



A Study on the Impact of Standardized Proficiency Test on Motivation of Final -Year English Majors at a University

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OUTLINE



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3. Methodology
4. Findings and Discussion
5. Conclusion



INTRODUCTION



Standardized tests play a significant role in shaping the motivation of English language students.



ST often serve as benchmarks for educational achievement, impacting societal perceptions of success and academic competence



ST can motivate students to improve language skills to meet cultural and societal expectations.



INTRODUCTION



In Vietnamese universities, students consider this test as an obvious and essential part of their learning process.



These tests provide an objective measure of English proficiency + as a standard benchmark



TOEFL, VSTEP, IELTS are ideal for students planning to study

RESEARCH QUESTION

1. How have students prepared for the standardized proficiency test as a graduation benchmark?
2. How does the Standardized Proficiency Test impact motivation of Final -Year English Majors at a University

Literature review




Foreign
Language
Learning
Motivation

Classification
of English
Language

Standardized
Proficiency
Tests as a
graduation
benchmark

Test impacts
on students'
motivation



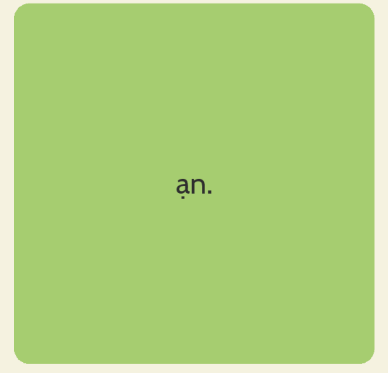
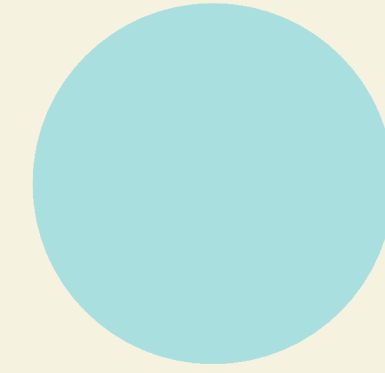
Foreign Language Learning Motivation

the reasons and driving
forces behind a person's
desire to learn English.

a learner's eagerness as a positive
psychological state that encourages
active engagement, curiosity, and effort

