SOME EVALUATIONS ON THE CURRENT SITUATION OF FACTORS AFFECTING STUDENTS' INTEREST IN LEARNING ENGLISH AT UNIVERSITY IN THE NORTH OF VIETNAM

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ABSTRACT

In this paper we consider some factors affecting the students' interest in learning English at university in the North of Vietnam and assess the current situation of the factors affecting the students' interest in learning English. Thereby proposing appropriate solutions to increase the interest in learning English for students. And so that the students get better English learning results, use English language skills more fluently, have English ability close to requirements and increasing demand in the labor market.

Key Words: English learning interest, English learning results, English language skills.

1. INTRODUCTION

English as one of the most commonly used international languages can be considered as one of the most universal keys that can help us access world knowledge and nurture understanding on a par with the times. , exploiting information, absorbing advanced scientific achievements, learning from good experiences of countries around the world in their specialized fields. Besides, we can also improve the quality of our own material and spiritual life. In general, knowing English is not only an indispensable requirement but also a necessary competency for every highly qualified worker in the current period. In order to meet the practical needs of the labor market and improve the English capacity of the domestic labor force, especially the high-quality labor force, English has been taught and learned from elementary school to high school. to university level.

Interest plays an important role in learning in general, and in learning English in particular. However, the reality shows that students in developing countries in general and in Vietnam in particular are also aware of the important role of English, but most of them are not interested in learning English that they just learned. only study English at a coping level to pass the subject and be eligible for graduation. As a result, after graduating from school, their foreign language skills do not meet the actual requirements of work in most domestic and foreign enterprises. Therefore, to be able to meet the job requirements, employers will have to ask employees to self-study or re-organize training. The reason why most students are not interested in learning English, any solution to increase students' interest in learning English is a highly topical issue that has been studied by many people. In this article, we have chosen to research some evaluations on the current situation of factors affecting students' interest in learning English at university in the north of Vietnam with the aim of finding out the factors affecting the students' interest in learning English. students and assess the current situation of factors affecting students' interest in learning English, thereby proposing appropriate solutions to increase interest in learning English at school to get English

learning results. better, use English language skills more fluently, have English ability close to the increasing recruitment requirements of the labor market.

In Vietnam and other countries around the world, there are many studies on the factors affecting learners' interest in learning English. However, each study offers factors affecting the interest of English learners and the level of influence as well as solutions to overcome those influencing factors are very different. In this study, studies on factors affecting learners' interest in learning English are divided into two groups: subjective factors and objective factors: Regarding subjective factors, Ratanawalee Wimolmas (2012) shows the influence of learners' learning goals and objectives on enhancing their interest in learning English through understanding the motivation to study English of a group of students majoring in Technology and Manufacturing. machine from Thammasat University. Research results show that the motivation to learn English of these students belongs to the group of pragmatic motivation and is at a relatively high level. The study also suggests solutions to increase the interest in learning English for these students by applying pragmatic motivational methods such as group discussion or communication bias. In other words, this result implies that when students have clear learning goals or objectives, they will find their own motivation to learn, their interest in learning will be enhanced. As for the objective factor, Majid Asgari, Saeed Ketabi and Zahra Amirian (2019) found the influence of learning materials on the interest of first-year students in studying English at Isfahan Medical University, Iran through study choice. data related to the major these students are studying, in which they have background knowledge and are genuinely interested. Research results show that when students have learning materials suitable for their level and interest, they are more interested in learning English, and the difference in reading ability of students is not really a big barrier when studying. want to enhance their reading ability as well. This study implies that, in order to make learners more interested in learning English, it is also necessary to compile and exploit learning materials that are both suitable for the target language level and in accordance with the background knowledge and problem. learners really care.

In addition, the conditions of the learning environment also play an important role in the students' foreign language learning. According to Nwangwu (1990), the school environment includes schools, classrooms, furniture, playgrounds, sports facilities, laboratories, libraries, and other devices that assist teachers in teaching and learning. the delivery of effective lessons. The school environment is an essential part of educational planning and has a strong relationship with learners' interest in learning and learning outcomes. Chuma (2012) argues that adequate and quality facilities have a great impact on learning outcomes. Heyneman and Loxley (1981) suggest that school libraries and audiovisual media are strongly related to English learning achievement. Hassan (2016) found a strong relationship between the availability of textbooks, teaching aids and academic achievement. According to him, textbooks are often the most effective means of improving academic achievement. Agreeing with the above view, Salem (2005) emphasized the importance of having enough textbooks for all learners. According to the author, the textbook ratio should be one to one in all grades. Sharing these books can have a negative impact on learners' concentration levels.

Besides the physical environment, there is also the mental environment of the learners. Learners learn better when they learn in a learning environment that is positive and supportive in

their learning. Learners need an environment not only in language acquisition but also in the personality development of learners. That environment needs to have the right class size so that the teacher retains control in the classroom, can capture the attention of the learners, and can monitor the learners closely. At the same time, that environment needs to have a lively and happy learning atmosphere to help learners have more motivation to learn and have more opportunities to use the language for good learning results.

