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**AN INVESTIGATION INTO EFL TEACHERS' AND
STUDENTS' PERSPECTIVES ON FACTORS INFLUENCING
ORAL FLUENCY IN THE CONTEXT
OF THE UNIVERSITY IN VIETNAM**

**DOCTOR OF PHILOSOPHY THESIS IN THEORY AND
METHODOLOGY OF ENGLISH LANGUAGE TEACHING
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CHAPTER 1: INTRODUCTION

1.1. Background of the study

Regarding EFL learners, some studies show that speaking ability in English and many other foreign languages is the most challenging component of foreign language learning since a successful speaker must integrate a variety of abilities in order to speak sufficiently well (Young, 1990; Price, 1991; Horwitz, Horwitz, & Cope, 1991; Ztürk & Gürbüz, 2014). This is because speaking skills depend on the context of the situation, including the participants, their shared experiences, the physical surroundings, and the reason for speaking. Hence, promoting speaking skills necessitates learners' awareness of not only how to produce specific parts of the language (grammar, pronunciation, or vocabulary) that are linguistic competence but also when, why, and in what manner to produce language (socio-linguistic competence). More importantly, there are the components that underpin effective communication. It is said that "the affective side of the learner is probably one of the most important influences on language learning success or failure" (Oxford, 1990, p. 140). Also, learners experience other dominant factors while speaking, leading to the development of speaking fluency (Heyun, 1999; Bahrani, 2011; Davies, 2014; Samuel, 2020; Marisca, Venansia & Norma, 2020). Students, particularly in EFL contexts like Vietnam, lack fluency practice opportunities because their language exposure and use are generally limited to the classroom, which may be further hindered by a lack of fluency exercises in the classroom.

1.2. Statement of the problem

Focusing on the importance of English in the workplace, the principal factors influencing LOF are arguably more significant and should be recognized and emphasized as a part of the language learning process. This is due to the fact that a large proportion of the student population is leaving universities because their English is failing to meet the demands of real life and work. Although English language teaching is officially launched in the third grade of elementary public schooling in Vietnam and continues until university studies, communicative fluency in spoken English appears to be a constant struggle for Vietnamese students conducting academic programs and workplace communication in English. According to Stern (1983), despite years of instruction based on such syllabuses, language learners could communicate in an L2 to some extent. Furthermore, issues related to communication failure, especially LOF, involve a complicated set of problems.

1.3. Purpose of the study

The core purpose of this research is to review the range of factors related to oral fluency as affective and external problems, which includes

the concept of oral fluency, the importance of LOF, the factors hindering it, and identify ways to develop it when teaching majored English students at Vietnamese universities. The results of this study demonstrate teachers' and students' perspectives on oral fluency and factors influencing the speaking fluency outcomes in the circumstances of universities in Vietnam by means of oral fluency teaching and learning, and the implications of the findings may be used to facilitate Vietnamese EFL learners' oral fluency. Furthermore, the evidence found in the current study may benefit both teachers and students in EFL contexts and increase their confidence in effective teaching and learning oral fluency.

1.4. Research questions

1. What are the students' and the teachers' perspectives on oral fluency?
2. What are teachers' and students' perspectives on the factors influencing the oral fluency of tertiary English majors?

1.5. Scope of the study

Regarding second language acquisition theory, speaking performance, especially oral fluency, is affected by linguistic, cognitive, social, and affective factors. These factors are also challenging for Vietnamese EFL students to speak English fluently and accurately. One of them is effective factors related to the learners' learning. In other words, the scope of the current research focuses on the affective factors, concluding with anxiety, motivation, and attitude. It is believed that affective factors play a vital role in learning a language and the willingness to participate in fluency activities (Yang, 2014). More than that, this research also examines external factors in second language acquisition. The external factors include technology, instruction, exposure to English, task type, and environment-class size factors.

1.6. Significance of the study

To my knowledge, previous L2 fluency research has not examined teachers' perspectives on speaking fluency. The academic work and the understanding of specific characteristics or factors influencing Vietnamese L2 learners' speaking fluency have been almost absent. Although fluency is widely regarded as one of the fundamental skills that most L2 learners fully expect to acquire, the perspectives of EFL teaching staff members have mostly been neglected in concrete empirical research. Accordingly, the significance of this research is confidently expected to make outstanding contributions to both the theoretical and practical aspects of the field of language studies.

In considering the aspects of the theoretical approach, this research is associated with the fluency in oral speaking among Vietnamese EFL students in tertiary education, which may represent the nature and components of the learners' speaking proficiency. This is partly due to the learners' background,

and characteristics of learning EFL identified through the data collection, which may reveal possible triggers regarding oral fluency outcomes. The results may thus raise the heightened awareness of the main components affecting fluency in students' communication in Vietnam.

1.7. Definitions of key terms

Oral fluency

Teachers' and students' perspectives

1.8. Organization of the thesis

CHAPTER 2: REVIEW OF LITERATURE

2.1. Overview of teaching speaking and speaking Fluency in Vietnam

This study was carried out at universities in Vietnam. The specific research context shares similar learning situations with others worldwide, especially in Asian countries where spoken English is taught and practised as a compulsory subject from grades 1 to 12. However, there are differences, and what is used in one setting cannot be used in another. It means that the context should identify similarities and differences with other situations. Therefore, it is primarily suggested that the setting of the study focuses on English-major students at Vietnamese Universities.

2.2. Theoretical background

The current study looks into teachers' and students' perspectives in their current situations and conditions. It is safe to assume that no particular theory has been set for the research on LOF. As discussed in the thesis, addressing definitions for LOF and related concepts is critical for understanding the factors influencing LOF. There are various definitions of LOF and different ways to distinguish speaking Fluency, to the point that people involved in learning more about oral Fluency often become bewildered (Préfontaine, 2010). He further argued in favour of a multi-dimensional construct of Fluency.

2.2.1. Fluency

In discussions of speaking Fluency, drawing on earlier work by Fillmore (1979), he classified oral Fluency into four essential characteristics. The first characteristic is "the ability to talk at length with few pauses, the ability to fill time with talk" (2000, p. 51), which implies automaticity of language processing. The second dimension is the production of coherent sentences using the "semantic and syntactic resources of the language" appropriately. The third is "the ability to have appropriate things to say in a wide range of contexts" (p. 51). The last is "the ability some people have to be creative and imaginative in their language use" (ibid., p. 51). It should be duly noted that his understanding of Fluency is not intimately linked with the speed

of speech but rather the complexity and quality of sentences spoken. More interestingly, he was more likely to assume that the Fluency of the speaker could vary with the different contextualizations and situations. His definition of Fluency is reasonably detailed and extensive, but it is difficult to discern how this description differs from the perspectives of global oral proficiency.

2.2.2. Gardner's socio-educational model

Gardner's socio-educational model identifies four factors that influence language learning: social milieu, individual differences, contexts for second language acquisition, and learning outcomes (Gardner 1979). Gardner's early model (Gardner, 1979) is being used as the basic framework for the current study. However, the new version (Gardner 1985) stresses the importance of attitudes and the role of a number of various individual characteristics of learners in L2 acquisition. The model is illustrated in the diagram below.

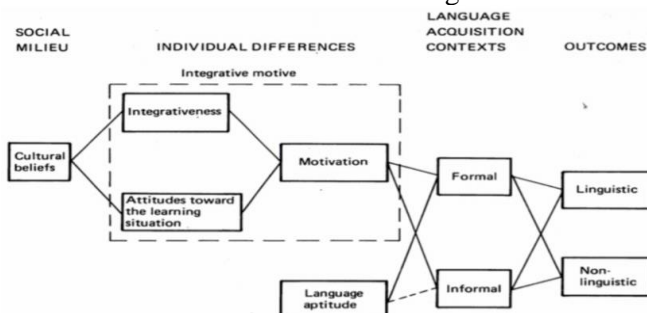


Figure 2.2. Gardner's socio-educational model (adapted from Gardner, 1985)

2.2.3. Krashen's Monitor Theory

Krashen's Monitor Theory (1987) explains how learners acquire an L2. It consists of five hypotheses: the acquisition/learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. The theoretical framework exploited in this research is the input hypothesis. This model was developed and published by the linguist Stephen Krashen in 1977.

Table 2.1. The Krashen's Input Hypothesis with the teaching instruction

Optimal input	The teaching instruction
1. Input comprehensibility	To help learners to acquire and understand the meaning of an utterance or a sentence in the target language by choosing the material that is not so demanding on the student.
2. Interesting and relevant input	To help the learners to acquire the new words that they need for success in their everyday activities and the new words by designing textbooks to cater to their needs.

Optimal input	The teaching instruction
3. Input grammatical sequence	To avail the materials which help learners to understand the target language grammatical rules implicitly.
4. Input quantity	To expose the learners to sufficient, rich and comprehensible target language learning resources by engaging them in conversations rather than listening comprehension exercises.

Table 2.2. Krashen's Input Hypothesis with the technology

Optimal input	The technology
1. A Tool for Conversational management	To help learners to interact with the target language speakers and thus to improve their communication skills.
2. Filter Strength	To help learners to improve their communication skills in the target language.

2.2.3.5. *The Affective Filter Hypothesis*

2.2.4. *L2 Oral fluency factors*

Aligning this conceptual framework of the L2 fluency of Segalowitz and its influences with the setting of the present study, the factors influencing LOF may be divided into two main categories based on its dimensions' central roles and consequences.

These classifications include speaker factors and speaker-external factors, providing a theoretical background for an investigation into EFL teachers' perspectives.

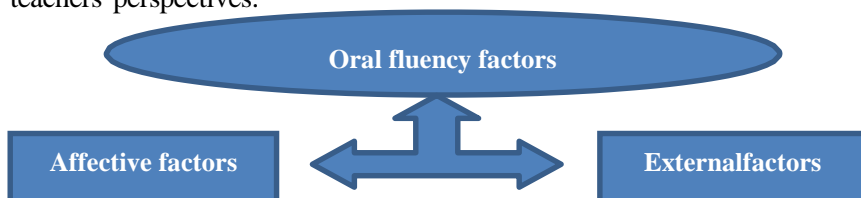


Figure 2.3. The framework of oral fluency factors

2.2.4.1. *Speaker factors*

- (i) Age
- (ii) Attitude
- (iii) Motivation
- (iv) Anxiety factors

2.2.4.2. *External factors*

- (i) The task type
- (ii) Environment – class size
- (iii) Exposure to English
- (iv) Instruction
- (v) Technology

2.2.5. Peer Interaction

2.2.6. Communicative competence

- (i) The grammatical competence perspective
- (ii) Strategic competence perspective
- (iii) Sociolinguistic competence perspective
- (iv) Discourse competence perspective

2.2.7. Fluency development

2.2.8. Summary of Theoretical Framework

2.3. Previous studies

In recent years, L2 oral fluency (LOF) has received a lot of attention and research (Ascione, 1993; Kormos & Dénes, 2004; N. Segalowitz & Freed, 2004; Wood, 2006; Segalowitz, 2010; Parish, 2011; Préfontaine, 2013; Yahaya & Kheirzadeh, 2015; Segalowitz, 2016a;). Likewise, some language researchers assert that speaker factors and speaker-external factors impact speaking fluency (Kopnická & Calgary, 2016; Milli Marie Antonia, n.d.). Furthermore, most studies focus on the factors of LOF in the second language (Préfontaine & Kormos, J., 2015; Huensch & Tracy-Ventura, 2017) and language fluency improvement during studies overseas (Hall & Burgess, 2000; Savicki, Arre, & Binder, 2013; Son, 2013; Kim et al., 2015; Leonard, 2015; Leonard & Shea, 2017). Additionally, students and teachers have different perspectives on L2 oral fluency (LOF) in English (He, 2013). However, how these factors contribute to the LOF of higher education, Vietnamese students has not yet been extensively studied. In particular, there is little research on the LOF of EFL students in Vietnam and the factors that may influence their learning process in terms of speaking fluency. This lack of research is a concern because oral language competence is a significant feature of Western education.

There is evidence from empirical research that is concerned with specific ways of presenting information and ideas, in which the construct of oral fluency pertains to utterance, cognitive, and perceived fluency (Préfontaine, 2010; Kahng, 2014; N. Segalowitz, 2016). Also, the factors influencing the LOF include affective factors and speaker-external factors (Kopnická & Calgary, 2016). The roles of these three aspects, as well as the contributing factors, have been reviewed, but this investigation has yielded the native speakers' perceptions (Derwing, Rossiter, Munro, & Thomson, 2004; Freed, Segalowitz, & Dewey, 2004; Ginther, Dimova, & Yang, 2010; Pinget, Bosker, Quené, & de Jong, 2014; Préfontaine & Kormos, 2016). There is a dearth of research concerning language teachers' perspectives in this current context. In light of this, what was unknown was how the language fluency of the Vietnamese students was influenced or related to the EFL teachers' perspectives on these aspects.

Our concern here is to argue for a theoretical basis from language teachers' perspectives and students' ones.

2.4 The Gaps in the Literature

In the previous sections, the researcher provided an overview of current research into the teaching approaches related to oral fluency (e.g., Gavran, 2013; Kustati, 2013; Yang, 2014; Huang, 2016; Albino, 2017) and affective factors such as motivation, attitude, anxiety in second language learning with a particular emphasis on the contribution to oral fluency (e.g., Horwitz et al., 1986; Heyun, 1999; Bailey, Onwuegbuzie, & Daley, 2003; Rand, 2007, Loukriz, 2013; Dore, 2015; Nzanana, 2016; N. Segalowitz, 2016a), and external factors such as class size, task types, exposure to English, in relation to oral production with a focus on oral fluency (e.g., Ngoc & Iwashita, 2012; Son, 2013a; Davies, 2014; H. T. Nguyen, Warren, & Fehring, 2014; H. T. Nguyen, Fehring, & Warren, 2015; Tavakoli, 2016; Thai & Boers, 2016; De Wolf et al., 2017a; Karpovich, Sheredekina, Kreпкаia, & Voronova, 2021). Many of the insights and the focus on speaking performance have been integrated into Vietnamese higher education classrooms, contributing to a gradual shift toward communicative language teaching. There is also evidence concerning the effectiveness of oral fluency (e.g., Khong, 2019; Dung and Ngoc, 2020). However, there are still research gaps to be addressed in order for such insights to influence EFL learners in higher education in Vietnam.