an internal drive

Classification of English Language

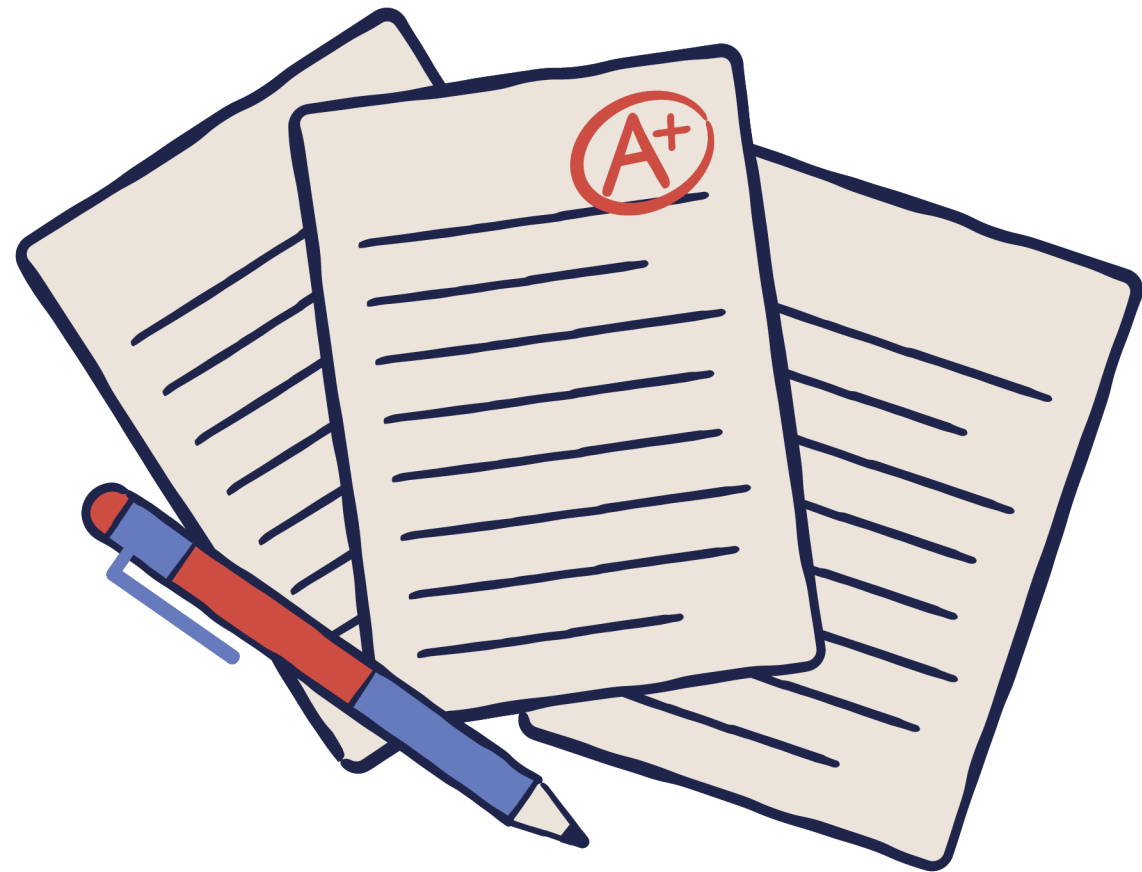


Instrumental & Integrative Motivation

Internal & External Motivation



Test impacts on students' motivation



High-stakes test impact on student motivation to learn (Gardener (1985)

Motivation varies according to the complex interaction of test-takers and test contexts based on both the intended and unintended test use” (Cheng, et al., 2014)

Ryan and Brown (2005) claim that high-stakes testing policies are mostly developed based on the notion that punishments, rewards and self esteem-based pressures function as effective motivators for learning.

METHODOLOGY



Participants : 222 senior English-majored students
A questionnaire (about 25 items) to gather the information about students' preparations and the impact of the standardized test on their learning motivation

