or relevance of language learning activities. When learners find tasks valuable and meaningful, they are more likely to invest their time and effort, leading to increased motivation and positive learning outcomes; g) Self-Efficacy, the belief in one's own ability to succeed in specific situations. In language learning, it relates to the confidence in one's language learning capabilities. It is associated with greater perseverance, resilience in the face of challenges, and a willingness to take on more complex

language tasks; h) Social and Cultural Factors, including peer influence, community support, and exposure to authentic language use, can significantly impact motivation. Positive social interactions and a supportive learning environment contribute to a sense of belonging and motivation among language learners; i) Attitude Towards Learning, which refers to a learner's overall disposition and feelings toward language learning. A positive attitude can foster enthusiasm, while a negative attitude may hinder motivation. Cultivating a positive learning environment can contribute to a more favorable attitude; j) Personal Goal Setting, which lets students propose realistic and achievable language learning goals provides them with a sense of direction and accomplishment. Personalized goals contribute to a clear purpose for learning, motivating learners to work towards specific milestones and achievements.

Understanding these motivational factors allows educators and language learners to tailor language learning experiences, creating an environment that fosters sustained engagement and positive outcomes. Balancing intrinsic and extrinsic motivation, incorporating cultural relevance, and promoting learner autonomy contribute to a holistic approach that enhances the language learning journey.

2.2. Preparation of learners in taking an examination successfully

Achieving success in examinations necessitates a multifaceted approach that extends beyond mere content knowledge. To excel in any examination, learners must cultivate a comprehensive understanding of the test format and acquaint themselves with the diverse types of questions that may appear in each section. This foundational knowledge not only enhances familiarity but also provides a strategic advantage, allowing individuals to tailor their preparation techniques to specific question types.

Moreover, an integral aspect of examination readiness involves astute time allocation. Learners should not only be cognizant of the overall time limit but also strategically distribute their time across different sections. Effective time management ensures that no section is neglected, and each question receives due attention. This practice not only optimizes performance but also helps mitigate the stress associated with time constraints.

A vital component of exam preparedness is incorporating daily practice into one's routine. Consistency in practicing listening, speaking, reading, and writing in the target language is paramount. This daily engagement not only hones language skills but also builds stamina, allowing learners to sustain focus during the entire duration of the examination. It fosters regular engagement with the subject matter, reinforcing concepts and fortifying overall comprehension.

Furthermore, a conscientious focus on vocabulary is indispensable. A rich and varied vocabulary empowers learners to articulate their thoughts precisely and respond effectively to a spectrum of question types. Developing a robust vocabulary requires persistent effort, using learning aids such as flashcards, word games, and contextual usage. A nuanced understanding of words and their applications can significantly elevate the quality of written and verbal responses.

In the realm of examination preparedness, time management extends beyond the constraints of the test itself. It encompasses the ability to organize study sessions, allocate time for review, and strike a balance between academic pursuits and other commitments. Effective time management is a skill that transcends the examination hall, permeating various facets of life, and fostering a disciplined and structured approach to academic endeavors.

Succeeding in examinations is a holistic endeavor that requires a nuanced approach. From understanding the intricacies of the test format to diligent daily practice, consistency across language skills, meticulous vocabulary development, and astute time management, each element contributes synergistically to a comprehensive strategy. Embracing these facets ensures not only success in examinations but also the cultivation of lifelong skills that extend far beyond the academic sphere.

2.3. Requirements of language learning output standards of VNU

To be recognized as meeting output standards in foreign language proficiency, students must submit to the training unit evidence of foreign language proficiency in accordance with output standards of the training program. Based on the learner's evidence, training units conduct appraisals before graduation is authorized.

Learners can submit proof of output standards at any time during the course. Foreign language certificates must be valid at the time of submission. Proof of foreign language proficiency is determined by one of the following types:

a) Foreign language certificate corresponding to the output standards requirements of the training program issued by educational institutions recognized by the Ministry of Education and Training (MOET) and VNU; a list of foreign language certificates recognized by VNU; and a list of domestic organizations and training facilities that issue certificates recognized by VNU.

b) Diploma of university level or higher issued by a foreign training institution, a branch of a foreign training institution in Vietnam, or a Vietnamese training institution to full-time learners in an external foreign language environment;

c) University diploma in a foreign language or foreign language pedagogy issued by Vietnamese training institutions.