2.5. Summary

CHAPTER 3: METHODOLOGY

3.1. Research Paradigm

The current study adopts the Interpretivist Paradigm/Constructivist Paradigm as its research approach to interpret the participants' constructions and beliefs about the concept of "oral fluency," specifically on the factors influencing students' oral fluency in the context of higher education schools in Vietnam. This is due to the fact that the purpose of research differs significantly between post-positivist and interpretivist perspectives. Postpositivism seeks the "truth" through attributing universality to study outcomes, whereas interpretivist research seeks understanding (Willis, Jost, and Nilakanta, 2002). "Truth" conveys more control over the research process, but "understanding" signifies knowledge production in context.

3.2. Research design

The term "research design" refers to a procedure that consists of four interrelated aspects (see Figure 3.1). According to Crotty (1998), there is an existent interaction between these factors, which is shaped by the researcher's particular theoretical viewpoint.

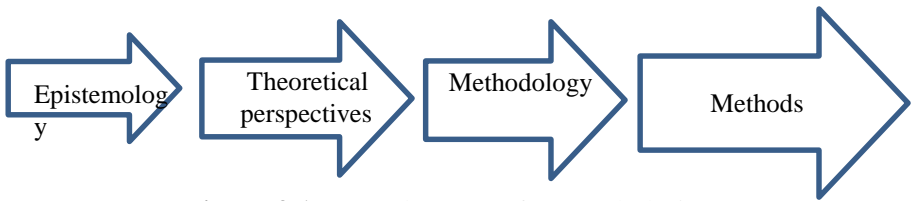


Figure 3.1. Four elements of research design

The selection of an appropriate research paradigm, also known as a philosophical worldview (Creswell, 2009; Mertens, 2010), or an epistemologically philosophical attitude, is the most essential stage in study design (Neuman, 2000; Gray, 2004). Researchers typically use a research paradigm to guide their research methods and select specific research methodologies or procedures (Creswell, 2009; Mertens, 2010). In this study, interpretivism/constructivism is the most appropriate research paradigm and the theoretical perspective that best summarizes the three theoretical frameworks established in the previous chapter (Gray, 2004; Creswell, 2009).

The third component of the research design is research methodology. The methodology connects the process of designing the research to the main research question and also the design methods to the choice of methods. Thus, research design plays a crucial role in bridging the gap between research questions and research methods. For example, mixed methods research addresses both the "what" and the "how" or "why" types of research questions, which is essential if the goal of the study is to comprehend the different explanations of outcomes in diverse ways (Cohen et al., 2018). Qualitative and quantitative research methods have been prominent in the research community, each with a separate research paradigm. Nevertheless, mixed methods are increasingly becoming common in educational and psychological research (Tashakkori & Teddlie, 2003, 2010; Mertens, 2005, 2010; Johnson, Onwuegbuzie, & Turner, 2007; Creswell, 2009; Yin, 2009; Ross, Richards, & Seedhouse, 2011; Creswell & Clark, 2013). Mixed methods research entails mixing techniques, approaches, and language of both quantitative and qualitative traditions (Johnson and Onwuegbuzie, 2004). Using both methodologies in one study has sparked a dispute among researchers about whether the two paradigms can coexist in one study. As a result, the mixed methods community has two opposing viewpoints (Tashakkori & Creswell, 2007; Creswell & Clark, 2011).

3.3. Participants

To investigate factors preventing the LOF of students in Vietnam, the participants of the study consist of two groups: the student participants and the teacher participants. The participation of EFL teachers and students was considered essential to reflect independent, possibly differing, perspectives on the exact impact of speaking fluency.

EFL teachers and students were chosen as the participants because they are the most deeply involved in the daily teaching and learning of EFL and thus most closely related to the issues addressed in this study.

3.4. Data collection instruments

3.4.1. Questionnaires for teachers and students

Table 3.4. Summary of the Questionnaire Instrument with closed-ended items for quantitative data

Themes	Items
1. The importance of LOF	1, 2, 3, 4, 5, 6, 7
2. Student Behavior And Attitude Factors	8, 9, 10, 11, 12
3. Motivational Factors	13, 14,15, 16, 17
4. Anxiety Factors	18, 19, 20, 21, 22
5. Task Type Factors	23, 24, 25, 26, 27
6. Instruction Factors	28, 29, 30, 31, 32
7. Environment – Class Size Factors	33, 34, 35, 36, 37
8. Exposure Factors	38, 39, 40, 41, 42
9. Technology Factors	43, 44,45, 46, 47

3.4.2. Semi-structured interviews for teachers and students

Table 3.5. Interview questions for teachers and students

1.	How often do you/ your students communicate in English in class and outside of class?
2.	What does the term "oral fluency" mean to you?
3.	Do you think speaking fluently is important for you/students when learning a foreign language?
4.	Of the following factors, which influence most students' oral English fluency? You can choose up to 3 factors and explain why. a. Behavior and attitude factors b. Motivational factors c. Anxiety Factors d. Task-Type Factors e. Instruction Factors f. Environment: Class Size Factors g. Exposure Factor h. Technology Factors
5.	Of the following factors, which influence the least amount of students' oral English fluency? You can choose up to 3 factors and explain why. a. Behavior and attitude factors b. Motivational factors c. Anxiety Factors d. Task-Type Factors e. Instruction Factors f. Environment: Class Size Factors g. Exposure Factor

	h. Technology Factors
6.	Do you think using technology can help improve oral speaking? If so, why? If not, why not?

3.5. Data collection procedure

The information was gathered from primary and secondary sources. The primary data sources were questionnaires distributed to students and teacher educators. Documents collected while visiting each site served as secondary data sources. These documents were among curriculum guidelines, course texts, and conference and seminar proceedings.

3.6. Data analysis procedures

As there were two types of instruments used to collect the data for this present study: questionnaires and interviews, the data would be analyzed qualitatively and quantitatively.

3.7. Reliability and Validity

3.8. Ethical Considerations

3.9. Summary

CHAPTER 4: FINDINGS AND DISCUSSION

4.1. Findings

4.1.1. The quantitative analysis of teachers' and students' perspectives on LOF

Table 4.1. EFL students' and teachers' perspectives towards LOF

The perspectives of speaking fluency						
No	Participants	N	Minimum	Maximum	Mean	Standard Deviation
1	Teachers	45	3.78	4.69	4.24	0.22
2	Students	115	3.60	4.31	4.11	0.21

4.1.1.1. The descriptive analysis of teachers' perspectives on LOF

Table 4.2. EFL teachers' perspectives towards the importance of LOF

Item No	Content	N	Mean	SD
1	Teaching speaking fluency is important in learning a second language.	45	4.42	0.50
2	Students are aware of the importance of speaking fluency in their learning the second language.	45	3.78	0.82
3	It is necessary to increase students' speaking to improve their oral English fluency.	45	4.38	0.49
4	Teachers often make use of different instructional methods to improve students' speaking fluency.	45	3.80	1.18
5	There are some factors affecting students' speaking fluency	45	4.69	0.47
6	To develop communicative competence for language learners, speaking fluency plays a very important role.	45	4.53	0.50

7	In communicative language classroom, oral fluency is very essential for developing qualified language learners in the light of the communicative approach	45	4.09	0.51
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4.1.1.2 The descriptive analysis of students' perspectives on LOF

Table 4.3. EFL students' perspectives towards the importance of LOF

Item No	Content	N	Mean	SD
1	Teaching speaking fluency is important in learning a second language.	115	4.31	0.57
2	Students are aware of the importance of speaking fluency in their learning the second language.	115	3.83	0.78
3	It is necessary to increase students' speaking to improve their oral English fluency.	115	4.31	0.58
4	Teachers often make use of different instructional methods to improve students' speaking fluency.	115	3.60	0.92
5	There are some factors affecting students' speaking fluency.	115	4.22	0.57
6	To develop communicative competence for language learners, speaking fluency plays a very important role.	115	4.29	0.65
7	In communicative language classroom, oral fluency is very essential for developing qualified language learners in the light of the communicative approach	115	4.19	0.59

4.1.2. The qualitative analysis of teachers' and students' perspectives on LOF

Interview question three: LOF

Table 4.4. Summary of the Themes for Interview Question One - Teachers

No. (sequence by the most frequently to least cited)	Positive Themes/Yes	Negative Themes/No
1	Saying that oral fluency is crucial in speaking skill.	
2	Saying that oral fluency aids students in improving their communication skills.	
3	Saying that the learners are aware of the benefits of oral fluency in developing their communication	
4	Saying that LOF is the purpose of learning speaking skill.	
5	Saying that LOF is believed as an indicator of L2 proficiency.	

Table 4.5. below presents the summary of emergent themes from students' responses.

No. (sequence by the most frequently to least cited)	Positive Themes/Yes	Negative Themes/No
1	Saying that oral fluency plays a very important role in learning English.	
2	Saying that oral fluency is advantageous in developing their communication.	

Interview question one: The definition of oral fluency

Table 4.6. Summary of the Themes for Interview Question One - Teachers

No. (sequence by the most frequently to least cited)	Positive Themes/Yes	Negative Themes/No
1	Saying that LOF is considered as a component of proficiency.	
2	Saying that speaking fluency is the ability to speak a foreign language quickly and efficiently.	
3	Saying that speaking fluency is the learner's ability to speak freely, without unnecessary pausing	
4	Saying that oral fluency means able to speak a language very well.	

Table 4.7. Summary of the Themes for Interview Question One - students

No. (sequence by the most frequently to least cited)	Positive Themes/Yes	Negative Themes/No
1	Saying that oral fluency as the ability to speak a language fluently.	
2	Saying that oral fluency as the ability of speaking a foreign language easily and effectively.	
3	Fluency refers to the ability to communicate naturally and without pause.	

4.1.3. The overall analysis of teachers' and students' perspectives on factors influencing LOF

Table 4.8. EFL teachers' and students' perspectives towards factors influencing LOF

Cluster No	Content	Teachers			Students		
		N	Mean	SD	N	Mean	SD
1	Technology factors	45	4.12	0.22	115	4.21	0.21
2	Instructional factors	45	3.71	0.20	115	3.91	4.04
3	Student behavior and attitude factors	45	3.74	0.25	115	3.90	0.35
4	Motivational factors	45	3.83	0.22	115	3.83	0.40
5	Environment – class size factors	45	3.37	0.39	115	3.38	0.35
6	Anxiety factors	45	3.32	0.35	115	3.46	0.66
7	Exposure factors	45	3.11	0.15	115	3.37	0.32
8	Task type factors	45	3.03	0.34	115	3.37	0.50

4.1.3.1. The overall analysis of teachers' perspectives on factors influencing LOF

Table 4.9. EFL teachers' perspectives towards factors influencing LOF

Cluster No	Content	N	Teachers			
			Minimum	Maximum	Mean	Standard Deviation
1	Student behavior and attitude factors	45	3.04	4.09	3.74	0.25
2	Motivational factors	45	3.33	4.31	3.83	0.22
3	Anxiety factors	45	2.56	3.82	3.32	0.35
4	Task type factors	45	2.4	3.6	3.03	0.34
5	Instructional factors	45	3.27	4.20	3.71	0.20
6	Environment – class size factors	45	2.76	3.67	3.37	0.39
7	Exposure factors	45	2.78	3.51	3.11	0.15
8	Technology factors	45	3.78	4.69	4.12	0.22

4.1.3.2. The overall analysis of students' perspectives on factors influencing LOF

Table 4.10. EFL students' attitudes towards factors influencing LOF

Cluster No	Content	N	Students			
			Minimum	Maximum	Mean	Standard Deviation
1	Student behavior and attitude factors	115	3.38	4.28	3.90	0.35
2	Motivational factors	115	3.35	4.21	3.83	0.40
3	Anxiety factors	115	3.12	3.86	3.46	0.66
4	Task type factors	115	3.25	3.59	3.37	0.50
5	Instructional factors	115	3.65	4.12	3.91	4.04

6	Environment – class size factors	115	3.07	3.90	3.38	0.35
7	Exposure factors	115	2.86	3.93	3.37	0.32
8	Technological factors	115	2.55	4.24	4.13	0.12

4.1.4 The quantitative analysis of teachers' perspectives on factors influencing LOF

4.1.4.1. Behavior and attitude factors

Table 4.11. EFL teachers' attitudes towards Student Behavior and Attitude factors

Item No	Content	N	Mean	SD
8	Learning speaking English fluently is the most difficult part to many students.	45	3.51	0.84
9	Students often have an interest in learning speaking English fluently.	45	3.04	0.60
10	A positive attitude to language learning is seen as a crucial factor in speaking English fluently.	45	4.00	1.00
11	Students wish they could speak the English language fluently.	45	4.04	0.60
12	Students keep a positive attitude towards the language that is necessary to become fluent in English.	45	4.09	0.29

4.1.4.2. Motivational Factors

Table 4.12. EFL teachers' attitudes towards Motivational factors

Item No	Content	N	Mean	SD
13	Students are motivated to speak English fluently.	45	3.73	0.72
14	Teachers often implement motivational strategies to make students talk.	45	4.08	0.67
15	Motivation is important when talking about improving the speaking skill, specifically in the oral fluency.	45	4.02	0.62
16	Motivation in the English language classes is good for students.	45	4.22	0.64
17	Teachers often have enough interest to motivate the students in English classes.	45	3.82	1.00

4.1.3.3. Anxiety factors

Table 4.13. EFL teachers' attitudes towards Anxiety factors

Item No	Content	N	Mean	SD
18	Students feel scared when they talk to teachers in English.	45	3.67	0.67
19	Students feel scared when their classmates talk to them in English.	45	2.80	0.79
20	Students feel scared when they talk to foreigners in English.	45	3.78	0.79
21	Students feel scared when they talk to their classmates in English.	45	2.56	0.62
22	Students worry that they'll make a mistake if they speak English.	45	3.82	0.94

4.1.4.4. Task Type Factors

Table 4.14. EFL teachers' attitudes towards Task Type Factors

Item No	Content	N	Mean	SD
23	The most difficult task for many students is using a monologue.	45	3.89	0.78
24	The most difficult task for many students is a dialogue.	45	4.02	0.81
25	The most difficult task for many students is using a narrative.	45	3.93	0.78
26	The most difficult task for many students is choosing a topic for speaking.	45	4.22	0.64
27	The most difficult task for many students is choosing information gap activities.	45	3.91	0.85

*4.1.4.5. Instructional Factors***Table 4.15.** EFL teachers' attitudes towards Instructional factors