QUESTIONNAIRE



222 responses



25 items

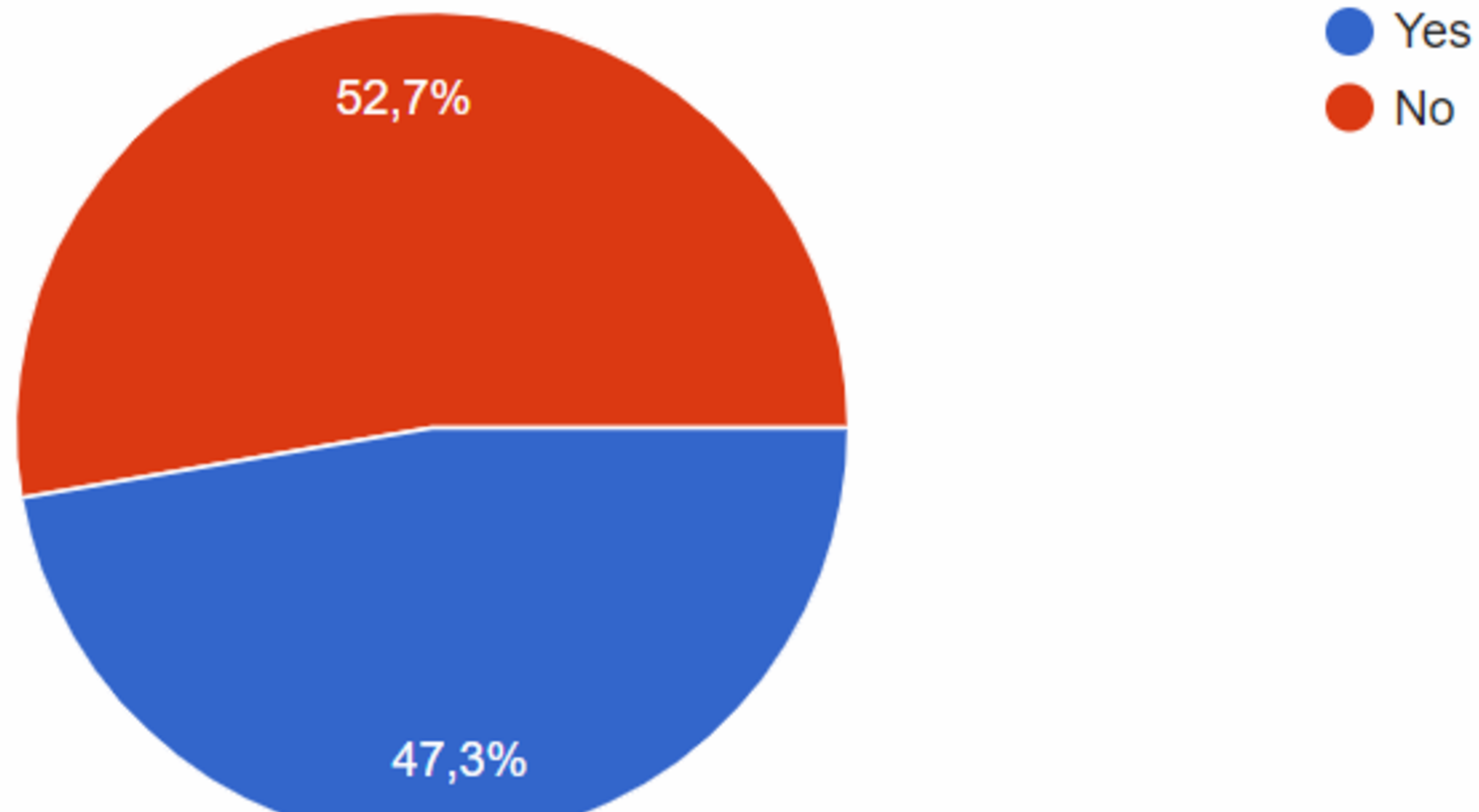
4 parts



FINDINGS AND DISCUSSION

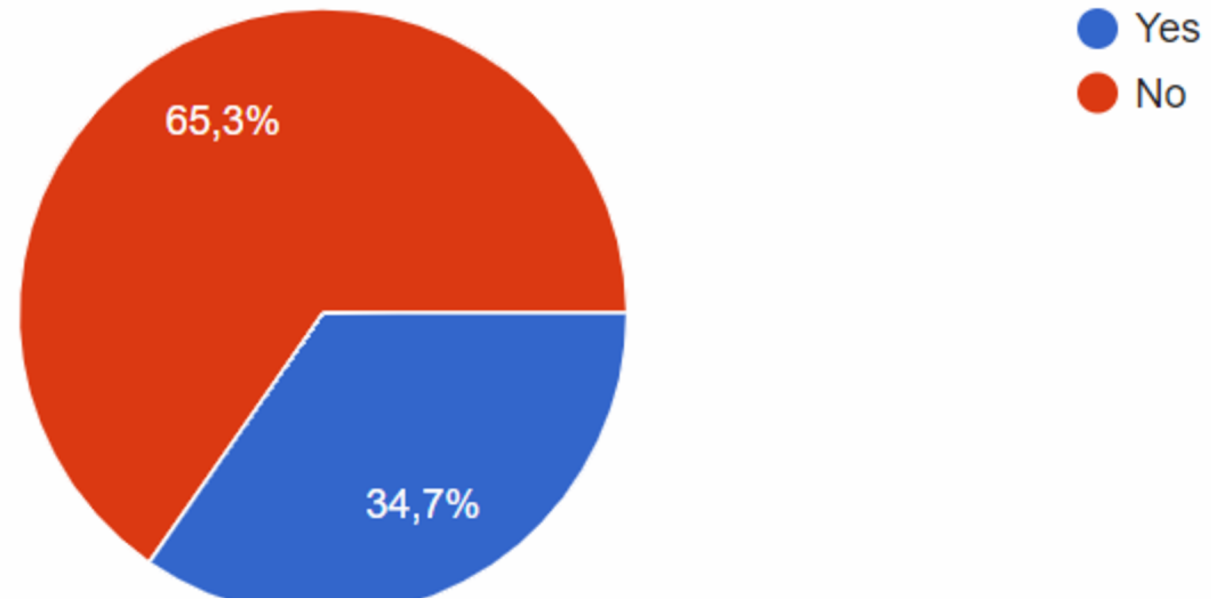
Have you taken any standardized proficiency test for graduation requirement?

222 câu trả lời



Did you reach your aim score?