Both the physical environment and the mental environment create the learning environment. The learning environment has a direct and indirect impact on student achievement. Firstly, the learning environment has a direct impact because a good learning environment will free learners from physical difficulties, making it easier for learners to focus on learning at school. Second, the learning environment has an indirect impact through whether learners show positive or negative attitudes towards the learning environment. When there is a positive attitude towards the learning environment, learners are highly motivated to learn and can certainly achieve better results. On the other hand, when not satisfied with the learning environment, learners will be less interested and enthusiastic in learning. (Chan, 1996).

Learning methods have a close relationship with achievement and learning attitudes in general, in learning English in particular, and affect learners' interest in learning. When learners have appropriate learning methods, they will easily achieve certain achievements in learning. Good study results will stimulate them to study more actively. The harder they study, the more they will find the method that works best for them and the easier it will be to get better learning results. Griggs and Dunn (1996) suggest that students who learn the way they like them have better academic performance and have more positive attitudes towards learning. The learning method of the 21st century is an active, communication-oriented learning method with the main role of the learner being to observe and search for information to be able to understand the overview, and to actively organize speech. themselves help learners question, research, plan, explore, interpret, and participate actively. With this method, learners carry out learning not only in the classroom but also outside the classroom, while developing all four language skills. Foreign language learning methods are related to learners' interest in learning in a proportional way. The more students have a good and suitable learning method for themselves, the more interested they will be in learning English. Therefore, some arguments about the element of English learning methods in relation to students' interest in learning English are given as follows:

- Students only need to complete the amount of work in class.

- Students find opportunities to practice listening, speaking, reading and writing skills by themselves.

- Students find out how to learn vocabulary, fishing methods that are suitable for themselves.

- Students set their own learning goals in each semester and try to complete them.

The basic roles and functions that teachers in general and teachers in particular need in the teaching process include 3 roles: manager, guide and consultant to support learners (Muhammad Arfan Lodhi, 2019). , three functions are academic function, professional function, and social

function (Mouly, 1978). In which, according to Schneider, Gruman & Coutts (2012) in the career function, the ability to create learners' desire to learn needs the most attention because then the teacher will be able to feel the excitement of the learners. students, recognizing their needs and making their learning a goal. Bahri (2011) found that interest significantly affects learning performance. Students who are interested in the subject will study seriously. There are a few things teachers can do to spark students' interest::

- Create the existence of a problem.

- Connect problems with past experiences.

- Create opportunities for learners to get good results.

- Use different forms of teaching.

According to Joyce (1980) behavior or behavior is an observable and perceivable phenomenon. Yousef Mehdipour et al (2013) argue that behavior is a response that an individual displays to his or her environment at different times. Behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary.

In the teacher-student relationship, the teacher's behavior is the teacher's response to the learner at different times. The teacher's behavior towards the learners is present: words (praise, encouragement, appreciation for progress in learning), attitude, gestures (joyful face, relaxed posture, etc.) roof, close gestures, enthusiastic teaching and so on).

Comments and praise have a positive effect on learners' interest in learning because learners tend to need encouragement from people around, especially from the teacher. Derk (1974) suggested that teachers should use praise, agreement, suggestions or comments in responding to learners. In addition, the teacher's comments and assessments also have a strong influence on the learning attitude, learning motivation and learning outcomes of learners, so teachers need to have specific comments. , accurate, constructive, stimulating, and fair so that learners see their academic achievement as being recognized, worthy of their efforts academically, and that the teacher truly cares and listen to.

Language teaching methods can be classified according to different orientations: student-centered, teacher-centered or content-centered. They are distinguished by a degree of control by the teacher, and each method is limited to teaching a certain part of the language. According to Michaela Lišková (2017), the difference of modern language teaching methods compared to previous methods is that this method focuses on learners, teaches in a more creative way, using modern technologies. , focus on communication. Current English teaching methods revolve around learners and their needs. The teacher is no longer a protagonist in the language classroom, but rather a facilitator, facilitating the language learning process and encouraging learners to take responsibility for their own learning. Agreeing with the above view, Awasthi (2007), in Michaela Lišková (2017), argued that teaching now focuses more on equipping learners with appropriate learning strategies to take responsibility for their learning. self-direction. Learners are learning to find and work with information instead of memorizing it.

Assessment of learning outcomes is a process of recording, storing and providing information about learners' progress throughout the teaching process. The assessment needs to ensure the principle of accuracy, objectivity and differentiation, regularly, continuously and periodically (According to CEE - Center for Educational Excellence - Research Center for Improvement of University Teaching & Learning Methods, 2019). According to ACARA (Australian National Curriculum Framework), learning outcomes assessment is the judgment, confirmation of the results or progress of learners during or after an educational process, indicate the level of knowledge, skills and understanding acquired by learners based on concrete, authentic evidence.