Item No	Content	N	Mean	SD
28	Speaking fluency is taught in language classrooms.	45	3.62	0.75
29	Students are provided with sufficient and balanced fluency activities in the speaking skills.	45	3.27	0.75
30	Students are given the opportunity to speak in class.	45	3.96	0.56
31	Using only target language in the classroom can be very effective for students' fluency speaking.	45	3.49	0.76
32	The teaching activities are necessary to develop speaking fluently.	45	4.20	0.46

*4.1.4.6. Environment – Class Size Factors***Table 4.16.** EFL teachers' attitudes towards Environment – Class Size factors

Item No	Content	N	Mean	SD
33	The class environment for oral fluency practice is noisy.	45	3.69	0.90
34	Teachers are satisfied with their class size.	45	3.42	0.69
35	The class environment is not equipped with teaching aids.	45	3.73	0.84
36	Smaller classes allow more time for teachers to spend on speaking skills which can increase students' speaking skills.	45	3.31	0.85
37	Larger class sizes contribute to a decrease in the student achievement, especially in speaking skills.	45	3.84	0.85

*4.1.4.7. Exposure Factors***Table 4.17.** EFL teachers' attitudes towards Exposure factors

Item No	Content	N	Mean	SD
38	Students effort to improve their speaking fluency by speaking English outside of the school.	45	2.80	0.63
39	Students effort to increase their English speaking fluency by watching English videos on the Internet.	45	3.51	0.82
40	Students effort to enhance their English speaking fluency by reading an English book or magazine.	45	2.98	0.54

41	Students effort to develop their English speaking fluency by watching an English movie with subtitles.	45	3.47	0.55
42	Students effort to develop their English speaking fluency by speaking with the foreigners.	45	2.78	0.56

4.1.4.8. Technology Factors

Table 4.18. EFL teachers' attitudes towards Technology factors

Item No	Content	N	Mean	SD
43	Students can learn best with the help of technologies.	45	4.00	0.71
44	Technologies supported teaching makes learning oral fluency more effective.	45	4.18	0.68
45	Technologies are helpful for improving the language students' ability specifically in the oral fluency.	45	4.07	0.65
46	Technologies motivate students to get more involved in speaking fluency activities.	45	4.22	0.64
47	Technologies are helpful for keeping track of speaking fluency learning progress.	45	4.16	0.82

4.1.5. The qualitative analysis of teachers' perspectives on factors influencing LOF

4.1.6. The descriptive analysis of students' perspectives on factors influencing LOF

4.1.6.1. Behavior and attitude factors

Table 4.19. EFL students' attitudes towards Behavior and Attitude Factors

Item No	Content	N	Mean	SD
8	Learning speaking English fluently is the most difficult part to many students.	115	3.55	0.94
9	Students often have an interest in learning speaking English fluently.	115	3.38	0.81
10	A positive attitude to language learning is seen as a crucial factor in speaking English fluently.	115	4.28	0.73
11	Students wish they could speak the English language fluently.	115	4.27	0.65
12	Students keep a positive attitude towards the language that is necessary to become fluent in English.	115	4.01	0.68

4.1.6.2. Motivational Factors

Table 4.20. EFL students' attitudes towards Motivational Factors

Item No	Content	N	Mean	SD
13	Students are motivated to speak English fluently.	115	3.68	0.77
14	Teachers often implement motivational strategies to make students talk.	115	3.76	0.83
15	Motivation is important when talking about improving the speaking skill, specifically in the oral fluency.	115	4.21	0.66
16	Motivation in the English language classes is good for students.	115	4.16	0.74
17	Teachers often have enough interest to motivate the students in English classes.	115	3.35	0.96

4.1.6.3. Anxiety factors

Table 4.21. EFL students' attitudes towards Anxiety factors

Item No	Content	N	Mean	SD
18	Students feel scared when they talk to teachers in English.	115	3.54	0.93
19	Students feel scared when their classmates talk to them in English.	115	3.21	0.84
20	Students feel scared when they talk to foreigners in English.	115	3.58	0.95
21	Students feel scared when they talk to their classmates in English.	115	3.12	0.91
22	Students worry that they'll make a mistake if they speak English.	115	3.86	0.87

4.1.6.4. Task Type Factors

Table 4.22. EFL students' attitudes towards Task Type factors

Item No	Content	N	Mean	SD
23	The most difficult task for many students is using a monologue.	115	3.59	0.80
24	The most difficult task for many students is a dialogue.	115	3.25	0.94
25	The most difficult task for many students is using a narrative.	115	3.39	0.72
26	The most difficult task for many students is choosing a topic for speaking.	115	3.35	0.80
27	The most difficult task for many students is choosing information gap activities.	115	3.27	0.92

4.1.6.5. Instructional Factors

Table 4.23. EFL students' attitudes towards Instructional factors

Item No	Content	N	Mean	SD
28	Speaking fluency is taught in language classrooms.	115	3.97	2.83
29	Students are provided with sufficient and balanced fluency activities in the speaking skills.	115	3.65	0.77
30	Students are given the opportunity to speak in class.	115	3.90	0.74
31	Using only target language in the classroom can be very effective for students' fluency speaking.	115	3.92	0.69
32	The teaching activities are necessary to develop speaking fluently.	115	4.12	0.66

4.1.6.6. Environment – Class Size Factors

Table 4.24. EFL Students' attitudes towards Environment – Class Size factors

Item No	Content	N	Mean	SD
33	The class environment for oral fluency practice is noisy.	115	3.07	0.87
34	Teachers are satisfied with their class size.	115	3.23	0.65
35	The class environment is not equipped with teaching aids.	115	3.34	0.89
36	Smaller classes allow more time for teachers to spend on speaking skills which can increase students' speaking skills.	115	3.90	0.65
37	Larger class sizes contribute to a decrease in the student achievement, especially in speaking skills.	115	3.37	0.75

4.1.6.7. Exposure Factors

Table 4.25. EFL Students' attitudes towards Exposure factors

Item No	Content	N	Mean	SD
38	Students effort to improve their speaking fluency by speaking English outside of the school.	115	3.00	0.79
39	Students effort to increase their English speaking fluency by watching English videos on the Internet.	115	3.82	0.72
40	Students effort to enhance their English speaking fluency by reading an English book or magazine.	115	3.23	0.73
41	Students effort to develop their English speaking fluency by watching an English movie with subtitles.	115	3.93	0.67
42	Students effort to develop their English speaking fluency by speaking with the foreigners.	115	2.86	0.85

4.1.6.8. Technology Factors

Table 4.26. EFL students' attitudes towards Technology factors

Item No	Content	N	Mean	SD
43	Students can learn best with the help of technologies.	115	4.25	0.98
44	Technologies supported teaching makes learning oral fluency more effective.	115	4.18	0.56
45	Technologies are helpful for improving the language students' ability specifically in the oral fluency.	115	4.22	0.57
46	Technologies motivate students to get more involved in speaking fluency activities.	115	4.17	0.58
47	Technologies are helpful for keeping track of speaking fluency learning progress.	115	4.23	0.58

4.1.7. The qualitative analysis of students' perspectives on factors influencing LOF

Table 4.27. Summary of the Themes for Interview Question four - students

No. (sequence by the most frequently to least cited)	Positive Themes/Yes	Negative Themes/No
1	Saying that motivational factors are one of the most influencing factors related to LOF	
2	Saying that technological factors are one of the most influencing factors related to LOF	
3	Saying that behavior and attitude factors are one of the most influencing factors related to LOF	
4	Saying that instructional factors are one of the most influencing factors related to LOF	

4.2. Discussions

4.2.1. Discussion on LOF from EFL students' and teachers' perspectives

Both sets of data on teachers and students confirm the importance of LOF. The results indicate that all of the items related to the significance of LOF for majoring English students were highly appreciated. As observed in Tables 4.1 and 4.2, a large number of participants, including EFL students and EFL teachers, recognized the importance of fluency. For example, they strongly agreed that teaching and learning LOF helps university students develop communicative competence and language learning in the context of the present investigation. Previous studies and research (Yang, 2013; Tavakoli, 2020) in fluency development have pointed out the importance of LOF on the development of students' oral performance.

The findings of the qualitative data, which are consistent with the findings of the quantitative data, show that teachers were aware of the essential parts of LOF for university students and defined LOF as their knowledge. In addition, the teacher participants praised the importance of teaching LOF in learning a foreign language. The findings on the importance of speaking fluency are similar to those of Herder and Sholdt (2014) and Dzugaeva and Djumabaev (2019) from Chapter 2, who agree that LOF is necessary in a foreign working environment and consider how to incorporate fluency-building activities into our classroom teaching.

On the other hand, the other participants defined LOF as abilities involved in language production and communication. In this sense, LOF represents the ability to speak quickly and accurately. This is relevant to the definition in the Cambridge Online Advanced Learner's Dictionary. That is, "a person is fluent, they can speak a language easily, well, and quickly." It is argued that this definition links fluency with speed.

4.2.2. Discussion on teachers' perspectives on factors influencing LOF

The results of an investigation into the elements (both affective and external) that influence learners' LOF show that teachers identified a variety of factors that they believe have an impact. Teachers' support for technology was a significant factor in influencing students' oral fluency in English. The effect of motivation toward LOF is a second element. This is regarded as one of the "affective elements," and most teachers believe that learner motivation influences LOF. After that, there is a third important component, which is student behavior and attitude. The largest relative rate was for instructional components, and this factor came in fourth. Environment - class size factors, anxiety factors, task type factors, and exposure variables were the other components.

The findings from the teacher's perspectives are similar to the findings from the students' perspectives, who believe that technology is the most significant contributor to LOF. This is also in line with the findings of the earlier study reported in Chapter 2. The EFL teachers, on the other hand,

believe that exposure variables are less important than other ones. This is because, when learning English in an EFL context, the classroom environment takes precedence over the relevance of out-of-school experience. Despite existing evidence on the benefits of early English language education on oral fluency, experience outside of the classroom has a bigger impact on oral fluency than early language teaching alone (De Wolf et al., 2017a).

4.2.3. Discussion on students' perspectives on factors influencing LOF

Investigating the factors (both affective and external) affecting the LOF of learners, the results show that students have pointed to a variety of factors that they believe do have an impact. Except for task type and exposure variables, all factor means were determined to be significantly different from one another. For technological factors, the average participant rating was much higher than for other categories. The most crucial element was that students had favorable attitudes toward using technology in teaching and learning. Another key component that respondents rated as having a significant impact on the development of LOF is attitudes. In terms of the next possible component influencing LOF, instructional elements were identified as the third most critical factor. A fourth important aspect, motivating variables, has been identified as the most important factor that educators may address to help students learn more effectively (Olson, 1997). The atmosphere and class size criteria were regarded as neutral by the survey participants. It is worth mentioning that task type variables and exposure factors were the two least significant factors connected to LOF.

4.2.4. Discussion on teachers' and students' perspectives on factors influencing LOF

Regarding the factors that have the least impact on students' oral fluency, both EFL teachers and students agree that the kinds of tasks (for example, dialogues and monologues) have little consequence on the LOF performance.

Regarding the similarity of the least influencing factor on oral fluency as presented in table 4.36, most teachers and students shared the same viewpoint that the task type was the least concerning oral fluency. This also resonated with the study of Ellis (2009, p.474), presenting in the literature review that "all three types of task planning have been shown to have a beneficial effect on fluency, but the results for complexity and accuracy are more mixed, reflecting both the type of planning and also the mediating role of various factors, including task design and implementation variables and individual difference factors." It can be assumed that task type is one of the minor elements in the curriculum and teaching approach. However, this finding from the current research differs from previous research mentioned in the literature review. Another finding of the current research indicated that dialogue is better than monologue in terms of teaching LOF, which confirms Professor Hu Zhianglin at the Fourth International Conference on ELT in China (cited in Heyun, Y.,1999). In brief, if the teacher creates a task that is acceptable and appropriate for the learners' language learning levels, the

knowledge can be recalled quickly and fluently. Perhaps, this finding also gives rise to identifying teaching tasks and the type of management activity required for effective teaching. Explaining these findings, qualitative data from the semi-structured interviews was illustrated by some interviewees as follows:

Regarding the most difficult for you to teach speaking skills, all the participants indicated using the task type (a monologue, a dialogue, or a narrative) to be associated with oral second language production and oral fluency. The interviewees also mentioned that the monologic task is challenging for students, while the dialogic task is more likely to produce oral fluency. Among other factors, task type is supposed to play a significant role in oral production. However, the teachers did not confirm the most challenging teaching task instead of depending on teaching strategies and lesson aims.

4.3. The summary

CHAPTER 5: CONCLUSION

5.1. Summary of the Study

This study aims to investigate the effects of affective and external factors, namely motivational factors, anxiety factors, student behavior and attitude factors, task type factors, instructional factors, environment (class size factor), exposure factors, and technology factors on students' LOF. The rationale behind the present study was derived from the students' low level of speaking performance and their lack of fluency in speaking English. This was hypothesized to be the result of the mentioned factors in a context where English is mainly focused on school classrooms.

The study adopted a mixed-method design. The participants were 45 EFL teachers (aged 25 to 55) and 115 EFL undergraduate students (aged 19 to 21) from foreign language universities in central Vietnam. The instruments of this study involved both quantitative and qualitative methods. Specifically, the quantitative study aided the researcher in determining the most influential aspects that students had faced in contributing to spoken fluency, whereas the qualitative study aided the researcher in reinforcing and broadening the research findings. This research examined the perspectives of teachers and students on LOF as well as the factors that affect students' speaking fluency. Teachers' and students' perspectives on LOF factors were elicited through the use of questionnaires; in addition, semi-structured interviews were conducted for teacher participants. The purpose of the interview conducted was to learn the students' opinions, behaviors, experiences, and phenomenon toward the contributing factors of LOF in the real teaching and learning process. The interview is very important to find factors that affect students' speaking fluency from experienced teachers. The instruments were administered all at once

5.2. Summary of the Findings

Becoming fluency in speaking English is a critical goal for any English language learners. Accordingly, identifying the variables with fluency

and the factors that cause these concerns will help learners achieve this goal. In order to fulfill the aim of the study, the researchers used a questionnaire and interviews with participants to answer the research question.

With regard to the first research question, the findings of this study revealed that most teachers and students agree that technology is an important factor influencing the students' oral fluency as they are a modern educational tool to assist and motivate students to learn English speaking skills as well as promote English speaking fluency as a foreign language.