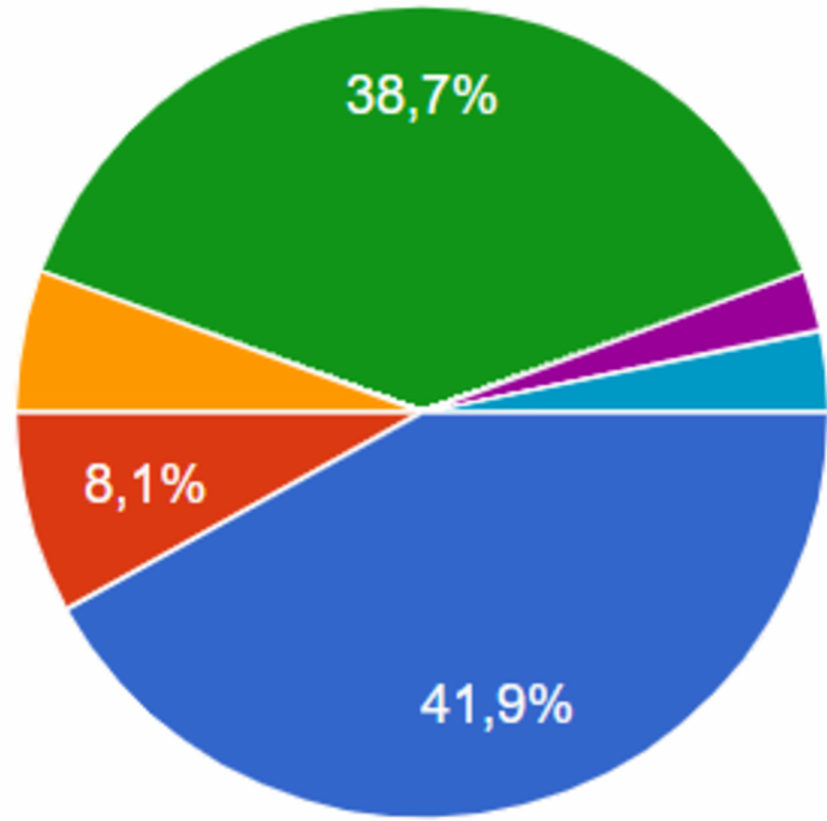
124 câu trả lời



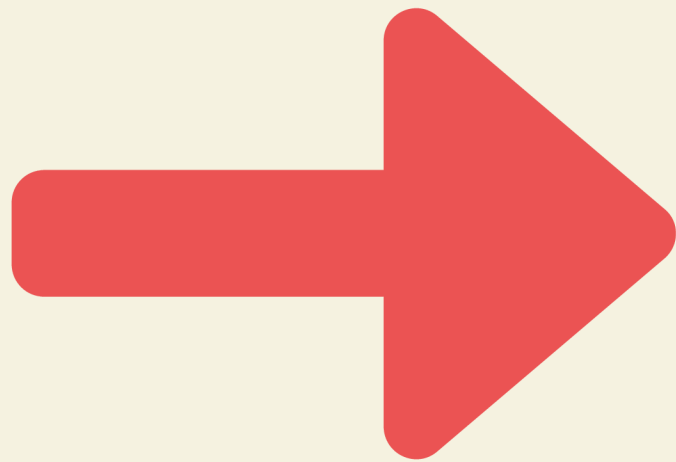
34.7 % reached their aim goal



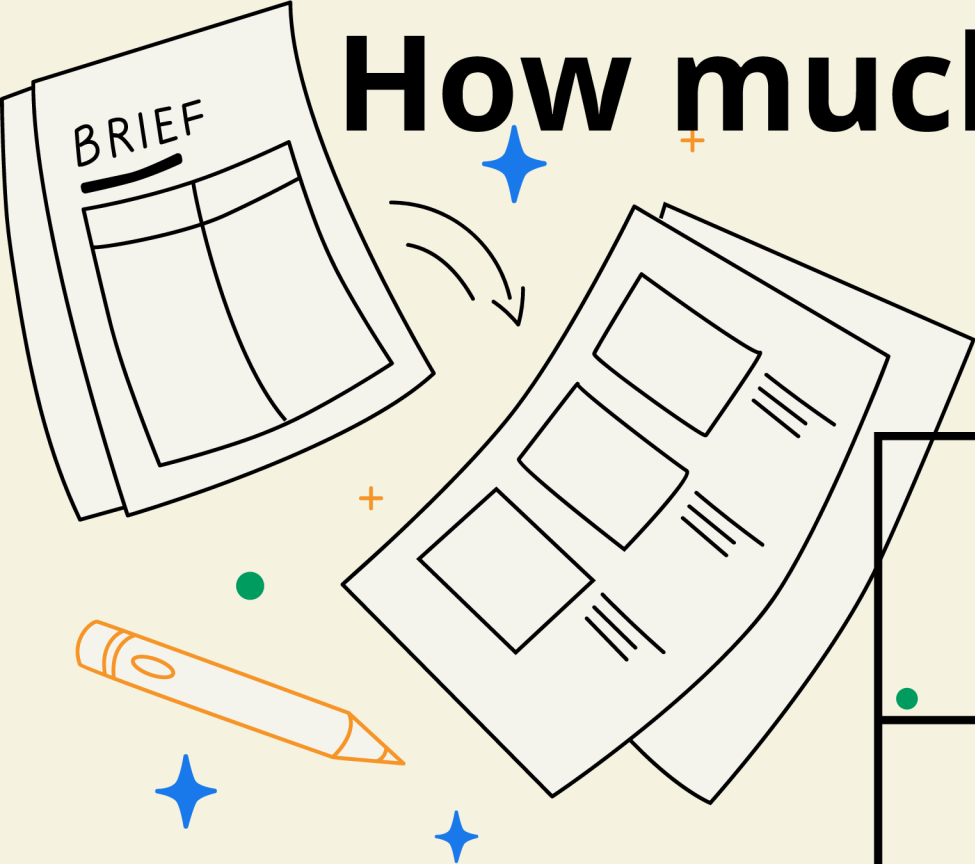
65.3% not complete aims.