Learning outcomes assessment methods can be classified into traditional assessment methods or alternative/alternative assessment methods based on the practicality and complexity of the tasks. audit service and the amount of time required for the assessment. Traditional assessments such as choosing the correct answer from multiple answers, true-false, and concatenation are often more realistic and less complex, but require less time to manage and score. Other assessments such as profiling/logs, observations, and other performance-based assessments are more realistic and complex but require more time to use and score than assessments traditional (Gronlund, 2006).

Assessment methods are also correlated with learners' interest in learning. Therefore, assessing learners' learning outcomes in a positive way, stimulating learning motivation, and enhancing learning interest is always focused. Mehrens (1998) in the study on the impact of the Performance Assessment method showed that assessing the learning outcomes of learners according to this method encourages learners' learning. This impact depends on the extent of the criteria and the assessment scores. Kane et al (1997) conducted a qualitative case study after visiting 16 developing schools and implementing an achievement assessment approach and found that students felt more motivated than academically. and engage in more learning. Moreover, in the study of Pham Thi Hong Thai (2016), the factor that students rated as having a great influence on learning interest was the second highest among the factors affecting students' interest in learning. is "fair assessment lecturer".

According to Nwangwu (1990), the school environment includes schools, classrooms, furniture, playgrounds, sports facilities, laboratories, libraries, and other devices that assist teachers in teaching and learning. the delivery of effective lessons. The school environment is an essential part of educational planning and has a strong relationship with learners' interest in learning and learning outcomes. Chuma (2012) argues that adequate and quality facilities have a great impact on learning outcomes. Heyneman and Loxley (1981) suggest that school libraries and audiovisual media are strongly related to English learning achievement. Hassan (2016) found a strong relationship between the availability of textbooks, teaching aids and academic achievement. According to him, textbooks are often the most effective means of improving academic achievement. Agreeing with the above view, Salem (2005) emphasized the importance of having enough textbooks for all learners. According to the author, the textbook ratio should be one to one in all grades. Sharing these books can have a negative impact on learners' concentration levels.

2. RESEARCH METHODOLOGY
2.1. Sampling and analysis

Samples

This study investigates the current condition of using metacognitive strategies in vocabulary learning by senior high school students in Chengdu and discusses the difference for different students with urban and rural educational backgrounds when they used meta-cognitive strategies in vocabulary learning. At the same time, this paper aims at providing corresponding enlightenment for senior high school English teachers facing students with different educational backgrounds through investigation. It also is expected to provide scientific help for students of different educational backgrounds to learn. Therefore, the three main research issues are as the followings:

- I am really interested in learning English.
- I love and fully participate in English lessons.
- I actively participate in English activities both inside and outside of school.
- I want to achieve high results in English subject.

The subjects of the survey are students who have just completed at least two English modules in the curriculum, have had learning results as well as learning experiences, so the quality of data is better. Primary data was collected through direct, independent interviews. The author team distributed 300 questionnaires and received 290 valid votes for analysis. According to Hair et al (2009), exploratory factor analysis is a quantitative analysis aimed at reducing many influential, interdependent variables into several groups of variables (fewer variables) so that they are more significant but still make sure to contain all the information of the original variable group.

The data analysis process is done through the following steps:

Step 1: Analyze Cronbach's Alpha coefficient to test the reliability of the scale and remove inappropriate variables.

Step 2: Exploratory factor analysis EFA to check the correlation between independent variables and dependent variables to determine the group of independent variables included in the model.

Step 3: Test the model and statistical hypotheses.

Step 4: Analyze multiple regression to determine the degree of impact of the independent variables on the dependent variable.

In the following we have specific analysis steps:

Analyze the reliability of the scale (Cronbach's Alpha coefficient analysis)

Among the observed variables included in the model, some variables may not be suitable, and the scale used by the author may not be reliable. To check if that happens, it is not necessary to perform Cronbach's Alpha coefficient analysis. According to Nunnally (1978) and Peterson (1994), the scale is rated as acceptable and good, which requires two conditions at the same time:

- Cronbach's Alpha coefficient of the population greater than 0.6

- Total correlation coefficient (Corrected Item – Total Correlation) greater than 0.3

Exploratory Factor Analysis (EFA) – KMO test: Exploratory factor analysis EFA is the replacement of the original p variables that are correlated with each other with a new number of variables (the number of which is less than p) is their linear combination. These new variables are not correlated with each other but keep the maximum difference between individuals, and ensure to contain as much information as possible of the original p variables.