When it comes to the affective factors that impact students' oral fluency, it is worth noting that student behavior and attitude, as well as motivational factors, have a favorable impact on students' LOF. The data analyses revealed that both groups including university professors and students have a strong tendency to acknowledge that these phenomena have an effect on learners' verbal fluency in English. As a result, the LOF of students' failure, in part, is due to these factors. Besides, regarding instructional factors, both EFL teachers and students believe that instruction has a significant impact on students' oral fluency because it is a common tool for letting students know what to do and how to do it while also guiding them in the right direction to achieve their objectives.

However, when considering the importance students give to their oral fluency when they carry out an oral task, it is remarkable that the task type factor has a negative impact on students' oral fluency. There is a weak tendency on students' part to admit that it is really important for them to pay attention to oral fluency while performing a speaking activity.

The results from the interview analysis indicated that the teacher's perspectives on components of LOF, especially in providing the comprehension of the importance and influencing factors of LOF, were the main reasons why students in higher education were challenged in their English speaking.

As for the second research, the findings of this study revealed that the participants (university EFL teachers and students in central Vietnam) highly reckoned the significance of LOF in teaching and learning EFL for higher education students. These participants appraised that LOF is able to contribute considerably to improving EFL learners' speaking proficiency in acquiring the English language and in the context of communicative language teaching. In other words, LOF has a great influence on language development in the case where the learners overcome the obstacles, namely affective and external factors.

5.3. Limitations of the study

There are some obvious limitations to the studies carried out to date. One of the main limitations of this study appears to be sample size. A small sample of participants was in the questionnaire due to the shortage of time for collecting the data. Although there is no reason to suppose that the small sample size (115 students and 45 teachers for the questionnaire, with 12 of each for the

interview) invalidates the findings in any way, a larger sample size would be better. Hence, to have a valid result for the further analysis of factors contributing to oral fluency development, the researcher should obtain more samples and more time. Another shortcoming of this investigation was probably the method chosen for this study. Although there is no denying that this was an empirical method, it is pretty restrictive when it comes to collecting the data information. This gave rise to the authors' only focusing the final findings on the questionnaire survey and semi-structured interview. Based on the limitations, a few recommendations are suggested for further research on the factors influencing the LOF of students in Vietnam in the following section.

5.4. Implications and contributions of the study

In the current research, LOF is considered one of the components of speaking competence. Learners of English in Vietnam need to consider enhancing their English oral communicative competence in academic, personal, and social practices. Besides, the results of this research suggest that Vietnamese learners consider a wide range of LOF factors to solve their English oral communication problems and develop their oral fluency. Two main factors, affective factors and external factors, are examined in contributing LOF. This is important for teachers and educators in acknowledging LOF factors by learners of English in Vietnamese contexts. The current research provides a framework for factors influencing LOF that can be used to inform practice and further research in this field.

The importance of this research could help students enhance their English speaking fluency in the teaching and learning process. It can assist students in understanding the aspects that influence their ability to speak fluently so that they can prepare accordingly. It can provide new information on the factors that influence a student's ability to speak. Students could use this new understanding to develop awareness of elements that affect their ability to speak in order to improve and grow their competency.

Another important finding of the current study is that the learners are aware of using technological resources, traditional text-based materials, and face-to-face educational support to facilitate their English language learning and promote LOF in the Vietnamese EFL environment. This demonstrates that Vietnamese students recognize the value of technology and use it to optimize the learning platform when internationalization and higher education are becoming increasingly essential and well-known worldwide. Their ability to use technology to achieve communication goals supports the belief of combining the motivational factors and the learning outcomes. The findings showed that students' oral fluency can be improved with the support of technology; therefore, they could be encouraged to create their own learning facilitated by technology. As for the language teachers, the findings indicate that the use of technology has resulted in the support of language skills in terms of oral fluency. The findings may imply that technological

tools could be used as a supplement platform for students to practice their language skills outside of the classroom, particularly in contexts in which English is spoken as a foreign language and explicit grammar instruction is common (V. C. Le, 2012; G. V. Nguyen, 2014b). By doing so, teachers can provide more opportunities for students to practice using technical tools outside of the classroom and interact with their peers. This is also supported by Krashen's (1985) hypothesis that students could gain more language input by listening to and reading more internet resources.

5.5. Recommendations for Future Research

Future research should examine the effects of age and peer interaction on fluency development to support the findings presented here. Hence, these contributing factors to the investigation may be to receive perspectives from the students and teachers on other fluency factors such as peer interaction in and outside of class and learners' age, which could affect oral fluency. Consequently, one of the contributing factors to the investigation could be obtaining perspectives from students and teachers on other fluency activities through peer interaction in and out of class, as well as measures of their age that may affect oral fluency.

Due to the lack of a target language environment for EFL learners in Vietnam, most Vietnamese EFL learners' speaking and listening skills are far behind their reading and writing abilities. It is suggested that other factors beyond those of the current empirical study could be investigated in speaking skills in Vietnamese universities in order to promote and develop EFL learners' oral fluency.

For ESL/EFL students, oral fluency is one of the most apparent signs of English competency; nevertheless, the idea of adding technology into fluency education is relatively new. As a result, empirical and longitudinal studies on the impact of intensive technological fluency teaching are lacking. As a result, it is believed that technology activities can be effectively integrated into lesson plans in speaking classes using the traditional presentation-practice-production approach. Instructors and researchers could collaborate to analyze the effects of technological education on learners' oral fluency using the method presented in this study. In addition, future research might look at the factors that teachers face when applying this training in order to get the best results from technological instruction in the Vietnamese environment.

Last but not least, future research should focus on finding ways to explore tentative factors that affect testing context and reflect the ability to talk fluently and efficiently, rather than factors that only reflect the LOF of students in general. It is clear that oral fluency is a part of the scoring guide for speaking skills and is assessed in every speaking test. It is possible for students to be aware of problems hindering their oral fluency during the testing period and ensure that they have sufficient fluency.

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 p c . " p i j k ' p " e w " p « { " e ¼ p " z g o " z ² v " e
 v j w " p i ½ p " p i " v j " j c k 0 " E a e " { w " v "
 f p . " m j " p k p i v " k v k p i r " C z A j e . " x n q k " p j k
 s w { " o ½ " e r " n r " o ½ k " v t p i

1.6. V o " s w c p " v t p i " e c " p i j k ' p " e w
 V j g q " j k w " d k v " e c " v ½ k . " p i j k ' p
 - { " e j c " z g o " z ² v " s w c p " k o " e c " i k a
 x k e " j « e ' u v " r j k w " d k v " x " e a e " e "
 j p i " p " m j " p p i " p » k " v t ½ k " e j { "
 m j ½ p i " e » 0 " O e " f Á " u " v t ½ k " e j { " e
 p p i " e " d p " o « " j w " j v " p j p l e p l k
 p j p i " s w c p " k o " e c " e a e " v j « p j " x k ' p
 v t q p i " p i j k ' p " e w " v j e " p i j k o " e " v j
 e w " p « { " v " v k p " e " m " x p i " u " »
 v j w { v " x « " v j p e i " j v k k ' p p " e e w c " p n i ½ p p j " p x i e 0
 M j k " z g o " z ² v " e a e " m j c " e p j " e c " r j
 e w " p « { " n k ' p " s w c p " p " m j " p p i " p » k
 v t q p i " i k a q " f e " k " j e . " k w " p « { " e »
 e c " v t » p j e c " p i k " j e 0 " k w " p « { " o

j e " x « " e ^a e " e " k o " e c " x k e " j e " G H
 f " n k w . " e » " v j " v k v " n " e ^a e " { w " v
 e j { 0 " F q " » . " m v " p s " w v j " e e " " x v j " e " a p e - " p v i j " « e p
 j p i " p " u " v t 1/2 k " e j { " v . t q p i " i k c q " v
1.7. p j " p i j c " e ^a e " v j w v " p i " s w c p " v t
1.8. E w " v t h i e p " i e j k c ' p " e w

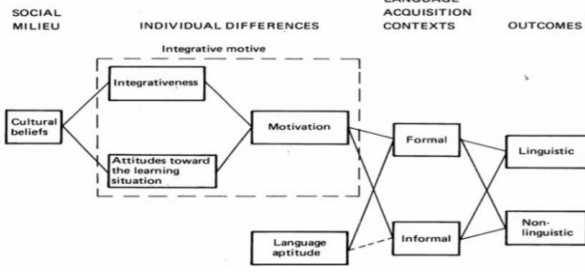
E J P I " 4 0 " E " U " N " N W P

2.1. V p i " s w c p " xó i v k f i ' p G l n X K v ' V p ' P c o
 N i j k ' p " e w " p « { " e " v j e " j k p " v
 D k " e p j " p i j k ' p " e w " e " v j " e j k c " u
 p j p i " p i k " m j ^a e " v t ' p " v q « p " v j " i k l
 C p j " p » k " e " i k j " p p i j " f " o { " v x " « o " 1/2 p j " j e " e j " « d p
 p " n r " 3 4 0 " V w { " p j k ' p . " e » " p j p i " k
 v t q p i " o v " m j w p i " e p j " m j 1/2 p i w ' v j » " e » " p
 là d k " e p j " e p " z ^a e " p j " p j p i " k o "
 j w p i " m j ^a e 0 " F q " » . " e j " { w " " z w v " t
 x « q " u k p j " x k ' p " e j w { ' p " p i « p j " v k p i " C p

2.2. E " u " n " n w p
 N i j k ' p " e w " j k p " v k " z g o " z ² v " s w c
 v t q p i " e ^a e " v . m p k j " p j " w j k p i p " x w « " k " k e w c " j 0 "
 t p i " m j 1/2 p i " e » " n " v j w { v " e " v j " p « c
 P j " - " v j q " n w p " v t q p i " n w p " a p . " x k
 e ^a e " m j ^a k " p k o " n k ' p " s w c p " n « " p i v " s w c
 N Q H 0 " E » " p j k w " p j " p i j c " m j ^a e " p j c v
 r j - p p d k " v k p i . " C p j p " n o w e " n p j a v p i " p i k
 v j ' o P " » x k " v k p i " v G p j " p i " w " t n d ' p v p " j q c p i "
 4 2 3 2 + 0 " ~ p i " e p i " w " v t " A w " p c " p j i k ' j w " e o c

2.2.1. U " p » k " n w " n q " v
 V t q p i " e ^a e " e w e " v j q " n w p " x " m j
 v t . p j " v t e " » " e c " H k n n o q t g " * 3 ; 9 ; +
 v j « p j " d p " e " k o " e " d p p » 0 k " " e j e w " { k p "
 f « k " x k " x « k " n p " v o " f p i . " m j " p p i
 * 4 2 2 2 . " v t c p i " 7 3 + . " k w " p « { " p i " " v
 E j k w " v j " j c k " n « " x k e " v q " t c " e ^a e " e
 p i " p i Á " c f x k " e c " p i 1/2 p " p i \$ " o v " e ^a e
 p p i " e » " p j p i " k w " v j ¶ e j " j r " " p »
 E w k " e Á p i " n « " \$ m j " p p i " o « " o v " u " p
 v p i " v p i " v t q p i " x k e " v u t 0 " " f 3 p t 10 " " E i 1/2
 t p i " u " j k w " d k v " e c " c p j " { " x " U

v e " " p » k " o « " n « " u " r j e " v r " x « " e j
 v c " e » " p j k w " m j " p p i " e j q " t p i " U " v
 v j g q " e^a φ j p k « " v · p j " j w p i " m j^a e " p j c w 0
2.2.2. O^{1/2} " j · p j " i k^a q " f e " z - " j k " e c " I c t
 O^{1/2} " j · p j " i k^a q " f e " z - " j k " e c " I c
 j p i " p " x k e " j e " p i 1/2 p " p i < " o 1/2 k " v
 p j ∩ p . " d k " e p j " " v k v f s w j w j p e 1/2 p " p f
 3 ; 9 ; + 0 " O^{1/2} " j · p j " d c p " w " e c " I c t f p g t
 n « o " m j w 1/2 p " m j " e " d p " e j q " p i j k ' p " e
 * I c t f p g t " 3 ; : 7 + " p j p " o p j " v o " s w c p "
 u " e " k^a φ j ç w j e p ç m p i k : j e " v t q



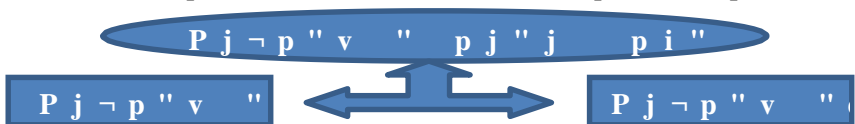
Hình 2.2. O^{1/2} " j · p j " i k^a q " f e " z - " j k " e c " I c
 4 0 4 0 5 0 " N " v j w { v " e c " M t c u j g p
 M t c u j g p ø u " O q p k v q t " V j g q t { " * 3 ; : 9
 e " K P » o' " d N 4 0 " i o " p o " i k " v j w { v < "
 v r . " i k " v j w { v " v j g q " f ç k . " i k " v j w {
 i k " v j w { v " d " n e " v · p j " e o 0 " M j w p i "
 e w " p « { " n « " i k " v j w { v " v t w " p » q 0 " O 1/2
 d k " p j « " p i 1/2 p " p i " j e " U v g r j g p " M t c u j

Table 2.1. The Krashen's Input Hypothesis with the teaching instruction

Optimal input	The teaching instruction
1. M j " p p i " i k Ä r " p i k " j e " v k r vào	e ∩ w " p » k " j q e " o v " e ∩ w " v e j p " v « k " n k w " m j 1/2 p i " s w e
4 0 " w " x « có liên quan	" i k Ä r " p i k " j e " v k r v j « p j " e 1/2 p i " v t q p i " e ^a e " j p j p i " v ç ð e k " v j p i v " m " u p i " p j w " e w " e c " j 0
5 0 " V t · p j " V p " f p i " e ^a e " v « k " n k w " w " x « q	s w { " v e " p i " r j ^a r " e c " p j
6 0 " U " n x « q " e ^a e " e w e " j k " v j q . k "	" p i k " j e " v k r " e p " x v k ' w " . " { r " j q p i " r j Ä " x « " f x « q " e ^a e " e w e " j k " v j q . k "