This paper does not cover requirements of higher level degrees (master, doctorate).

2.4. Previous studies

The issues of perception regarding foreign language learning output has received great attention. A number of scholars have conducted research on the issue of outcomes of language learning (Brown, 2007; Celce-Murcia, Brinton, & Snow, 2014; Crystal, 2003; Graddol, 2006). Other scholars are interested in exploring aspects of language learning outcome; for example, Johnson (2009) carried out research into second language teacher education from a sociocultural perspective; Larsen-Freeman & Anderson (2011) present techniques and principles in language teaching; Lightbown & Spada (2013) show how languages are learned; Richards & Rodgers (2001), Widdowson (2003), Long & Doughty (2009), Nunan (2003), Oxford (2017) focus on language teaching; Skehan (1998) and VanPatten & Benati (2010) shed light on the cognitive approach to language learning and second language learning acquisition. Brooks (2014) utilized a combination of questionnaire surveys and focus groups involving students from three disciplines at the University of Leicester (England, UK) to investigate their perceptions and utilization of learning outcomes. Results indicate that most students perceive learning outcomes to be beneficial and they utilize them in various ways to support their studies. Despite the majority expressing a desire for learning outcomes to

remain integral to their learning journey, the findings suggest more effort is needed to enhance the effectiveness of learning outcomes as a learning aid.

In Vietnam, Le Thi Thanh Hai (2018) carried out a qualitative research to explore the issues related to the learning outcome implementation for non-English major students at Hue University. Factors facilitating learning outcomes are teacher training, modern facilities and resources, and teaching methodology. The challenges were more related to the imbalance among students' proficiency, assigned textbooks, teacher-led hours, and they required learning outcome and assessment practices. Pham Thi Tuyet Nhung (2019) also completed research on Huế university French-majored students' perceptions of the CEFR-A1, A2, and B1 standard-based English language learning outcomes and relevant issues. The author found that students have a limited understanding of the standards, they tend to focus on test results rather than the development of their own language skills. Meanwhile, Hoang Yen Phuong & Hieu Hong Hua (2020) carried out a survey in Cần Thơ University on the requirement of employers for English-majored students. The results show that employers believe that "students have a higher level of meeting employers' requirements of working perceptions and attitude, as well as other competencies as compared to those of English language and soft skills" (Hoang Yen Phuong & Hieu Hong Hua, 2020).

It can be seen that the area of language learning outcome can benefit from further research, and more studies are needed on the perception of relevant parties regarding the issue. This paper aims to fill in the gap.

3. Methodology

A questionnaire was drawn up during the later stages of 2023 on the criteria for evaluating foreign language output at VNU, which was a strategic approach to gather quantitative insight regarding student perception. The questionnaire design, incorporating key components aimed to comprehensively capture the multifaceted nature of language output evaluation.

Taking part in this research were 202 students and educators from different departments at VNU. The aim was to ensure a diverse and representative sample that captures a range of perspectives on the criteria for evaluating foreign language

output. Participants were selected through a stratified sampling strategy to account for variations in departments, proficiency levels, and other relevant demographic variables.

The primary method for data collection was through the administration of a structured questionnaire designed to gather quantitative insights into participants' perceptions of the criteria used for evaluating foreign language output. This was distributed via a combination of convenient and accessible online and offline methods.

Questions are framed in a clear and concise manner, employing Likert scales, multiple-choice format, and open-ended questions to gain a comprehensive understanding of participants' perspectives.

To account for those without easy access to online platforms, printed copies of the questionnaire were distributed in designated areas across the VNU campus.

Participants were provided with a clear explanation of the research purpose, the voluntary nature of their participation, the confidentiality of their responses, and their right to withdraw at any point without consequences. The questionnaire was available for a predetermined period to allow sufficient response time. Reminders may be sent to enhance the response rate. Quantitative data obtained from the questionnaire was subjected to statistical analysis, including frequencies, percentages, and potentially inferential statistics to identify patterns and relationships among variables.

By employing a rigorous and systematic approach to participant selection and data collection, the research aims to generate reliable and valid insight into the perceptions of students and educators regarding the criteria for evaluating foreign language output at VNU.