To conduct factor analysis, the obtained data must satisfy the conditions of KMO test and Bartlett test. Conditions for applying exploratory factor analysis:

- *0,5 ≤ KMO ≤ 1:* factor analysis is appropriate
- *Bartlett test is statistically significant (Sig. < 0,05)*

where

KMO coefficient (Kaiser – Meyer – Olkin) is the ratio of the partial correlation coefficient. It is used to compare the magnitude of the correlation coefficient between two variables X_i and X_j with their partial correlation coefficients. KMO test is used to check the suitability of the sample (specifically, sample size) for factor analysis.

Bartlett's test is defined and calculated as follows:

Bartlett's test is used to check whether the correlation matrix is a unit matrix (ie, the correlation coefficient with variables is 0 and the correlation coefficient with itself is equal to 1)..

Eigenvalue: This is the criterion used to determine the number of factors used in the regression model. Only factors with Eigenvalue greater than 1 will be kept in the regression model, the rest will be removed. Eigenvalue represents the variation explained by each factor.

Factor Loading: Factor loading factor is the factor weight in exploratory factor analysis. It represents the relationship between the observed variable and the factor. The higher the factor loading coefficient, the greater the correlation and vice versa.

According to Hair (2009), Multivariate Data Analysis, 7th Edition, the Load Factor at 0.3 is the minimum condition to keep the observed variable; if the load factor greater than 0.5, the observed variable has good statistical significance; and if the load factor greater than 0.7 then the observed variable has very good statistical significance.

At the end of this step, there will be a table of final independent and dependent variables and a post-corrected research model for regression.

Test models and statistical hypotheses.

Correlation analysis (Pearson):

A necessary condition for regression analysis is that the independent variable must be correlated with the dependent variable. If two independent variables have a strong correlation (Pearson correlation coefficient greater than 0.3), we need to pay attention to the problem of multicollinearity when analyzing regression.

*Check the fit of the model***:**

Base on the observation of the adjusted R2 coefficient, the first order autocorrelation test of the independent variables in the model, the ANOVA test, and the high multicollinearity test to assess the fit of the regression model.

If R^2 adjusted > 0.5, the model is considered suitable, the independent variables in the model explain most of the change of the dependent variable. Durbin-Watson test shows whether the model has first order autocorrelation or not

The result of autocorrelation is that the estimates obtained by the OLS method are no longer efficient. Usually, if $1 < d < 3$ then it can be concluded that the model has no autocorrelation of order 1.

In the regression model, the independent variables have strong and strong relationship with each other, there will be multicollinearity phenomenon. To check whether the model has multicollinearity, it is possible to rely on the variance inflation factor (VIF). If VIF > 2, there is a sign of multicollinearity. If VIF > 10, there is definitely high multicollinearity. If high multicollinearity occurs, the confidence intervals and t-statistics are less significant, and the estimates are inaccurate.

After testing the statistical hypotheses, if the model satisfies the criteria of the OLS least squares estimate, then regression analysis will be performed. To assess the impact of independent factors on the dependent variable, the authors performed OLS least squares estimation. With the model assumptions tested, the OLS results are reliable to proceed. analytical practice.

## 2.2. Analysis of factors affecting students' interest in learning English at university
Subjective factors

Through the above sampling, we have the following results about subjective factors:

Purpose of learning English

To find out the purpose of students' English learning, the first 3 survey questions (questions 1, 2 and 3) were given by the research team. The content of the questions is related to both the 'instrumental' goal of qualifying for graduation and getting a good job in the future (question 1), and the 'integrated' goal of being communicate and read documents (verse 2, sentence 3). The results obtained are as follows:

|	Content	Mean
1	I study English because of graduation conditions and the possibility of finding a good paying job after graduation.	4.3034
2	I want to be able to read and understand materials in English: read stories, magazines, professional knowledge, listen to music, watch movies, etc.	4.0586
3	I want to be able to communicate with international friends and colleagues.	4.1138
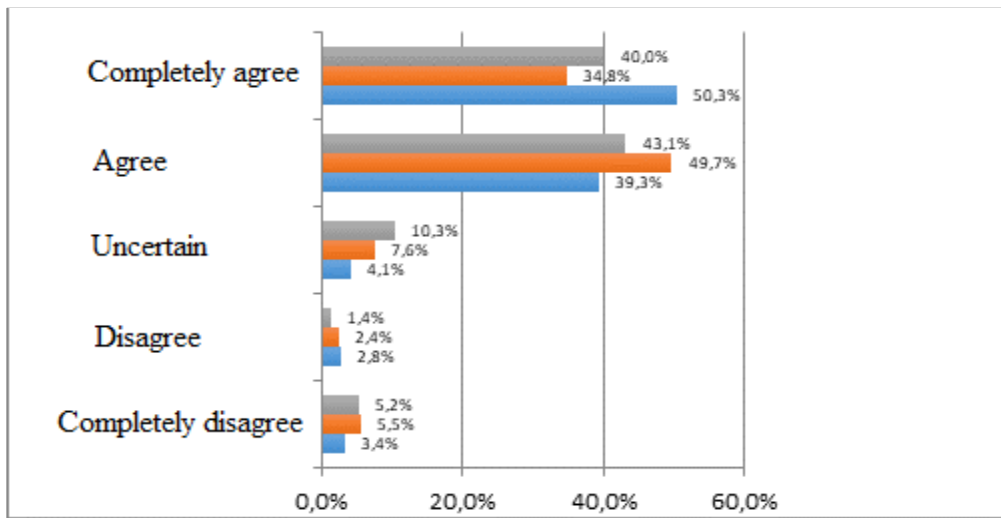
Aptitude for learning English.