2.2.4. L2 Oral fluency factors

E p " e " x « q " m j w p i " m j ^a k " p k o " p « { " x « " p j p i " p j " j p i " e c " p » " * . k ' e đ e k ' { p j " j p i " p " NQH " e » " v j " e " e j k c j " s w " v t w p i " v ∩ o " e c " e ^a e " e j k w " e c E ^a e " r j ∩ p " n q k " p « { " d c q " i o " e ^a e " { d ' p " p i q « k " e c " p i k " p » k . e w w p i " k w " v x " s w c p " k o " e c " i k ^a q " x k ' p " GHN 0



Hình 2.3: M j w p i " e ^a e " p j ∩ p " v " p j " j p i "

2.2.4.1. [w " v " p j " j p i " v " p i k " p » k " * k + " V w k

(ii) Thái

* k k k + " p i " n e
 * k x + " [n w p " i v " n q "

2.2.4.2. [w " v " d ' p " p i q « k

(i) F p i " d « k " v r

* k k + " O ½ k w t o ½ p n " r " j e
 * k k k + " V k r " z A e " x k " v k p i " C p j
 * k x + " R j p i " r j ^a r " j p i " f p "
 * x + " E ½ p i " p i j

4 0 4 0 7 0 " V p i " v ^a e " p i c p i " j « p i

4 0 4 0 8 0 " P p i " n e " i k c q " v k r

2.2.7. Phát v t k p " n w " n q ^a v

4 0 4 0 : 0 " V » o " v v " M j w p i " n " v j w { v

4 0 5 0 " E ^a e " p i j k ' p " e w " v t e " ∩ { V t q p i " p j p i " p o " p i k p " v k ∩ p i " L a p j " m * NQH + " - " p j p " e " t v " p j k w " u " s w

Kormos & Dénes, 2004; N. Segalowitz & Freed, 2004; Wood, 2006; Segalowitz, 2010; Parish, 2011; Préfontaine, 2013; Yahaya & Kheirzadeh,

4 2 3 7 = " U g i c n q y k v | . " 4 2 3 8 c = + 0 " V p i " v p i " m j p i " p j " t p i " e ^a e " { w " v " p i v ^a e " p i " { p " e u c " x k ½ k " p j k " * M q r p k e m ^a O c t k g " C p v q p k c . " p 0 f 0 + 0 " J p " p c . " j w { w " v " e c " NQH " v t q p i " p i ½ p " p i " v j " Huensch & Tracy-X g p v w t c . " 4 2 3 9 + " x « " u p i " e " v k t q p j s w ^a " v t . p j " j e " " p e " p i q « k " * J c n n " (4 2 3 5 = " U q p . " 4 2 3 5 = " M k o " x « " e p i " u . " 4

4 2 3 9 + 0 " P i q « k " t c . " j e " u k p j " x « " i k ^a q " p » k " v k p i L2C*pNjQ'Hn+ "wv"tnqqp^aiv" v k p i " C p j " * p j p i " { w " v " p « { " » p i " i » r " p j " v j " x k ´ p " X k v " P c o " x p " e j c " e " p i j k ´ p i e w " x " N Q H " e c " u k p j " x k ´ p " G H p N j " v j k " p X i p " s w ^a " v t . p j " j e " v r " e c " j " x " m j p « { " n « " o v " o k " s w c p " v ¬ o " x . " p p i " n v t p i " e c " i k ^a q " f e " r j p i " V ¬ { 0 E » " d p i " e j p i " v " p i j k ´ p " e w " v j

trình d « { " v j ½ p i " v k p " x « " " v p i " enói " v j v k p i " C p n j k " ´ n p " w s " w n c q p ^a n v p " m j " p p i " p » k . e j { " * R t ² h q p v c k p g . " 4 2 3 2 = " M c j p i . " 4 2 { w " v " p j " j p i { w p ´ v N Q H " . ϕ q đ ' e i o đ ' x & p i q « k " e c " p i k " p » k " * M q r p k e m ^a " (" E c p « { . " e p i " p j " e ^a e " { w " v " i » r " r j p . p « { " - " o c p i " n k " p j p " v j e " e c " p i Thomson, 2004; Freed, Segalowitz, & Dewey, 2004; Ginther, Dimova, & Yang, 2010; Pinget, Bosker, Quené, & de Jong, 2014; Préfontaine & M q t o q u . " 4 2 3 8 + 0 " E » " t v " ¶ v " p i j k ´ p " e p i ½ p " p i " v t q p i " d k " e w p " j e " j j k c " p d ' k p c v { ' 0 n " v j ½ p i " v j q " p i ½ p " p i " e c " j e " u k p j " X p j " v j " p « q " p " s w c p " k o " e c " i k ^a q s w c p " v ¬ o " e c " e j À p i " v ½ k " " ¬ { " n « " v t e c " i k ^r ¼ p " x k ´ i p " p « " s w c p " k o " e c " j e "

2.4 The Gaps in the Literature

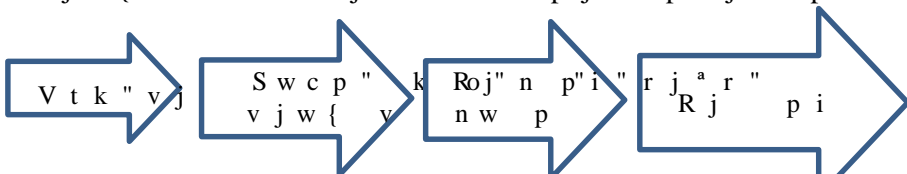
V t q p i " e ^a e " r j p " v t e . " p j « " p i j k p i j k ´ p " e w " j k p " v k " x " e ^a e " r j p i p p i " p » k " v t ½ k " e j { " * x ¶ " f < 2014; c x t c p J w c p i . " 4 2 3 8 = " C n d k p q . " 4 2 3 9 + " x « " e ^a e " . " u " n q " n p i " v t q p i " x k e " j e " p i ½ p » p i " i » r " x « q " x k e " p » k " v t ½ k " e j { " * x 1999; Bailey, Onwuegbuzie, & Daley, 2003; Rand, 2007, Loukriz, 2013; F q t g " . " 4 2 3 7 = " P | c p c p c . " 4 2 3 8 = " P 0 " U g p i q « k " p j " s w { " o ½ " n r " j e . " n q k " p j C p j . " n k ´ p " s w c p " p " u p " z w v " d p i " o f < " & Iwashita, 2012; Son , 2013a; Davies, 2014; H. T. Nguyen, Warren, & Fehring, 2014; H. T. Nguyen, Fehring, & Warren, 2015; Tavakoli, 2016; Thai & Boers, 2016; De Wolf et al., 2017a; Karpovich, U j g t g f g m k p c . " M t g r m c k c " (" X q t q e p " q x « c " . v r " v t w p i " x « q " j k w " u w v " p » k " - " k " j e " X k v " P c o . " i » r " r j p " e j w { p

i k c q " v k r 0 " E p i " e » " d p i " e j p i " x " j
 Khong, 2019; Dung and Ngoc, 2020). Tw { " p j k ' p . " x p " e ¼ p "
 v t p i " p i j k ' p " e w " e p " i k k " s w { v "
 p " p i k " j e " GHN " v t q p i " i k a q " f e "

2.5. V » o " v v " e j p i
E J P I " 5 0 " R J P I " R J f R " P I J K ž P "

3.1. O ½ " j · p j " p i j k ' p " e w
 P i j k ' p " e w " j k p " v k " u " f p i " O ½ "
 n « o " r j p i " r j a r " v k r " e p " p i j k ' p " e w
 p i k " v j c o " i k c " x " m j a k " p k o " \$ p » k " v t
 p " m j " p p i k p j k k k t k v e q p { " d k " a p j
 P c o 0 " k w " p « { " n « " f q " o e " ¶ e j " p i j k ' p
 k o " j w " v j e " e j p i " x « " v j g q " e j " p i j

3.2. V j k v " m " p i j k ' p " e w
 V j w v " p i " \$ v j k v " m " p i j k e " p l c e j " w \$
 d p " m j ¶ c " e p j " e » " n k ' p " s w c p " x k " p j c
 v p " v k " u " v p i " v a e " i k c " e a e " { w "
 v j w { v " e " v j " e c " p j « " p i j k ' p " e w 0



J · p j " 5 0 3 0 " D p " { w " v " e c " v j k
 X k e " n c " e j p " o v " o ½ " j · p j " p i j k ' p
 i k k " s w c p " v t k v " j e " * E t g u y g n n . " 4 2 2 ;
 x " o v " p j p " v j e v n w p p ! p j « v " i k t k p i " q v j
 * P g w o c p . " 4 2 2 2 = " I t g { . " 4 2 2 6 + 0 " E a e " p j
 p i j k ' p " e w " " j p i " f p " e a e " r j p i "
 r j p i " r j a r " j q e " s w { " v t · p j " p i j k ' p
 2010 + 0 " V t q p i " p i j k ' p " e w " p « v { . q " v n j « w " { o ½ "
 p i j k ' p " e w " v j ¶ e j " j r " p j v " x « " n « " s w c
 n " v j w { v " - " e " v j k v " n r " v t q p i " e
 T j « p j " r j p " v n j " ¶ i c j " k e ' p c " e v j w k " n « " r j
 e w 0 " R j p i " r j a r " n w p " m v " p k " s w a " v
 e w " e j ¶ p j " x « " e p i " n « " r j p i " r j a r " v j
 x { . " v j k v " m " p i j k ' p " e w " j w » " p j i " r o " m v j " q x
 e a e j " i k c " e w " j k " p i j k ' p " e w " x « " r j
 v j g q " r j p i " r j a r " j p " j r " i k k " s w {
 \$ p j " v j " p « q \$ " j q e " \$ v k " u c q \$. " k w "

n « " j k e w è " i k e k " v j e j " m j a e " p j c w " x " m
 * E q j g p " g v " c n 0 " 0 . " 4 2 3 : + 0 " E a e " r j p i
 p k " d v " v t q p i " e p i " p i " p i j k ' p " e w .
 e w " t k ' p i " d k v 0 " V w { p p j k r p . c p i è p i j {
 r j " d k p " v t q p i " p i j k ' p " e w " v o " n " x
 2010; Mertens, 2005, 2010; Johnson, Onwuegbuzie, & Turner, 2007;
 Creswell, 2009; Yin, 2009; Ross, Richards, & Seedhouse, 2011; Creswell &
 Clark, 2013) 0 " P i j k ' p " e w " e a e " r j p i " r j a r "
 e a e j " v k r " e p " x « " p i ½ p " p i " r j c " v t p "
 (Johnson và Onwuegbuzie, 2004).

3.3. P i k " v j c o " i k c

" k w " v t c " e a e " { w " v " p i p " e
 p j p i " p i k " v j c o " i k c " p i j k ' p " e w " d c
 i k c " x « " i k a q " x k ' p " v j c o " i k c 0 " U " v j c
 e " e q k " n « " e p " v j k v " " r j p " a p j
 p j c w . " x " v a e " p i " e j p j " v i e n v a e s i h e c " x
 x k ' p " G H N " e " e j p " n « o " p i k " v j c o
 x k e " f { " x « " j e " G H N " j « p i " p i « { " x « " i
 e a e " x p " " e " i k k " s w { v " v t q p i " p

3.4. R j p i " r j a r " v j w " v j r " u " n k w

D p i " 5 0 6 0 " E ½ p p i " e - w " j k " x k " e a
 f " n k w " p j " n p i

Themes	Items
1. V o " s w c p " v t p i " e	c1, 2, 3, 4, 5, 6, 7
2. C a e " { w " v " j « p j " x k	8, 9, 10, 11, 12
3. E a e " { w " v " v q "	p13, 14, 15, 16, 17
4. [w " q v " n " m p i	18, 19, 20, 21, 22
5. Y w " v " n q k " p j k o "	23, 24, 25, 26, 27
6. [w " v " j p i " f p	28, 29, 30, 31, 32
9 0 " O ½ k - [v t w " v p i " s w {	'33, 34, 35, 36, 37
: 0 " E a e " { w " v " v k	38, 39, 40, 41, 42
; 0 " [w " v " e ½ p i " p i	43, 44, 45, 46, 47

5 0 6 0 4 0 " R j p p ' è " x " p t A e " f « p j " e j q " i k a q
 D p i " 5 0 7 0 " E - w " j k " r j p i " x p " f « p

1.	D p " l " u k p j " x k ' p " e c " d p " e » " v j n r " x « " p i q « k " n r " m j ½ p i A
2.	V j w v " p i " \$ p » k " n w " d q p A \$ " e » " p i j
3.	D p " e » " p i j " t p i " p » k " v t ½ k " e j { j e " p i q k " p i A
4.	V t q p i " e a e " { w " v " u c w . " { w " v " p v t ½ k " e j { " e c " j e " u k p j A " D p " e » "

	o v 0 √ [" ý « p j " x k " x « " v j ^a k "
	d 0 " E ^a e " { w " v " p i " n e
	e 0 " [w " v " n q " ¬ w
	f 0 " [w " v " n q k " v ^a e " x
	g 0 " [w " v " j p i " f p
	h 0 " O ½ k " v t p i < " [w " v " s w { " o ½ " n
	i 0 " [w " v " v k r " z Æ e
	j 0 " [w " v " e ½ p i " p i j
5.	V t q p i " u " e ^a e " { w " v " u c w . " { w " v k C p j " v t ½ k " e j { " e c " j e " u k p j A " D . p o v 0 " [w " v " j « p j " x k " x « " v j ^a k "
	d 0 " E ^a e " { w " v " p i " n e
	e 0 " [w " v " n q " ¬ w
	f 0 " [w " v " n q k " v ^a e " x
	g 0 " [w " v " j p i " f p
	h 0 " O ½ k " v t p i < " [w " v " s w { " o ½ " n
	i 0 " [w " v " v k r " z Æ e
	j 0 " [w " v " e ½ p i " p i j
6.	D p " e » " p i j " t p i " u " f p i " e ½ p i " d p i " o k p i " m j ½ p i A " P w " x { . " v k "

3.5. S w { " v t · p j " v j w " v j r " f " n k w

V j ½ p i " v k p " e " v j w " v j r " v " e ^a e "

li w " e j ¶ p j " n « " d p i " e ¬ w " j k " e " r j ¬ p

i k ^a q " x k ' p 0 " E ^a e " v « k " n k w " e " v j w " v

x c k " v t ¼ " n « " p i w p " f " n k w " v j " e r 0 "

f p " e j p i " v t : φ j p " i r k j p c i " j f ε " x « " m " {

3.6. S w { " v t · p j " r j ¬ p " v ¶ e j " f " n k w

X . " e » " j c k " n q k " e ½ p i " e " e " u " f

p « { < " d p i " e ¬ w " j k " x « " r j p i " x p . " f " r

5 0 9 0 " " v v ¶ k p p j " " e j { r " " x n « "