- I took part in online courses.
- I took part in offline courses.
- I studied with my friends.
- I studied on my own.
- I studied with a tutor.
- Others



- 42,3 %: studied online for their standardized test
- A fairly high percentage of 38.2: self studied
- Offline courses & studies with friends : 8,1% & 4,6%



How much time did you spend on studying for the standardized test every day?

5 HOURS	2-4 HOURS	1- 2 HOURS
10.5%	35.5%	42.1 %

How much time do you spend on studying for the standardized test every day?

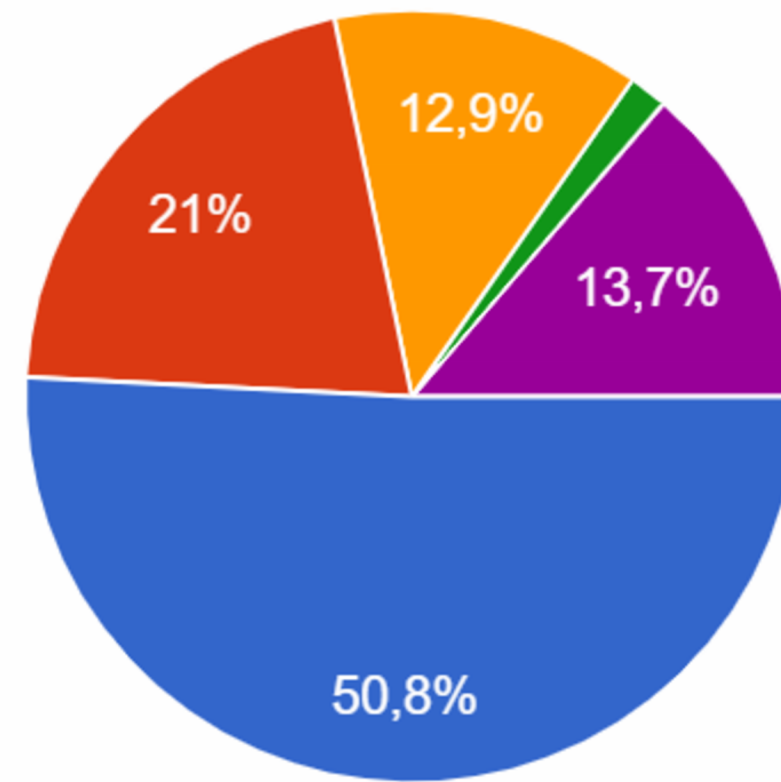
< 1 HOUR	2-4 HOURS	1- 2 HOURS
12.6 %	34.3 %	46.9 %

Which skill did/ do you spend most time at?

	Took the test	Not yet
Reading	48.8%	42.8 %
Wirtiting	36.6%	28.3%
Listening	32.5%	44.5%
Speaking	35.8%	30.6%

Learning sources for standardized test

Students took the test



- Online testing channels
- Youtube lectures
- Reference books
- Test Booklets
- Others