The next three survey questions were given to survey students' English learning aptitude at the school. The questions are related to pronunciation, the ability to remember new words and structures, and the ability to practice listening, speaking, and reading skills. The overall results obtained are as follows:

	Nội dung	Mean
4	I can pronounce properly like a native.	2.5310
5	I can remember new words and English grammar structures easily.	2.67930
6	I have no difficulty practicing listening, speaking, reading, and writing skills.	2.5379

Kết quả cho thấy, nhìn chung SV không đánh giá cao năng khiếu học tiếng Anh của bản thân khi giá trị trung bình ở tất cả các nội dung trong nhóm này đều tương tự như nhau và ở mức thấp (khoảng 2,5-2,6). Số liệu cụ thể cho các nội dung được mô hình hoá qua biểu đồ sau đây:
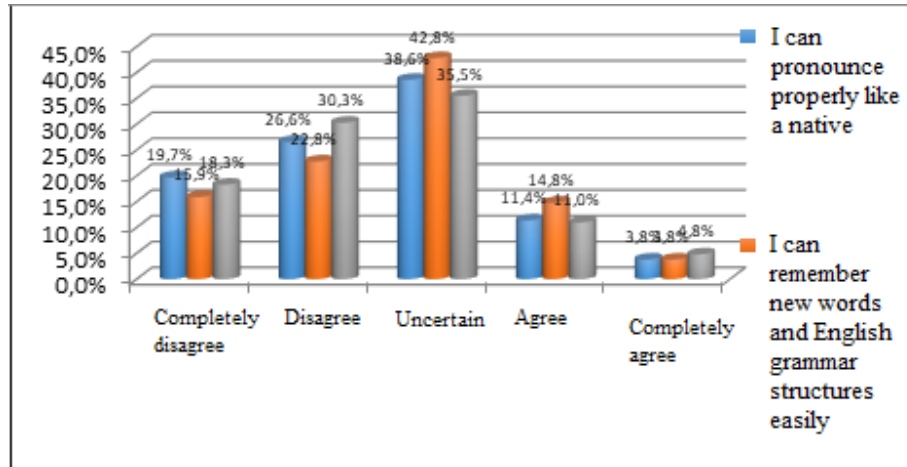

Confidence in learning English

To survey students' confidence in learning English, two questions were asked with content related to belief in the ability to succeed in mastering the language, and the ability to pass the test. risks in the event of a mistake. The overall results obtained are as follows:

|	Nội dung	Mean
7	I believe I have the ability to master the English language	2.9207
8	I am not afraid of making mistakes or losing face with my classmates	3.0966

The obtained data show that the average value of the 2 sentences is almost the same and is at the average level (2.9-3.0). Specific results in each content are as follows:
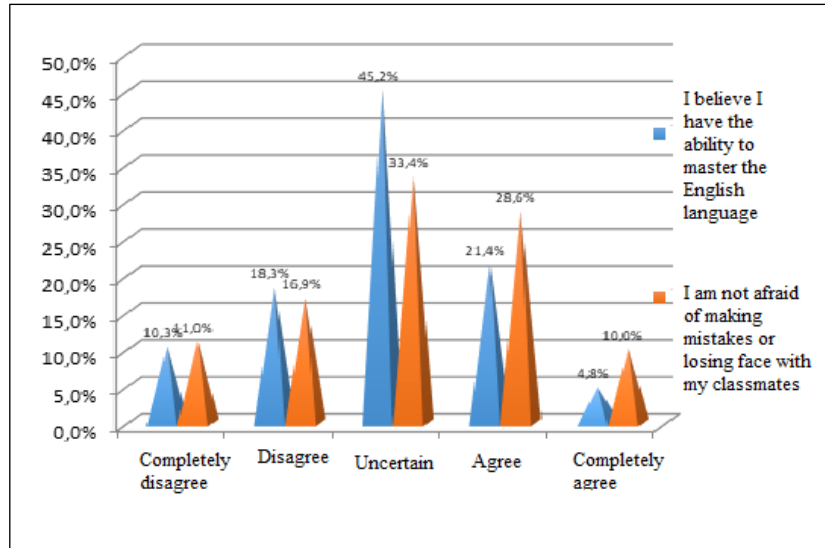
English learning achievements