5 0 : 0 " E ¬ p " p j e " x " q " e

5 0 ; 0 " D p " v » o " v v

CHAPTER 4: FINDINGS AND DISCUSSION

4.1. M v " s w

4.1.1. R j ¬ p " v ¶ e j " p j " n p i " s w c p " k o " e

D p i " S w { p 0 " k o " e c " u k p j " x k ' p " x « " i

E ^a e " s w c p " c " k x l o " e " p » k " v

STT	P i k " gia	N	Minimum	Maximum	Mean	Standard Deviation
1	Giáo Viên	45	3.78	4.69	4.24	0.22
2	J e " U k	115	3.60	4.31	4.11	0.21

6 0 3 0 3 0 3 0 " R j ¬ p " v ¶ e j " o ½ " v " s w c p " k o
D p i S 6 0 4 0 " k o " e c " xi k k ^a n q v " xok ' s p w " c G p H N v " t

STT	P	k " f w p i	N	Mean	SD
1	F	{ " p » k " v t ½ k " e j { " n « " p i ½ p " p i " v j " j c k 0	45	4.42	0.50
2	H	e " u k p j " p j p " v j e " v t ½ k " e j { " v t q p i " x k e " j	45	3.78	0.82
3	E	p j k " v p i " e p i " p » k " m j " p p i " p » k " v k p i " C p j	45	4.38	0.49
4	I	k ^a q " x k ' p " v j p i " u " f p p j c w " " e k " v j k p " m j . " p	45	3.80	1.18
5	E	» " o v " u " { w " p " h j p j p e j { " e c " j e " u k p j	45	4.69	0.47
6		" r j ^a v " v t k p " p p i " n e p i . " x k e " p » k " v t ½ k " e j . {	45	4.53	0.50
7	V	t q p i " n r " j e " p i ½ p " p i e j { " n « " t v " r e j ^a p v " v v j t k k v p " p i ½ p " p i " " v k ' w " e j w p	45	4.09	0.51

6 0 3 0 3 0 4 " R j ¬ p " v ¶ e j " o ½ " v " s w c p " k o
D p i S 6 0 5 " k o " e c " u k p j " x k ' p " G H N "

STT	P	k " f w p i	N	Mean	SD
1	F	{ " v p t » k k " e j { " n « " k w " s w p i " v j " j c k 0	115	4.31	0.57
2	J	e " u k p j " p j p " v j e " e ' e j { " v t q p i " x k e " j e " p i ½ p	115	3.83	0.78
3	K	" E p " r j k " v p i " e p i " p p p i v k » k i " C p j " n w " n q ^a v " e	115	4.31	0.58
4	I	k ^a q " x k ' p " v j p i " u " f p i p j c w " " e k " v j k p " m j . " p	115	3.60	0.92
5	E	» " o v " u " { w " v " p j " j e c " j e " u k p j 0	115	4.22	0.57
6		" r j ^a v " v t k p " p p i " n e " i x k e " p » k " v t ½ k " e j { " » p i "	115	4.29	0.65
7	V	t q p i " n r " j e " p i ½ p " p i " n « " t v " e p " v j k v " " r j ^a " v k ' w j " g e q j " w r j p " p i " r j ^a r " i	115	4.19	0.59

4.10 4 0 " R j ¬ p " v ¶ e j " p j " v ¶ p j " s w c p " k o
D p i V 6 0 6 0 " v " e j " " e j q " G i a o v i e n " j k " r

U	" e ¬ w " * U r	E j " " v ¶ e j " e e "	E j " " r
v	" v j p i " z v		/ Không
¶ v	" e " v t ¶ e		
1		P » k " t p i " m j " p t v " s w c p " v t p i	

U " e ↘ w " * U r " v " v j pi " z v ¶ v " e " v t ¶ e	E j " " v ¶ e j " e e "	E j " " r / Không
2	P » k " t pi " m j " p v t " j e " u k p j " e v k r " e c " j 0	
3	P » k " t pi " pi k " ¶ e j " e p ø k x k t ø k " r j a v " v t k p " m j "	
4	P » k " t pi " NQH " n j e " m " p pi " p »	
5	P » k " t pi " NQH " u " a p j " i k a " o	

D p i D 6 0 7 0 " ↘ { " v t · p j " d « { " v » æ ↘ w " w " t e " a n
n k " e c " j e " u k p j 0

U " e ↘ w " * U r " v " v j pi " z v ¶ v " e " v t ¶ e	E j " " v ¶ e j " e	E j " " r / Không
1	P » k " t pi " m j " p » pi " o v " x c k " v v t q pi " x k e " j e	
2	P » k " t p i p " i m " j p » k o v " n k " v j " v t i k c q " v k r " e c "	

Câu h i ph ng v n m v < p j " p i kh p " p i " p » k " n w " n q
D p i " 6 0 8 0 " V » o " v v " e j " - Giáo viên " e ↘ w " j

U " e ↘ w " * U r " v " v j pi " z v ít e " v t ¶ e j "	E j " " v ¶ e j "	E j " " r p j " 1 "
1	P » k " t pi " NQH " v j « p j " r j p " e c	
2	P » k " n w " n q a v " p i q k " pi " o v " x « " j k w " s w	
3	P » k " t pi " p » k " p pi " pi p » k k " o j v e f q . " m j ½ pi " e p "	
4	P » k " t pi " p » k " o k pi " e » " pi j o v " pi ½ p " pi " t	

D 4.1. V » o " v v " e j " " e j w v j - w p j e k ũ k p j

U " e - w " * U r "	E j " " v ¶ e j " e	E j " p j " 1 "
v " v j p i " z w ¶ v " v t ¶ æ " j " f p		
1	P » k " t p i " m j " d p i " o k p i " p j o v " p i ½ p " p i " v	
2	P » k " n w " n q ^a v " m j " p p i " p » k " f « p i " x « " j k w " s	
3	N w " n q ^a v " m j " e i k c q " v k r " v " p i p i " p i j 0	

4.1.3. R j - p " v ¶ e j " v p i " v j " s w c p " k o " e c influencing LOF

D p i 'S 6 0 p 0 " k o " e c " i k ^a q " x k ' p " x « " j p j " j p i " p " NQH

STT	P k " f w p i	Giáo viên			J e " u k p j		
		N	Mean	SD	N	Mean	SD
1	[w " v " e ½ p i " p i	45	4.12	0.22	115	4.21	0.21
2	[w " v " i k p i " f	45	3.71	0.20	115	3.91	4.04
3	[w " v " j « p j " x j e " u k p j	45	3.74	0.25	115	3.90	0.35
4	E ^a e " { w " v " ¶	45	3.83	0.22	115	3.83	0.40
5	O ½ k " v - t e ^a e p " i { w " n r " j e	45	3.37	0.39	115	3.38	0.35
6	[w " v " n q " - w	45	3.32	0.35	115	3.46	0.66
7	E ^a e " { w " v " v k	45	3.11	0.15	115	3.37	0.32
8	[w " v " n q k " p j	45	3.03	0.34	115	3.37	0.50

6 0 3 0 5 0 3 0 " R j - p " v ¶ e j " v p i e " a v e j " { " s w w " c v p " j p i " p " NQH

D p i 'S 6 0 p 0 k o " e c " i k ^a q " x k ' p " GHN " k

STT	P k " f w p i	N	Giáo viên			
			Minimum	Maximum	Mean	Standard Deviation
1	[w " v " j « p j e c " j e " u k p j	45	3.04	4.09	3.74	0.25
2	E ^a e " { w n ' v e " 45	45	3.33	4.31	3.83	0.22
3	[w " v " n q " - v 45	45	2.56	3.82	3.32	0.35
4	[w " v " n q k ' 45	45	2.4	3.6	3.03	0.34
5	[w " v " i k p 45	45	3.27	4.20	3.71	0.20

6	O ½ k " v t e a p i " { 45	2.76	3.67	3.37	0.39
7	E a e " { w " v " 45	2.78	3.51	3.11	0.15
8	[w " v " e ½ p i ' 45	3.78	4.69	4.12	0.22

6 0 3 0 5 0 4 0 " R j ¬ p " v ¶ e j " v p i " v j " s w c p " "
j p i " p " NQH
D p i "V6j0a3k2"0 " e c " u k p j " x k ´ p " GHN " k "

H c Sinh

Cluster No	Content	N	Minimum	Maximum	Mean	Standard Deviation
1	[w " v " j « p 115	115	3.38	4.28	3.90	0.35
2	E a e " { w " v 115	115	3.35	4.21	3.83	0.40
3	[w " v " n q " 115	115	3.12	3.86	3.46	0.66
4	[w " v " n q 115	115	3.25	3.59	3.37	0.50
5	[w " v " i k 115	115	3.65	4.12	3.91	4.04
6	O ½ k " v-te a ep"i 115	115	3.07	3.90	3.38	0.35
7	E a e " { w " v 115	115	2.86	3.93	3.37	0.32
8	[w " v " e ½ p 115	115	2.55	4.24	4.13	0.12

6 0 3 0 6 " R j ¬ p " v ¶ e j " p j " n p i " s w c p " "
j p i ß " NQH
6 0 3 0 6 0 3 0 " [w " v " j « p j " x k " x « " v j a k "
D p i "V6j03k3"0 " e c " i k a q " x k ´ p " GHN "
V j a k " " e c " J e " u k p j

STT	P k " f w p i	N	Mean	SD
8	J e " p » k " v k p i " Cp j " v t ½ 45	45	3.51	0.84
9	x k " p j k w " j e " u k p j 0	45	3.04	0.60
10	J e " u k p j ß i " s w c p " v ¬ o " Cp j " v t ½ k " e j { 0	45	4.00	1.00
11	O v " v j a k " " v ¶ e j " e e " n « " o v " { w " v " s w c p " v t	45	4.04	0.60
12	J e " u k p j " e " o · p j " e » " J e " u k p j " i k " o v " v j a k 45	45	4.09	0.29
	e p " v j k v " " v t " p ´ p "			

6 0 3 0 6 0 4 0 " E a e " { w " v " v q " p i " n e
D p i "06034 k " " e c " i k a q " x k ´ p " GHN "

STT	P k " f w p i	N	Mean	SD
13	J e " a k ß j " p i " n e " " p » 45	45	3.73	0.72
14	I k a q " x k ´ p " v j p i " v j p i " n e " " m j k p " j (45	4.08	0.67

15	pi " n e " n « " k w " s w c	45	4.02	0.62
16	v j k p " m " p pi " p » k . "	45	4.22	0.64
17	je " uk p j 0 I k ^a q " x k ' p " v j pi " e » "	45	3.82	1.00

6 0 3 0 5 0 5 0 " [w " v " n q " ¬ w

D pi "V6j0^{3k5}0 c " i k ^a q " x k ' p " G H N " " n ɬ " " x w

STT	P k " f w p i	N	Mean	SD
18	je " uk p j " e o " v j { " u " j -	45	3.67	0.67
19	d pi " v k pi " C p j 0 je " uk p j " e o " v j { " u " j -	45	2.80	0.79
20	x k " j " d pi " v k pi " C p j 0 je " uk p j " e o " v j { " u " j - k " n	45	3.78	0.79
21	pi q « k " d pi " v k pi " C p j 0 je " uk p j " e o " v j { " u " j -	45	2.56	0.62
22	d pi " v k pi " C p j 0 je " uk p j " n q " n pi " t pi " o	45	3.82	0.94

4.1.4.4. [w " v " n q k " p j k o " x

D pi "V6j0^{3k6}0 " e c " i k ^a q " x k ' p " G H N " k

STT	P k " f w p i	N	Mean	SD
23	P j k o " x " m j » " m j p " p j v "	45	3.89	0.78
24	o v " q p " e " v j q k 0 P j k o " x " m j » " m j p ü p p j v ñ « ' "	45	4.02	0.81
25	P j k o " x " m j » " m j p " p j v "	45	3.93	0.78
26	e ¬ w " v pi " v j w v 0 P j k o " x " m j » " m j p " p j v "	45	4.22	0.64
27	e j " " " p » k 0 P j k o " x " m j » " m j p " p x j k ' v p "	45	3.91	0.85

6 0 3 0 6 0 7 0 " [w " v " i k p i " f {

D pi "V6j0^{3k7}0 " e c " i k ^a q " x k ' p " G H N "

STT	P k " f w p i	N	Mean	SD
28	N » k " n w " n q ^a v " e " f . { " v	45	3.62	0.75
29	je " uk p j " e " e w p i " e r pi " v t ½ k " e j { " v t q p i " e	45	3.27	0.75
30	je " uk p j " e » " e " j k " r j ^a	45	3.96	0.56
31	E j " u " f pi " pi ½ p " pi " "	45	3.49	0.76
32	s w " k " x k " m j e " cp " j p i e " pu E ^a e " j q v " pi " i k pi " f	45	4.20	0.46

6 0 3 0 6 0 8 0 -" [O ½vk "" w t " s wp {i "" o ½ " n r " j e
D p i " " 6 j 0 3 k 0 " " e c " i k a q " x k - ' [p " wG' H v N "" S w k
o ½ " n r " j e

STT	P k " f w p i	N	Mean	SD
33	O ½ k " v t p i " n r " j e " " r	45	3.69	0.90
34	I k a q " x k ' p " j « k " n ¼ p i " x k "	45	3.42	0.69
35	O ½ k " v t p i " n r " j e " m j ½ f	45	3.73	0.84
36	E a e " n r " j e " p j " j f ø p ø j v j k " i k c p " j p " e j q " m " p e c q " m " p p i " p » k " e c " j e	45	3.31	0.85
37	Sw { " o ½ " n r " j e " n p " j p ' e c " j e " u k p j . " e " d k v "	45	3.84	0.85

6 0 3 0 6 0 9 0 " E a e " { w " v " v k r " z Å e
D p i . 17 " V j a k " " e c " i k a q " x k ' p " G H N "