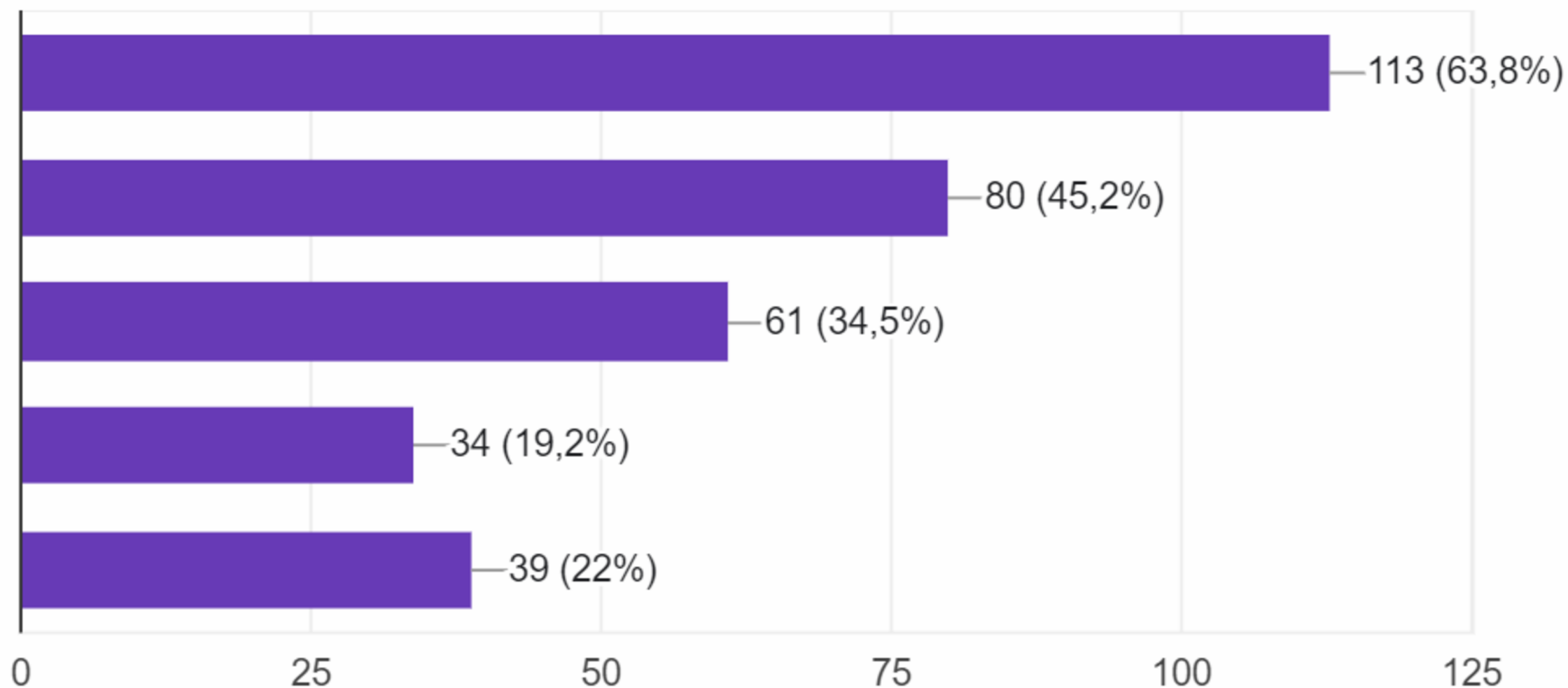
Online testing channels

Youtube lectures

Reference books

Test Booklets

Others



Students are preparing

RQ 1. How have students prepared for the standardized proficiency test as a graduation benchmark?



a modest number of test takers and the number of goal achievers was still not very high



Students who took the test spent a relevant number of hours of studying but not very maximum



Most of the students spent 2-4 hours on online channels with few instructions from lecturers or tutors



Students who haven't taken the test spend even fewer hours on practising on the tests

Impacts of ST on students' learning motivation



46,2% agreed that ST measure their English proficiency, 24% neutral, 18.1 strongly agreed



3,4% believed that their performance on ST predicts their overall academic success
11.8 disagreed



50.2%- ST foster a competitive learning environment in university



Impacts of ST on students' learning motivation

- identify areas where they need improvement
- encourage them to specify learning plan
- the satisfaction they gain from learning new

> 50 % agreed
<10 % disagreed

- reflect their true abilities of using English in authentic contexts
- more competitive in that labor market
- future personal development