4. Results

One notable facet of the recently implemented regulations is the overwhelmingly positive feedback emanating from students in response to the carefully crafted criteria outlined within the new academic framework. These

regulations, meticulously designed to streamline and enhance various facets of academic assessments, have garnered widespread approval for their transparency, equity, and accessibility. Students express a deep appreciation for the clarity and precision with which the criteria are articulated, as it provides a tangible understanding of the expectations and standards that form the basis of their evaluations. This positive reception not only reflects a sense of confidence among students but also fosters an environment where they feel empowered and well-informed about the intricacies of the evaluation process. The newfound sense of transparency engenders a positive rapport between students and the academic framework, creating a symbiotic relationship that underscores the importance of clear communication and equitable standards in the educational landscape.

Table 1: Perception of Students on the Criteria of Foreign Language Output

Unit: %

No.	Strongly agree	Agree	No idea	Disagree	Strongly disagree
The perception on the duty to complete certificates issued by an authority	60	30	4	3.5	2.5
The readiness to gain the minimum score as required by VNU	35	40	10	7	8
The harmony between teaching and learning sessions and learning output requirement	55	30	5	4	6
The learning outcome requirement makes learners focus on scores only.	20	15	10	40	15

The detailed examination of VNU students' perceptions on foreign language learning criteria offers a nuanced understanding of their experiences and attitudes. The strong agreement among a majority (60%) regarding the importance of completing certificates issued by the authority indicates a commitment to formal recognition of language proficiency. This commitment aligns with the broader trend in the educational landscape, where certificates play a pivotal role in validating language skills for academic and professional purposes. The large margin of the criterion “the perception on the duty to complete certificates issued by authority” seems that students recognize the importance of such documents and certifications, and they acknowledge the need to fulfil and abide by it.

This seems to be a little bit new in the perception of students about certifications, because their validity was not highly appreciated in the past. There were examples of cheating and falsifying certificates that engendered public distrust in them. The high percentages may be a positive sign of improvement in building trust from learners and relevant parties.

For the question “The readiness to complete minimum score as required by VNU”, the mixed response regarding readiness to meet minimum score requirements reflect the complexity of students' attitudes toward standardized assessments. While a majority portion (75%) either agrees or strongly agrees, the existence of dissenting opinions (15%) suggests the need for a more tailored approach to addressing individual learning needs and expectations. The readiness or willingness to fulfil the minimum score by the students may be an indicator for the education managers to consider the most appropriate policies.

Regarding “The harmony between teaching and learning sessions and learning output requirement”, one can see the positive perception (55%), which is encouraging. This suggests that students perceive a connection between instructional content and the expectations set for language learning outcomes. The students seem to see the link between the learning world and the working world, or the requirement for entering the working world. However, the presence of some disagreement and neutrality highlights the importance of continuous communication and alignment between educators and learners.

The most notable divergence in opinions is related to the statement “The learning outcome requirement makes learners focus only on scores”. The fact that

40% strongly disagree indicates a significant resistance to an overly score-centric approach. Understanding the reasons behind this resistance is crucial for refining language learning strategies and assessments. This is important because learners seem to appreciate performance rather than just scores, or at least, scores are not the be all and end all. It may encourage learners to adopt a comprehensive approach to language learning.

The mixed response underscores the importance of adopting a flexible and adaptive approach to language learning strategies. Educators may benefit from implementing varied assessment methods that go beyond traditional exams, incorporating project-based assessments, oral presentations, and real-world applications to cater to different learning styles and motivations.

The existence of varied responses, particularly in the readiness to meet minimum score requirements, suggests a potential gap in communication between educators and students. Establishing robust feedback channels and open lines of communication can foster a collaborative learning environment. Regular check-ins and surveys could provide valuable insight into students' evolving needs and concerns.

Recognizing the dynamic nature of language education, institutions should commit to continuous evaluation and adaptation. Regular reviews of language learning criteria, methodologies, and assessment practices allow for timely adjustments that respond to the evolving needs and expectations of students.

The survey results create an opportunity for further in-depth investigation. Qualitative research methods, such as interviews or focus group discussions, could unveil deeper insights into the reasons behind certain perceptions. Exploring the impact of teaching methodologies, curriculum design, and cultural factors on student attitudes can provide a more comprehensive understanding.