To find out about students' English learning achievements, 2 questions 9 and 10 were asked by the research team to survey students' satisfaction with their learning results (question 9) and their ability to understand and do well the exercises or tasks of the English subject (question 10). The results obtained are as follows:

|	Nội dung	Mean
9	I am satisfied with the results of my study in English.	2.4310
10	I understand and do well the exercises or tasks of the English subject.	2.7966
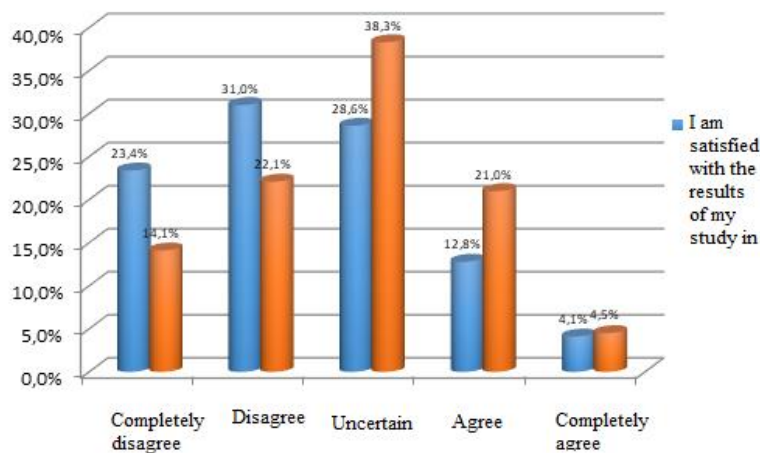
English learning method

The English learning method that students at the school has been using has been surveyed by the research team with 4 follow-up questions (from questions 11 to 14). The questions are related to the passive learning method with only completing the assigned tasks (question 11) and the active and active learning method with finding training opportunities on your own. skills (question 12), knowledge (question 13), and setting learning goals (question 14). The overall results obtained are as follows:

|	Nội dung	Mean
11	I only need to complete the amount of homework in class is enough.	2.4517
12	I find opportunities to practice my listening, speaking, reading and writing skills.	3.2690
13	I find a way to learn vocabulary and grammar that suits me.	3.1483
14	I set my own learning goals in each semester and try to complete them.	3.1972

The results show that the average value in the content related to the passive learning method is 'just complete the task in class' at the lowest level (2.4), while in the content related to the passive learning method, it is at the lowest level (2.4). Active and positive methods include finding ways to practice skills, knowledge, and setting higher goals, although they are only average (3.1-3.2). Specific results in each content are shown in the chart below:
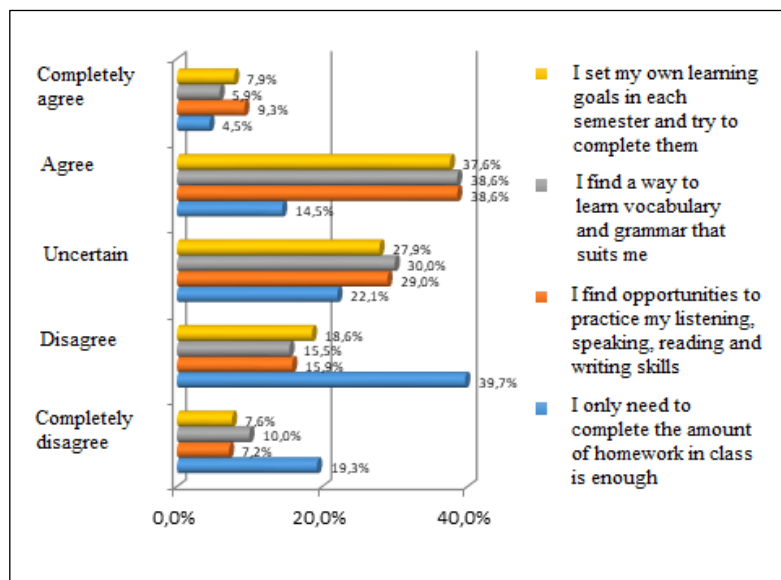