STT	P k " f w p i	N	Mean	SD
38	J e " u k p j " p " n e " e k " v j o · p j " d p i " e a e j " p » k " v k	45	2.80	0.63
39	J e " u k p j " p " n e " " v r ô p e j { " d p i " e a e j " z g o " e a . e "	45	3.51	0.82
40	J e " u k p j " e " i p i " p ¬ p i " v t ½ k " e j { " e c " o · p j " d p v r " e j ¶ " v k p i " C p j 0	45	2.98	0.54
41	J e " u k p j " e " i p i " r v j k a w p " v t ½ k " e j { " e c " o · p j " d p C p j " e » " r j " 0	45	3.47	0.55
42	J e " u k p j " e " i p i " r j a v " v t ½ k " e j { " e c " o · p j " d f p e " p i q « k 0	45	2.78	0.56

6 0 3 0 6 0 : 0 " [w " v " e ½ p i " p i j
D p i " " 6 j 0 3 k 0 " " e c " i k a q " x k ' p " G H N "

STT	P k " f w p i	N	Mean	SD
43	J e " u k p j " e » " v j " j e " v v "	45	4.00	0.71
44	E ½ p i " p i j " j " v t " i k p i j k w " s w " j p 0	45	4.18	0.68
45	E ½ p i " t p i v j " j " w " ¶ e j " " e l e c " u k p j " x k ' p " e " d k v '	45	4.07	0.65
46	E ½ p i " p i j " v j Å e " { " j e e a e " j q v " p i " p » k " n w " i	45	4.22	0.64
47	E ½ p i " p i j " t v " j w " ¶ e j " .	45	4.16	0.82

6 0 3 0 7 0 " R j ¬ p " v ¶ e j " p j " v ¶ p j " s w c p " j p i " p " N Q H
 6 0 3 0 8 0 " R j ¬ p " v ¶ e j " o ½ " v " s w c p " k o j p i " p " N Q H
 6 0 3 0 8 0 3 0 " [w " v " j « p j " x k " x « " v j " a k " D p i " V6j0^a3k; "0 " e c " j e ě ě ů ě p ý " G H N ' J « p ě " x

STT	P	k " f w p i	N	Mean	SD
8	J	e " p » k " v k p i " C p j " v t ½ k "	115	3.55	0.94
		p j k w " j e " u k p j 0			
9	J	e " u k p j " v j p i " s w c p " v ¬	115	3.38	0.81
		v t ½ k " e j { 0			
10	O	v " v j " a k " " x v k ¶ e e j " " j e æ " p i ½	115	4.28	0.73
		n « " o v " { w " v " s w c p " v t p			
11	J	e " u k p j " e " o · p j " e » " v j	115	4.27	0.65
12	J	e " u k p j " i k " o v " v j " a k "	115	4.01	0.68
		v j k v " " v t " p n ě . p " v j ½ p i " .			

6 0 3 0 8 0 4 0 " E " e " { w " v " v q " p i " n e j e " u k p j " v t q p i " e " a e " n " D p i " V6j0^a4k2 "0 " e c " u k p j " x k ' p " G H N " e

STT	P	k " f w p i	N	Mean	SD
13	J	e " u k p j " e » " p i " n e "	115	3.68	0.77
14	I	k " a q " x k ' p " v j p i " v j v €	115	3.76	0.83
		p i " n e " " m j k p " j e			
15		p i " n e " n « " k w " s w c p	115	4.21	0.66
		v j k p " m " p p i " p » k . "			
16		p i " n e " v t q p i " e " a e " n	115	4.16	0.74
		sinh.			
17	G	iáo x k ' p " v j p i " e » " " u	115	3.35	0.96
		j e " u k p j " v t q p i " e " a e " n			

6 0 3 0 8 0 5 0 " [w " v " n q " ¬ w

D p i " V6j0^a4k3 "0 " " e c " j e " u k p j " G H N "

STT	P	k " f w p i	N	Mean	SD
18	J	e " u k p j " e o " v j { " u " v j ě n	115	3.54	0.93
		d p i " v k p i " C p j 0			
19	J	e " u k p j " e o " v j { " u " j - k	115	3.21	0.84
		j " d p i " v k p i " C p j 0			
20	J	e " u k p j " e o " v j { " u " j - l	115	3.58	0.95
		p i q « k " d p i " v k p i " C p j 0			
21	J	e " u k p j " e o " p v » j k "{ ě juw {" jp -	115	3.12	0.91
		d p i " v k p i " C p j 0			
22	J	e " u k p j " n q " n p i " t p i " o ·	115	3.86	0.87

6 0 3 0 8 0 6 0 " [w " v " n q k " p j k o " x
D p i "V6j0^a4k4'0 " " e c " u k p j " x k ' p " G H N "

STT	P	k " f w p i	N	Mean	SD
23	P j k o " x	" m j » " m j p " p j v	115	3.59	0.80
	f p i " o v	" q p " e " v j q			
24	P j k o " x	" m j » " m j p " p j v	115	3.25	0.94
	k " v j q k 0				
25	P j k o " x	" m j » " m j p " p j v	115	3.39	0.72
	f p i " e - w	v p i " v j w v 0			
26	P j k o " x	" m j » " m j p " p j v	115	3.35	0.80
	e j p " e j	" " " p » k 0			
27	P j k o " x	" m j » " m j p " p j v	115	3.27	0.92
	n c " e j p	e ^a e " j q v " p i			

4.1.6.5. *O ½ k " v-t/ wp"iv" " s w { " o ½ " n r " j e*

Table 4.23. V j ^a k " " e c " u k p j " x k ' p " G H N "

STT	P	k " f w p i	N	Mean	SD
28	P » k " n w	" n q ^a v " e " f { ' 115	3.97	2.83	
29	J e " u k p j	" e " e w p i " e 115	3.65	0.77	
	j q v " p i	" v t ½ k " e j { " v 115			
30	J e " u k p j	" e » " e " j k " r j ' 115	3.90	0.74	
31	E j " u " f p i	" p i ½ p " p i " 115	3.92	0.69	
	s w " k " x k	" m j " p p i " p			
32	E ^a e " j q v	" p i " i k p i " f 115	4.12	0.66	
	m j " p » p	" i v t ½ k " e j { 0			

4.1.6.6. *O ½ k " v-t/ wp"iv" " s w { " o ½ " n r " j e*

D p i "V6j0^a4k6'0 " " e c " j e " u k p j " g h h š w { k ö ½ "

STT	P	k " f w p i	N	Mean	SD
33	O ½ k " v t	p i " n r " j e " " n w 115	3.07	0.87	
34	Giáo x k ' p	" j « k " n ¼ p i " x k " s w { ' 115	3.23	0.65	
35	O ½ k " v t	p i " n r " j e " m j ½ p i 115	3.34	0.89	
36	E ^a e " n r	" j e " p j " j p " e j q 115	3.90	0.65	
	i k c p " j p	" e j q " m " p p i " p »			
	p p i " p »	kinh. e c " j e "			
37	S w { " o ½	" n r " j e " n p " j p " 115	3.37	0.75	
	e c " j e	" u k p j . " e " d k v " n			

4.1.6.7. *E ^a e " { w " v " v k r " z À e*

D p i "T6j0^a4k7'0 " " e c " j e " u k p k j " r g " h z n À " e

STT	P	k " f w p i	N	Mean	SD
38	J e " u k p j	" p " n e " e k " v j 115	3.00	0.79	
	o · p j " d p i	" e ^a e j " p » k " v k p			
39	J e " u k p j	" p " n e " " v p 115	3.82	0.72	
	e j { " d p i	" e ^a e j " z g o " e ^a e "			

40	J e "eu k"pij "p i " p - p i " e c q " m j ' 115	3.23	0.73
41	J e " ukpj " e " i pi " r j a v " v 115	3.93	0.67
42	J e " ukpj " e " i pi " r j a v " v t 115	2.86	0.85

6 0 3 0 8 0 : 0 " [w " v " e 1/2 p i " p i j

D p i " 6 j 0 4 18 ' 0 " " e c " u k p j " x k ' p " G H N "

STT	P	k " f w p i	N	Mean	SD
43	J e " eu k " p v j j " "	j e " v v " p j v . "	115	4.25	0.98
44	E 1/2 p i " p i j " j " v t " i k p i ' "	j k w " s w " j p 0	115	4.18	0.56
45	E 1/2 p i " p i j " t v " j w " ¶ e j " "	e c " u k p j " x k ' p " e " d k v "	115	4.22	0.57
46	E 1/2 p i " p i j " v j A e " { " j e "	e a e " j q v " p i " p » k " n w " r	115	4.17	0.58
47	C 1/2 p i " p i j " t v " j w " ¶ e j " "	.	115	4.23	0.58

6 0 3 0 9 0 " R j - p " v ¶ e j " p j " v ¶ p j " s w c p "

j p i " p " N Q H

D p i " 6 j 0 4 19 ' 0 v " e j " " e e j - q w " e 6 - " w e " j u k k p " j r

U " n p i " * v v " v j p i " z ¶ v " e " v t ¶	E j " " v ¶ e j " e e E j " " v	không
1	P » k " t p i " e a e " { o v " v t q p i w ð ý ð p j k w " p j v " n k ' p	
2	P » k " t p i " { w " v v t q p i " p j p i " { p j k w " p j v " p	
3	P » k " t p i " e a e " { " n « " o v " v t q p j p i " p j k w " p j	
4	P » k " t { p i w " e v a e " j o v " v t q p i " p j p i p j k w " p j v " n k ' p	

4.2. V j q " n w p

4.2.1. V j q " n w p " x " N Q H " v " s w c p " k o " e
 E " j c k " d " f " n k w " x " i k a q " x k ' p "
 v t p i " e c " N Q H 0 v " j M { v " v s w " " e e " e a e " j p i
 s w c p " v t p i " e c " N Q H " k " x k " u k p j " x k
 a p j " i k a " e c q 0 " V j g q " s w c p " u a v " v t q p i "
 v j c o " i k c . " d c q " i o " e " j e " u k p u a n " G H N "

vt pi" e c" u " vt ½k" e j { 0 " X ¶ " f . " j
 NQH " ik À r " uk p j " x k ' p " k " j e " r j a v " vt
 vt q pi " d k " e p j " e c " ew e " k w " vt c " j
 vt e " ¬ { " * [c pi 2 # 4 2 3 5 # j V c k c m k n k " ð 4
 v o " sw c p " vt pi " e c " NQH " k " x k " u
 M v " sw " e c " f " nk w " p j " v ¶ p j .
 n pi . " e j q " v j { " t pi " i k a q " x k ' p " - "
 NQH " k " x k " uk p j " x k ' p " v j k e " j e e c ' k j " 0
 t c . " e a e " i k a q " x k ' p " v j c o " i k c " e pi " e c
 vt q pi " x k e " j e " p pi " q x k " w pi o " 0 s v e c a p e " vt j a p v i
 e j { " v pi " v " p j " e c " J g t f g t " x « " U j
 * 4 2 3 ; + " v " E j pi " 4 . " p j pi " pi k " vt
 vt pi " n « o " x k e " p e " pi q « k " x « " z g o " z
 s " vt ½k" e j { " x « q " i k pi " f { " vt q pi " n
 O v " m j a e . " p j pi " pi k " v j c o " i k c "
 m j " p pi " nk ' p " sw c p " p " x k e " u p " z w
 NQH " v j " j k p " m j " p pi " p » k c p j c p j " x «
 pi j c " vt q pi " V " k p " P i k " j e " P ¬ pi '
 pi k " v j ½ pi " v j q . " j " e » " v j " p » k " o
 P i k " v c " n r " n w p " t pi " p . j " pi j c " p
 N k ' p " sw c p " f ¶ " NQH e " i k w p pi k "
 e a q " t pi " j " j q « p p v k « p k p p i p C p j t n p w "
 f { " vt q pi " e a e " n r " j e " pi q k " pi 0 " V
 r j pi " x p " e j q " dk v " e a e " j q v " pi " e
 E a e " d « k " j e " v q " e " j k " e j q " j e " uk p
 j p 0 " N " f q " n « " uk p j " x k ' p " k " j e " e j
 o e " ¶ e j " e c " e a e " d « k " mk o " vt c . " j " v
 i k a q " m j q c " x « { j " ¶ " v e " » p j k j o " w . o " p » j k " " v
 i k a q " m j q c 0 " F q " » . " e p " e j À " " p " x k
 vt ½k" e j { " e j q " p pi " n e " i k c q " v k r 0
4.2.2. V j q " n w p " x " s w c p " k o " e c " i k a q

p " NQH

M v " sw " e cv " t c " w x " e w e a e e " { k w w " v " * e
 p j " j pi " p " NQH " e c " pi k " j e " e j c
 p j k w " { w " v " o « " j " v k p " t pi " e » " v a e
 pi j " n « " o v " { w " v " sw c p " p t p p i p » k q p
 C p j " vt ½k" e j { " e c " j e " uk p j 0 " V a e " p
 j c k 0 " ¬ { " e " e q k " n « " o v " vt q pi " p j
 v k p " t pi " pi " n e " e c " pi k " j e " p
 v j « p j " r j p I ' s w g p " d c . " » " n « " j « p j " x k
 v pi " k " n p " p j v " f « p j " e j q " e a e " v j

v j " v 0 " E a e " -{s ww{"vo 1/2 "or1/2 kr"vjt e .p"i {" w " v
 p j k o " x " x « " e a e " d k p r " j u p . r m j k e ' p j k o "
 r j a v " j k p " v " s w c p " k o " e c " j e " u k p
 { w " v " » p i " i » r " a p i " m " p j v " e j q " N
 r j a v " j k p " e c " p i j d k a ' q p " e e a q w " v t t q p i e " E j »
 m j a e . " e a e " i k a q " x k ' p " G H N " v k p " t p i " e
 d k p " m j a e 0 " k w " p « { " n « " f q . " m j k " j
 v t p i " n r " j e " e " w " v k ' p " j p " o
 v t p i " e j j e r 0 " p d j v p i " d p i " e j p i " j k p "
 f e " v k p i " C p j " u p o k " v k " p i k C m j " k " p p p j
 d ' p " p i q « k " n r " j e " e » " p v » a k e " v k p p i " h C p j
 j p " n « " e j " f { " p i q k " p i). " u o " * F g " Y