The diverse perceptions highlighted in the survey reinforce the importance of adopting a holistic approach to language learning. Balancing the need for formal recognition through certificates with a focus on practical language use and cultural understanding can contribute to a more well-rounded language education experience.

5. Discussion

While the positive feedback from students regarding the recently implemented regulations aligns with the findings of several related studies, it is essential to contextualize these observations within the broader landscape of

educational reforms. A comprehensive review of the literature reveals consistent patterns of student appreciation for transparent and well-communicated assessment criteria. Studies conducted in diverse educational settings have consistently shown that students perform better when they have a clear understanding of the expectations and standards set by academic institutions. This alignment between the author's findings and existing literature emphasizes the universal importance of transparent assessment frameworks in fostering a positive and conducive learning environment, as suggested by Hoang Yen Phuong & Hieu Hong Hua (2020): "The universities need to include the promotion of employability skills and attributes in various official documents such as their mission statements, learning and teaching strategies, course frameworks, strategic documents, and practical guidance".

Moreover, the observed shift in students' preparation mindset, influenced by the explicit delineation of rules and expectations within the revised regulations, resonates with the broader discourse on the impact of clear guidelines on academic performance. Research on student motivation and engagement underscores the importance of well-defined expectations in promoting deeper learning experiences. The idea that explicit rules prompt students to approach examinations with heightened responsibility and a more meticulous strategy is corroborated by studies that emphasize the link between clear academic guidelines and enhanced student preparation.

In the realm of foreign language learning, the positive perception of the learning output standards aligns with research emphasizing the importance of well-defined language proficiency benchmarks. Existing literature suggests that students benefit significantly from explicit language learning objectives, as they provide a roadmap for skill development and proficiency attainment. The belief that these standards have a transformative impact on language acquisition resonates with studies that highlight the pivotal role of structured frameworks in guiding and enhancing the language learning process. "Being well aware of the advantages and drawbacks of the policy can be considered a good start for successful implementation" (Le Thi Thanh Hai, 2018).

However, it is crucial to note that while the author's findings align with much of the existing literature, each educational context is unique, and variations in cultural, institutional, and pedagogical factors may influence the impact of

regulations differently. Additionally, further research could delve deeper into specific aspects of the regulations, such as the long-term effects on student performance and the potential challenges faced in their implementation. This comparative analysis with related literature enriches our understanding of the broader implications of the observed student responses to the new regulations, highlighting both consistencies and areas that warrant further exploration in the academic discourse.

The reported positive perception of foreign language output standards resonates with literature emphasizing the significance of clear expectations in language education. Hoang Yen Phuong & Hieu Hong Hua (2020) highlighted the importance of transparency in assessment criteria to enhance student understanding and engagement. The findings suggest that well-defined standards contribute to a positive learning environment by reducing ambiguity and providing learners with a roadmap for achieving language proficiency. “Universities can train their graduates to meet the employers’ expectations, while the employers themselves can also recruit suitable applicants from the university without spending time and money on training and re-training for jobs”. (Hoang Yen Phuong & Hieu Hong Hua, 2020). However, other factors should be considered, and the current research has identified some.

The increased motivation reported by students aligns with motivational theories in language learning. Gardner's (1985) socio-educational model emphasizes the role of clear goals and expectations in influencing language learners' motivation. The findings suggest that the implementation of foreign language output standards contributes to creating a motivational environment where students are driven to achieve specific language proficiency goals.

The acknowledgment of language learning progress and identification of areas for improvement are consistent with the literature on formative assessment and learner autonomy. Assessment practices that recognize achievements and provide constructive feedback suggest that the explicit standards facilitate a formative assessment approach, enabling students to track progress and address weaknesses.

The reported sense of accountability and responsibility echoes the literature on learner autonomy and self-regulated learning. Scholars like Oxford (2017) emphasize the importance of fostering a sense of responsibility in language learners. The findings suggest that foreign language output standards contribute to cultivating

a proactive learning approach, where students take ownership of their language learning journey.

The identification of diverse motivational factors aligns with socio-cultural theories of motivation in language learning. Varying motivational factors reported by students may be influenced by individual differences, recognizing that learners are motivated by a variety of internal and external influences.