Objective factors

Teachers' behavior

To find out about the current state of English teachers' behavior with students, questions were raised with content related to the fun and friendliness of the lecturers, and the respect and fairness of the lecturers. The results obtained are as follows:
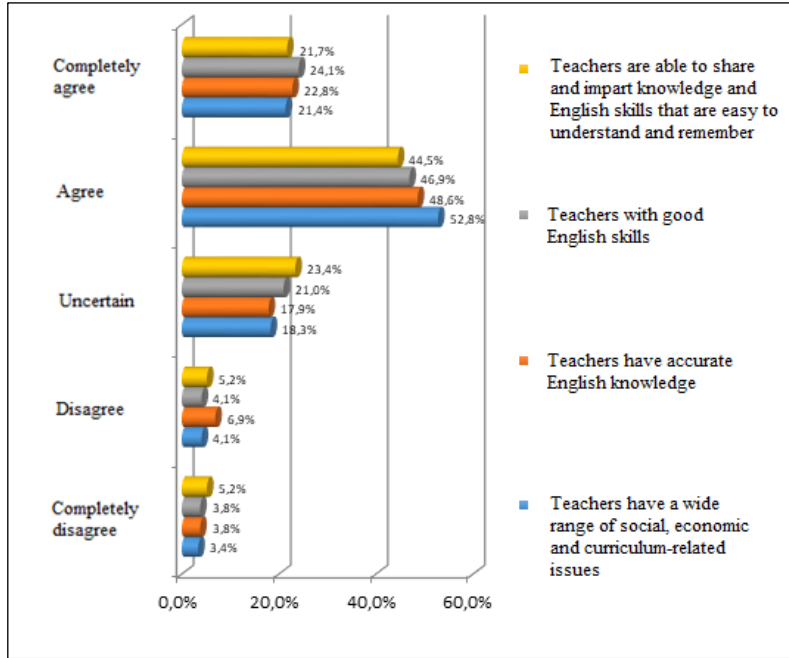

Teacher's teaching methods

Statistical results show that the average value of the contents is relatively high and there is no big difference. This shows that students have a fairly good assessment of the teaching methods of English teachers. The data is presented in detail as follows:
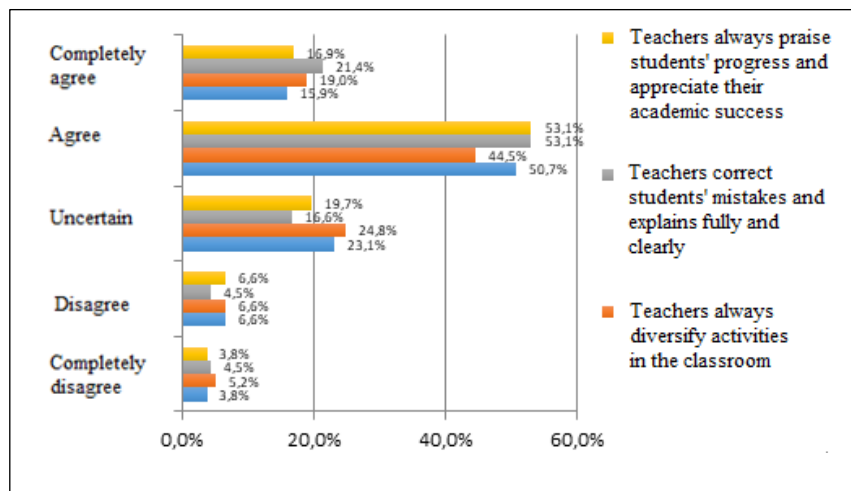
Methods of assessing learning outcomes

The specific data of the above two contents are shown in the following chart:
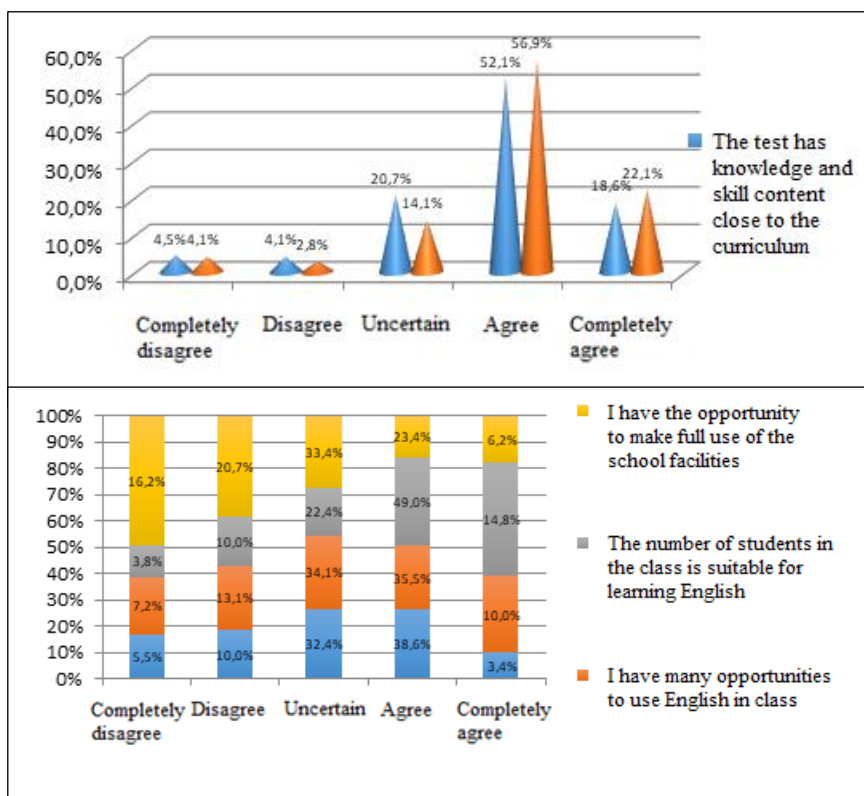
So, the above model is a good model for regression analysis. The obtained regression model is

HT = 0.427 + 0.108TT + 0.329MĐ + 0.171 MT + 0.206PPH + 0.107GV

✓ When the student's English learning purpose is assessed to increase by 1 point, the level of interest in learning English is assessed to increase by 0.329 points.