about 40 %

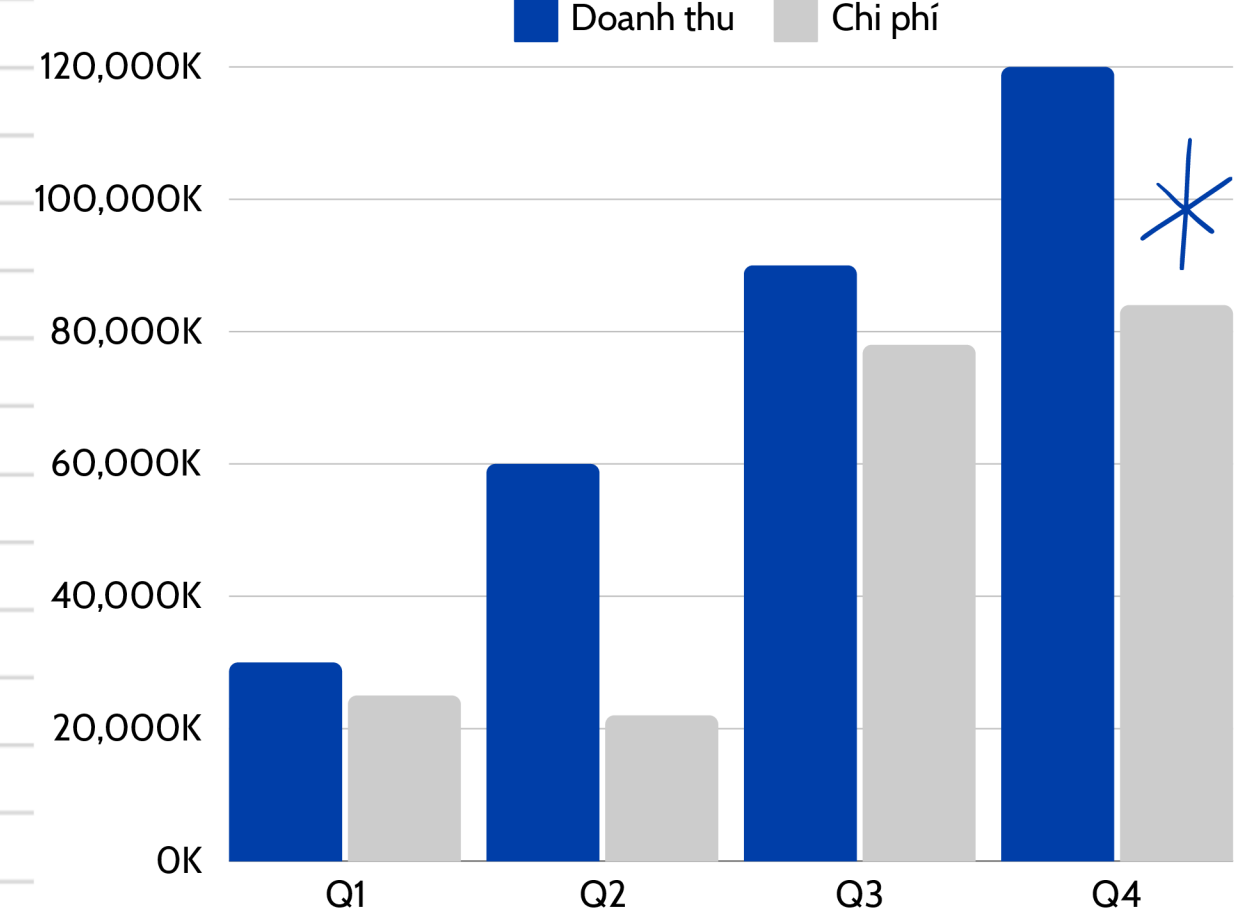
24% disagreed the test does not affect their motivation to learn English while 26.2% had contradictory idea

RQ2: How does the Standardized Proficiency Test impact motivation of Final -Year English Majors at a University

- Most students believed that ST truly reflect their academic ability and uses of English in authentic environment
- Nearly half: ST prepared them for future labor market and future personal development.
- The most noticeable motivation: specify the strengths and weaknesses in their language skills as well as their learning plan.
- About 50% more stimulated in a competitive learning environment when the benchmark policy was applied.

RESEARCH QUESTION 1

- However, around one-third of participants were still confused and seemed not to have a clear purpose and goal of taking the standardized test.



the university should have more plans and activities to get students well-informed and clear about the benchmark, the formats learning sources, learning path or learning outcomes to motivate them more to study and fulfill the graduation requirement.

CONCLUSION



Number of students who took the standardized test and passed with their expected scores were still low