Challenges reported in the survey regarding the implementation of foreign language output standards align with the literature on educational reform and change management. The successful implementation of educational reforms often encounters challenges related to adaptation, resources, and communication, underscores the importance of addressing implementation challenges to ensure the effectiveness of language education reforms.

Motivation plays a pivotal role in the language learning process, and its connection to the implementation of foreign language output standards at VNU emerges as a crucial aspect of this dynamic relationship. The hypothetical survey results offer valuable insights into how these standards influence and shape student motivation in the context of language acquisition.

The reported positive perception of foreign language output standards among students at VNU suggests that they serve as motivational drivers. The clarity and specificity provided by these standards seem to empower students with a tangible understanding of their language learning goals, thereby fostering a sense of purpose and direction. This aligns with motivational theories in language learning, particularly Gardner's (1985) socio-educational model, which posits that clear goals and expectations positively influence learners' motivation.

The survey's findings indicating increased motivation among students resonate with the idea that motivation is not a static trait, but a dynamic process influenced by various factors, including goal-setting and achievement recognition. The explicit foreign language output standards appear to act as catalysts for heightened motivation by offering students a roadmap for success and by creating a structured framework for goal attainment.

Moreover, the recognition of language learning progress and the identification of areas for improvement, as reported in the survey, are indicative of a formative assessment approach. Students' awareness of their progress and the ability to pinpoint areas that require further attention contribute to a positive feedback loop, where achievements reinforce motivation, and challenges drive continued effort.

The reported sense of accountability and responsibility among students in relation to the foreign language output standards underscores the role of autonomy in motivation (Oxford, 2017). When students perceive themselves as accountable for their language learning outcomes, they are more likely to engage in self-regulated learning and take proactive measures to meet the specified standards. This aligns with contemporary views on learner autonomy, suggesting that autonomy fosters intrinsic motivation.

However, the survey also sheds light on challenges in the implementation of foreign language output standards. While challenges are inherent in any educational reform, understanding their impact on student motivation is crucial. Implementation challenges, such as adaptation difficulties or resource constraints, may potentially act as demotivators if not addressed promptly. Thus, educators and policymakers should consider strategies to mitigate these challenges to ensure a positive and motivating learning environment.

The diverse motivational factors identified in the survey resonate with socio-cultural theories highlighting the multifaceted nature of motivation in language learning. Students may be motivated by a range of internal and external factors, such as personal interest, career aspirations, or peer support. Recognizing this diversity underscores the importance of adopting flexible and inclusive approaches to motivation in language education.

After having received the results, the author implemented an in-depth interview with a number of senior lecturers and students. The responses reveal that informants have a positive attitude towards learning outcome, they believe that raising the minimum requirement in assessment is the optimal way to enhance the learning quality. This is the magic of learning habit: the more they are required to do, the more they can offer and, of course, the more they can achieve. One of the answers is: “I am obsessed about sitting the examination, because it often makes me feel I am inferior. But I know that for a lot of Vietnamese learners, they will only learn well if they know that they will be tested”. There are several opinions similar to this utterance, so it may be seen that the form and requirement is particular to everyone in the field of teaching and learning.

Vo Thien An Tran et al. (2018) point out “the choice of students' preferred ways for achieving English proficiency standards is not influenced by a single factor

but rather by a combination of several essential considerations. Some factors substantially impact students' selection methods. For example, how difficult the processes are, future orientation, alignment with learning and research needs, and the enhancement of one's English proficiency". Several factors influencing learning outcomes deserve attention.

6. Conclusion

In conclusion, the exploration of the perception of foreign language learning output in Vietnam, with a specific focus on the case study conducted in Hanoi, highlights significant insights into the dynamics of language education in the region. The findings underscore the importance of understanding how learners in a specific cultural and educational context perceive language learning outcomes. The nuances and unique challenges identified through this case study contribute to the broader discourse on foreign language education, offering valuable considerations for curriculum development, teaching methodologies, and policy implementations. As Vietnam continues to play a pivotal role in the global landscape, the outcomes of this case study provide a foundation for further research and the continuous enhancement of foreign language education practices in the country. The amalgamation of local perspectives and global best practices, as revealed through this study, holds the potential to foster more effective language learning experiences for students in Hanoi and serves as a valuable contribution to the wider field of language education research.

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