✓ When the student's English learning method is assessed to increase by 1 point, the level of interest in learning English is assessed to increase by 0.206 points.

✓ When the student's English learning environment is assessed to increase by 1 point, the level of interest in learning English is assessed to increase by 0.171 points.

✓ When confidence in learning English is assessed to increase by 1 point, the level of interest in learning English is assessed to increase by 0.108 points.

✓ When the assessed quality of teachers increases by 1 point, the level of interest in learning English increases by 0.107 points.

Finally, the research results show that students in general are not confident in their own English learning. Research results also show that the less confident students are, the less interested they are in learning English. Therefore, it is possible to explain the phenomenon that many students

do not like to learn English because they still feel anxious or do not really believe in their own success in the process of learning English. The reason may be due to students' personal experiences in their own English learning process. Since confidence in learning stems from a positive and motivating learning environment (Rubio, 2007), the lack of such experiences can lead to students not being confident in their abilities and success.

3. SOME RECOMMENDATIONS FOR INCREASING STUDENTS' INTEREST IN LEARNING ENGLISH

3.1. Recommendations for the university
- Organize seminars on learning methods and scientific research
- Organize student science seminars, talk about topics for students
- Enhance a positive learning environment

- Strengthening facilities and equipment for English learning

- Maintain and develop the English playground

- Enhance the operational efficiency of the English Club

- Innovating methods of testing and evaluating English learning results

- Change the format of the final exam and the weight of the final exam scores

- Strengthen many forms of regular assessment of learning results
- Refresh and adjust the difficulty of the test system to suit the ability of current students

3.1. Recommendations for the lecturer
- Strengthen students' participation in the teaching process
  First, teachers need to make sure to clearly explain the goals and benefits of giving presentations in English or recording videos of self-prepared learning materials.

  Second, teachers need to ensure the appropriateness of language ability, forte and interest of learners

  Third, teachers need to ensure that students' presentations and clips are evaluated in a positive, motivating and constructive way.

- Strengthen the application of teaching technology in teaching and learning English
- Strengthen the design of language interactions on the Internet platform
- Integrate the process of teaching and testing using software
- Building an interactive learning environment with native speakers through technology
- Strengthening more friendly relations with students
- Strengthening sharing and professional exchange between students and lecturers
- Show interest in students' lives, psychology and trends
- To the students
- Increasing awareness of the role of learning English
- Participate as a volunteer in English exchange programs inside and outside the school;
- Working part-time at foreign language centers or as teaching assistants for English teachers

(both Vietnamese and English-speaking foreigners)
- Join English clubs inside or outside the school; clubs to translate movies from English to Vietnamese online.
- Actively participate in extracurricular activities and English exchanges organized by the Faculty and the University

4. CONCLUSION

Through the study of theoretical and practical studies, it can be seen that the interest in learning English plays an important role in the learners' English learning and this interest depends on many factors including the main factor and the main factor. objective and objective factors. By the method of factor analysis and regression model, the factors identified as having an influence on the university students' interest in learning English include: the purpose of learning English, the method of learning English, English learning environment, confidence in learning English and English teachers. While factors including: purpose of learning English, and English teachers have a strong influence on students' interest in learning English, students' English learning methods, English learning environment, and confidence in learning English has less influence on students' interest in learning English. Based on these results, a number of proposed solutions on the part of schools, lecturers, and students have been given to focus all resources to exploit and promote to increase students' interest in learning English. effectively. From there, students can improve their English learning results as well as create greater career competitiveness when they graduate. However, due to the difficulties of subjectivity and objectivity, the study cannot avoid certain limitations. Therefore, the research team hopes to receive the contributions of scientists, colleagues and all those who are interested in this issue so that the topic becomes complete and has more practical significance in order to improve the quality of life. High quality English learning and teaching at universities.

The study also found a solution to increase learners' interest in learning English, it is necessary to simultaneously implement a group of measures about learners themselves with 3 other groups of measures including: Group of measures about teachers: often Continuously and continuously improve professional qualifications, innovate teaching methods, organize lectures and lectures well, use media to support visual aids, encourage group learning and discussion, and cultivate authorship. pedagogical style. Subject measures: foreign language teaching should focus on developing students' listening, speaking, reading and writing skills instead of just focusing on learning grammar and vocabulary sporadically. Group of environmental measures: creating a favorable environment for foreign language learners: there are classrooms dedicated to foreign languages, multimedia classrooms for self-study and rich and diverse learning resources for students to exploit. and building foreign language learning movement among students at universities.

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