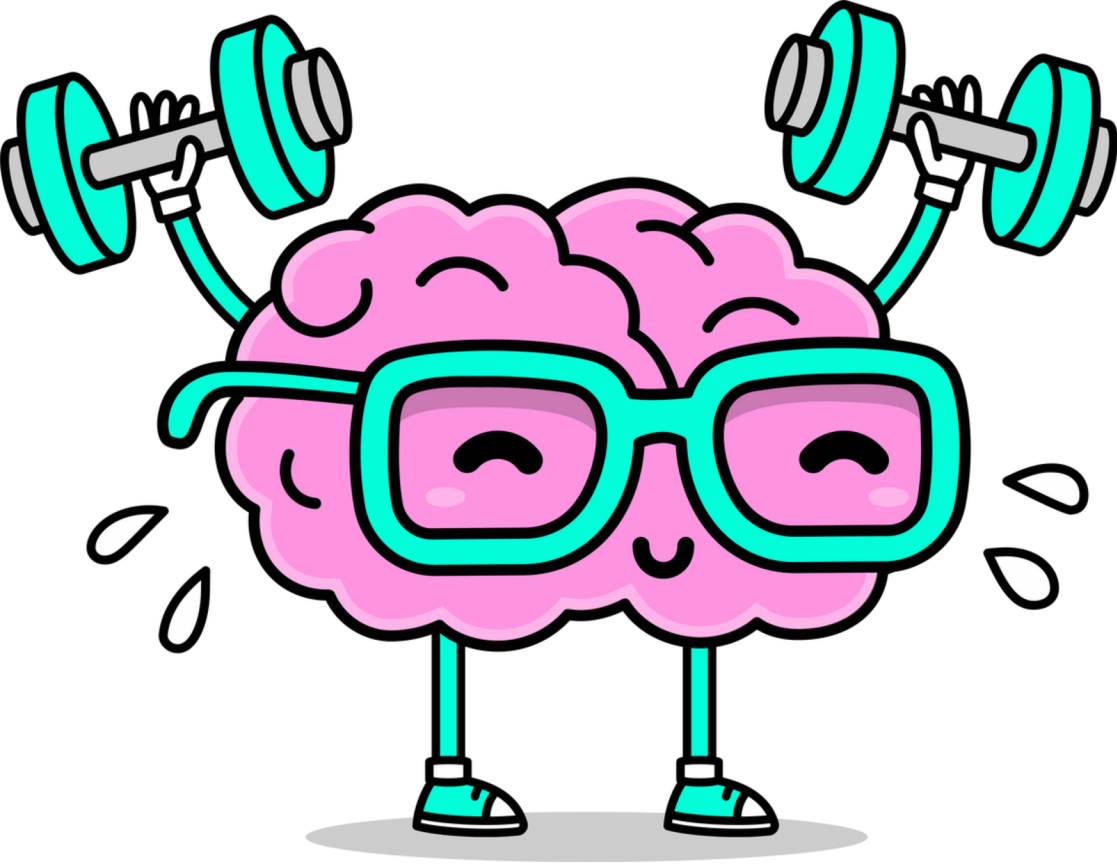


different expectations about the tests & different learning styles.



a certain number of students indifferent to the test
ST did not affect their learning motivation

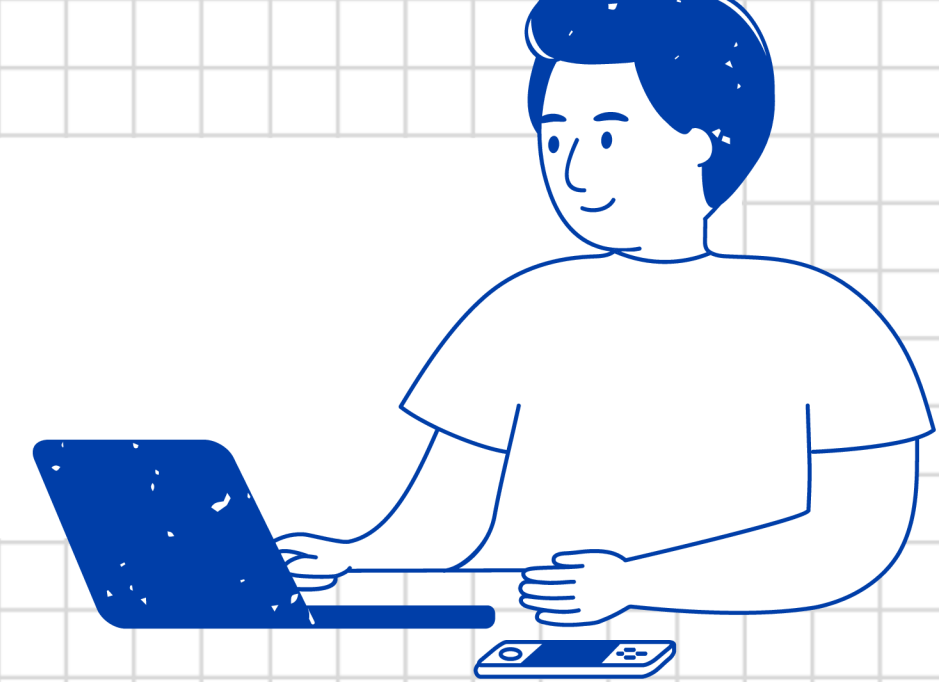




CONCLUSION

- inclusive and instrumental motivation types were most found
- some learners can also find a little bit external motivation like peer pressure, or competitive learning environment to encourage them to study for the test.

LIMITATIONS



1.

- sampled students, especially the high-level group, tended to show a strong learning motivation and autonomous learning behavior*

2

- open-ended questions should be included in the questionnaire to gain a more comprehensive understanding of the views of university students towards motivation and their learning strategies for the English graduation benchmark test, how their English learning process is influenced by the implementation of this policy