4.2.3. V j q " n w p " x " s w c p " k o " e c " u k p j " x
 k w " v t c " e a e " { w " v " * e " p i q k " e
 e c " p i k " j e . " m v " s w " e j q " v j { " t p
 t p i " e » " v a e n q l p i p j P i q " k " v x « " e a e " d k
 r j p i " v k p " p j p " v " e " z a e " p j " r
 { w " v " e 1/2 p i " p i j . " a p j " i k a " v t w p i " d .
 e a e " j p i " o e " m j a e 0 " [p y " e » " v y c p " v t " p
 x k " x k e " u " f p i " e 1/2 p i " p i j " v t q p i " f
 o « " p j p i " p i k " e " j k " a p j " i k a " n «
 N Q H " n « " v j a k " 0 " X " { w " v " e » " v j p i " v k
 f p " e " z a e " p j " n « { w " v " s w c p " v t
 d k p " u " v j A e " { . " - " e " z a e " p j "
 e » " v j " i k k " s w { v " i k A r " j e " u k p j "
 e j ¶ " m j 1/2 p i w m j ¶ " x « " s w { " o 1/2 " n r " j e "
 e q k " n « " v t w p i " n r 0 " k w " a p i " p » k " n « "
 j c k " { w " v " ¶ v " s w c p . " v t p i " p j v " n k ' p "

4.2.4. Discussion on teachers' and students' perspectives on factors influencing LOF

V " e a e " { w " v " ¶ v " p j " j p i " p j v
 j e " u k p j . " e " i k a q " x k ' p " x « " j e " u k p j
 * x ¶ " f . " k " v j q k " x « " e " v j ¶ . k + " ¶ v
 X " u " i k p i " p j c w " e c " { w " n o i " p j
 v k p i " C p j j " n " w " r e q " v v t . p j " d « { " v t q p i " d
 j e " u k p j " w " e » " e j w p i " s w c p " k o " t
 p p i k " v k p i p C p j 0 " h e k p i " w q e a v p i " j p i " x
 e c " G n n k u " * 4 2 2 ; . " v t 0 6 9 6 + . " v t . p j " d «
 m " j q e j " p j k o " x " - " e " e j p i " o k
 e j { . " p j p i " m v " s w " x " " r j " e j v p r "

a p j " e " m k w " n r " m " j q e j " x « " e " x c k
 d c q " i o " e a e " d k p " v j k v " m " x « " v j e "
 t k ' p i " n 0 " \$ " E » " v j " e j q " t p i " n q k " p j
 e j p i " v t · p j j a n r x « i " k r j p i " p f i { 0 " V w { " p j k ' p
 e w " j k p " v k " m j a e " x k " p i j k ' p " e w " v
 n k w 0 " O v " r j a v " j k p " m j a e " e c " p i j k ' p
 e " v j q k " x " r j p i " f j k p i " i k p p j i " x f k f
 J w " \ j k c p i n k p " v k " J k " p i j " s w e " v " r
 v t q p i " J g { w p . " [0 . " 3 ; ; ; + 0 " V » o " n k . " p
 e j r " p j p " e " x « " r j Á " j r " x k " v t · p
 m k v p » e " v e j " e " p j " n k " o v " e a e j " p j
 j k p " p « { " e p i " f p " p " x k e " z a e " p j
 s w p " n " e p " v j k v " " f { " j e " e » " j k
 f " n k w " p j " v ¶ p p " d a p è è e w è w t À è r j p
 e " r j p i " x p " o k p j " j c " p j " u c w
 X " x p " " m j » " m j p " p j v " k " x
 p j p i " p i k " v j c o " i k c " e j " t c " t p i " u
 v j q k " j q e " v p i " v j w v + " p i " m v j v " j j
 d p i " o k p i " x « " u " v t ½ k " e j { " d p i " o
 e p i " e r " t p i " p j k o " x " e " v j q
 v t q p i " m j k " p j k o " x " k " v j q k " e » " p
 e j { " j p 0 " V t q p i " q u k " e p a j e k " { o " w x " v " " m j e a
 o v " x c k " v t ¼ " s w c p " v t p i " v t q p i " s w a "
 e a e " i k a q " x k ' p " - " m j ½ p i " z a e " p j p " p
 v j c { " x · " r j " v j w e " x « q " e j k p " n e " i
4.3. V » o " v v " e j p i

E J P I " 7 0 " M V " N W P

5.1. Tó m t v " e a e " m v " s w " p i j k ' p " e w " e j ¶
 P i j k ' p " e w " - " a r " f p i " o v " v j k v
 p i k " v j c o " i k c " n « " 6 7 " i k a q " x k ' p " G H N
 j e " G H N " * v " 3 ; " p " 4 3 " p w K + " v o k " p a &
 X k v " P c o 0 " E a e " e ½ p i " e " e c " p i j k ' p " e
 p j " n p i " x « " p j " v ¶ p j 0 " E " v j . " p i
 z a e " p j " p j p i " m j ¶ c " e p j " e » " p j " j
 x k e " i » x k r j e " p p » k « q t ½ k " e j { . " v t q p i " m j
 p i j k ' p " e w " e p i " e " x « " o " t p i " m v "
 z ² v " s w c p " k o " e c " i k a q " x k ' p " x « " j e
 j p i " p " m j " p p i " p p k " k t ½ k " e e j c " { i k e a
 j e " u k p j " x " e a e " { w " v " N Q H " e " c

P i q « k " t c . " e ^a e " e w e " r j p i " x p " d ^a p " e
 p i k " v j c o " i k c " n « " i k ^a q " x k ' p 0 " O e " e
 " j v k o w " " m k p . " j « p j " x k . " m k p j " p i j k
 e ^a e " { w " v " » p i " i » r " e c " N Q H " v t q p i " s
 x p " t v " s w c p " v t p i " " v . o " t c " e ^a e " {
 e c " j e " u k p j " k v p j " e p ^a i e j " k i k o ^a Q " x k ' p " e » " m
5.2. V » o " v m v 'v e' s o v "
 T t " p ' p " v j ½ p i " v j q " v k p i " C p j " n « "
 m " p i k " j e " v k p i " C p j " p « q 0 " V j g q "
 e j { " x « " e ^a e " { w " v " i - { " t c " p j p i " n q
 t k ' w " p « { 0 " " v j e " j k p " o e " v k ' w " e c
 f p i " d p i " e - w " j k " x « " r j p i " x p " p j
 p i j k . p " e w
 e j q " v j { " j w " j u k v p j i " k ^a q w " x k ' p p i " x « " t j p e i "
 { w " v " s w c p " v t p i " p j " j p i " p " m j
 e j Ä p i " n « " o v " e ½ p i " e " i k ^a q " f e " j k p
 e ^a e " m " p p i " p » k " v k p i " C p j " p j " e p i
 t r ½ k " e j { " p j " o v " p i q k " p i 0
 M j k " p » k " p " e ^a e " { w " v " v . p j " e
 v t ½ k " e j { " e c " j e " u k p j . " e p " n w " e
 e p i " p j " e ^a e " { w " v " p i " e . " e » " v
 u k p j 0 " E ^a e " r j - p j v ¶ " e t j " p f i " " a k " j v c ' k e " j m j » c
 k " j e " x « " u k p j " x k ' p " w " e » " z w " j
 p « { " e » " p j " j p i " p " m j " p p i " p » k
 M v " s w " n « . " N Q H " e c " u " v j v " d k " e
 { w " v D " p p « e 0 p j " » . " x " e ^a e " { w " v " i
 u k p j " G H N " w " v k p " t p i " x k e " i k p i " :
 p » k " v t ½ k " e j { " e c " j e " u k p j " x . " - {
 r j k " n « o " i . " x « " n « o " p j " k j " Ä p i d j
 v " e " e ^a e " o e " v k ' w " e c " j 0
 M v " s w " v " r j - p " v ¶ e j " r j p i " x p "
 x " e ^a e " v j « p j " r j p " e c " N Q H . " e " d k
 v o " s w c p " v t p i " x « " e ^a e " { w " v l h h p j " j
 x k ' p " i k ^a q " f e " k " j e " i r " m j » " m j p
 k " x k " p i j k ' p " e w " v j " j c k . " m v
 p j p i " p i k " v j c o " i k c " * i k ^a q " x k ' p " G H
 V t w p i " X k v " P c o + " a p j " Q H " v e p m i " v x k o " s
 j e " G H N " e j q " u k p j " x k ' p " i k ^a q " f e "
 a p j " i k ^a " t p i " N Q H " e » " v j " » p i " i » r
 p » k " e c " j e " x k ' p " G H N " v t q p i " x k e " v

d k " e p j " i k p i q " f v k " r p 0 i " 1/2 p » k p " i e " e i j k " c m j
j p i " n p " p " u " r j a v " v t k p " p i 1/2 p " j
s w c " e " e a e " v t " p i k . " e " v j " n « " e

5.3. J p " e j " e c " p i j k ' p " e w

E » " o v " u " j p " e j " t " t « p i " k
j k p " e j q " p " p c { 0 " O v " v t q p i " p j p i "
m e j " v j e " o w 0 " O v " u " n p i " p j "
d p i " e - w " j k " f q " v j k w " v j h o n g c o l k c p "
f q " i . " " i k " p j " t p i " e " o w " p j
d p i " e - w " j k . " x k " 3 4 p i " k " v t q p i "
j k w " n e " e c " p j p i " r j a v " j k p " v j g q
j p " u " v v " j p 0 " F m " j . q " x k ' e " m j - v p '
e a e " { w " v " i » r " r j p " x « q " u " r j a v "
p i j k ' p " e w " p ' p " n { p j k w " o w " j p " x
m j a e " e c " e w e " k w " v t c " p « { " e » " n "
e w " p « { 0 " p 0 i " e v " j f Á " r m j j 1/2 " p j p " t p i " n { "
p i j k o . " p j p i " p » " m j a " j p " e j " m j k "
f p " p " x k e " e a e " v a e " i k " e j " v r "
e w e " m j q " u a v " d p i " e - w " j k " x « " r j
j p " e j . " o v " u " m j w { p " p i j " e "
{ w " v " p j " j p i " p " N Q H " e c " u k p j "

5.4. » p i " i » r " o k " e c " p i j k ' p " e w

V t q p i " e a e " p i j k ' p " e w " j k p " p c {
p j p i " v j « p j " r p » k 0 è P á " p k p j " a " k p i
e p " z g o " z 2 v " p - p i " e c q " p p i " n e " i k c
v t q p i " j e " v r . " e a " p j - p " x « " z - " j k 0
p « { " e j q " v j { " t p i " p i k " j e " X k v "
N Q H " " i k a k " x s w p { " v " i k c q " v k r " d p i
r j a v " v t k p p k m y k " p i p c p j " j n 0 w J x k a v w "
v " v . p j " e o " x « " { w " v " d ' p " p i q « k . "
N Q H 0 " k w " p « { " t v " s w c p " v t p i " k "
v t q p i " x k e " v j c " p j p " e a e " { w " v " N Q
e p j " X k v " P c o 0 " P i j k ' p " e w " j k p " v
{ w " v " p j " j p i " p " N Q H " e » " v j "
x " v j e " j « p j " x « " p i j k ' p . " e w " u - w " j p
V o " s w c p " v t p i " e c " p i j k ' p " e w
p - p i " e c q " m j " p p i " p » k " v k p i " C p j " n
P » " e » " v j " i k Á r " j e " u k p j " j k w " e a e "
p » k " v t 1/2 k " e j { " e c " j " j " j » " v j
e w p i " e r " v j 1/2 p i " v k p " o k " x " e a e " { y
e c " j e " u k p j 0 " J e " u k p j " e » " v j " u "

v t k p " p j p " v j e " x " e ^a e " { w " v " p
 p j o " e k " v j k p " x « " r j ^a v " v t k p " p p i
 O v " r p ^a v s w j p " v t p i " m j ^a e " e c " p i j
 j e " p j p " v j e " e " x k e " u " f p i " e
 v t ' p " x p " d p " v t w { p " v j p i " x « " j " v t
 x k e " j e " v k p i " C p j " e c " j G H N " X k À e
 P c o 0 " k w " p « { " e j p i " v " u k p j " x k ' p "
 p i j " x « " u " f p i " p » " " v k " w " j » c " p
 j » c " x « " i k ^a q " f e " k " j e " p i « { " e « p i "
 v j " i k k 0 " M j " i p j p " i " u " " f v " p i " e ½ p a " e p "
 j " j " v t " p k o " v k p " x « q " x k e " m v " j
 v r 0 " M v " s w " p e » j k q " v v k j p { i " e n C j p j " j p n e p w i u " k p j
 e " e k " v j k p " x k " u " j " v t " e c " e c " e
 m j e j " v q " t c " x k e " j j e " v r " e c " t k ' p
5.5. Mk p " p i j " e j q " p j p i " p i j k ' p " e w " v
 N i j k ' p " e w " v t q p i " v p i " n c k " p ' p "
 x « " v p i " v ^a e " p i c p i " j « p i " k p h a t " k " u
 j k p " e " v t . p j " d « { " " - { 0 " F q " » .
 v t c " p « { " e » " v j " n « " " p j p " e " s w c
 { w " v " n w " n q ^a v " m j ^a e " p j " v p i " v ^a e
 " v w k " e c " p i p i j " e p " m j " v p p i p ' p
 » . " o v " v t q p i " p j p i " { w " v " i » r " r j
 s w c p " k o " v " j e " u k p j " x « " i k ^a q " x k ' p
 s w c " v p i " v ^a e " p i " p i j k r " v t q p i " x «
 v w e k c " j " e » " v j " p j " j . p i " p " m j "
 k " x k " j e " u k p j " G U N " l " G H N . " p » k
 j k w " t t « p i " p j v " x " p p i " n e " v k p
 p i j " x « q " i k ^a q " f e " v j ½ p i " v j e q w h * j v e
 p i j k o " x « " f « k " j p " x " v ^a e " p i " e c
 e j w { ' p " u - w " e ¼ p " v j k w 0 " F q " » . " p i " k
 v j " e " v e j " j r " o v " e ^a e j " j k w " s v
 n r " j e " p » k " d p i p ' i e " a r e j j " a n ru " v v j f w e { u j v p p v j t .
 z w v " v t w { p " v j p i
 E w k " e Á p i " p j p i " m j ½ p i " m ² o " r j p
 v p i " n c k " p ' p " v r " v t w p i " x « q " x k e "
 p j " j p i " p " d k " e p j " m k o " v t c " x
 ch { " x « " j k w " s w . " v j c { " x . " e ^a e " { w " v
 e j w p i 0 " T t « p i " t p i " p » k " v t ½ k " e j {
 e j q " m " p p i " p » k " x « " e " a p j " i k ^a "
 e » " v j " p j p " v j e " p » e k " e v ^a t e l ½ k x " e p j " { " e c
 u w v " v j k t á k x p " m k o " b d q " t p i " j " e » "