

**MINISTRY OF EDUCATION AND TRAINING
UNIVERSITY OF PHAN THIET**



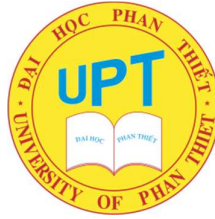
TRAN THANH TRUONG THI HOANG YEN

**EFFECTIVE ORAL ACTIVITIES TO ENHANCE
MOTIVATION AND ENGLISH ACQUISITION
OF YOUNG LEARNERS**

**MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE**

Lam Dong Province - 2026

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CODE: 8220201

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INSTRUCTOR'S NAME(s):

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Lam Dong Province – 2026

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First and foremost, I would like to express my deepest gratitude to all individuals and organizations whose invaluable contributions have enabled me to complete my Master's thesis entitled "*Effective Oral Activities to Enhance Motivation and English Acquisition of Young Learners*." This thesis represents a significant milestone in my academic journey at Phan Thiet University, and I am truly grateful for the support I have received throughout this process. I would like to extend my sincere appreciation to Phan Thiet University for providing a supportive academic environment that has facilitated my learning and research. My heartfelt thanks also go to all lecturers of the Faculty of Foreign Languages and the Postgraduate Office for their dedicated guidance and support, which have played a crucial role in shaping my academic foundation and research orientation. I am deeply grateful to my supervisors, Associate Professor, Dr. Le Dinh Tuong and Dr. Ly Thi My Hanh, for their guidance, insightful feedback, and unwavering support throughout the research process. Their professional expertise, encouragement, and timely assistance have been instrumental in helping me overcome challenges and successfully complete this thesis. I would also like to express my sincere gratitude to Happy English T&Y Foreign Language Center for granting me permission and providing favorable conditions to conduct this study. The cooperation and support from the center, along with the participation of the students, have been essential to the data collection and completion of this research. Finally, I would like to convey my deepest appreciation to my classmates, friends, and family for their constant encouragement and support throughout my academic journey. Their emotional support has been a great source of motivation that enabled me to accomplish this work. Once again, I would like to extend my sincere thanks to all those who have contributed, directly or indirectly, to the completion of this thesis, whether mentioned by name or not.

Sincerely,

CERTIFICATE OF ORIGINALITY

I hereby certify that the research work presented in this Master's thesis entitled: "*Effective Oral Activities to Enhance Motivation and English Acquisition of Young Learners*" is the result of my own independent research and interpretation.

I submit this Statement of Originality in fulfillment of the requirements for the Master's degree in English Linguistics at Phan Thiet University. I solemnly affirm that this thesis is my original work, conducted under the supervision of Associate Professor, Dr. Le Dinh Tuong and Dr. Ly Thi My Hanh, and has not been previously submitted for any degree at Phan Thiet University or any other educational institution.

I declare that all ideas, content, and results presented in this thesis are truthful and were performed by me. All references to the works of other authors have been fully and clearly cited in accordance with the academic standards and regulations of Phan Thiet University. I have not engaged in any form of plagiarism, misrepresentation, or ethical misconduct during the research, writing, and presentation of this thesis.

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Respectfully,

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Tran Thanh Truong Thi Hoang Yen

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ABSTRACT

English learning for young learners requires not only vocabulary and grammar instruction but also activities that can sustain motivation and support natural language use. However, many children still face psychological, cognitive, and instructional challenges that limit their participation in English classrooms. This study aimed to identify the difficulties faced by young learners in learning English and to examine how different types of oral activities were associated with their motivation and English language acquisition at Happy English T&Y Foreign Language Center. Using a convergent mixed-methods design, the study involved 68 learners aged 6 to 10. Data were collected through student questionnaires, parent questionnaires, teacher observation checklists, and semi-structured interviews. The findings show that students' difficulties were shaped by both internal factors, including fear of mistakes, lack of confidence, cognitive limitations, and L1 interference, and external factors, particularly repetitive teaching methods. Mechanical drills alone appeared to have limited motivational impact. However, when non-communicative activities were combined with communicative oral activities involving interaction, movement, games, role-play, and storytelling, students showed higher motivation, greater confidence, and more natural English use. The study suggests that oral activities should be used in a balanced way. Controlled practice can help young learners build basic language knowledge and reduce anxiety, while communicative activities provide meaningful opportunities to use English. These findings offer practical implications for teachers, parents, and center management in creating more engaging and supportive English learning environments for young learners.

Keywords: young learners, oral activities, learning motivation, English acquisition, psychological factors.

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LIST OF ABBREVIATIONS

ABBREVIATION	FULL TERM
MOET	Ministry of Education and Training
EFL	English as a Foreign Language
SLA	Second Language Acquisition
L1	First Language
L2	Second Language
FLE	Foreign Language Environment
SDT	Self-Determination Theory
ZPD	Zone of Proximal Development
FLCA	Foreign Language Classroom Anxiety
LAD	Language Acquisition Device
TPR	Total Physical Response
SPSS	Statistical Package for the Social Sciences

CHAPTER 1. INTRODUCTION

1.1. Background of the study

English has been recognized worldwide as a lingua franca, a common language that facilitates communication across different countries. It plays a crucial role as a global medium in various domains like education, economy, science, and politics (Crystal, 2003). In a globalizing world, English serves as a gateway to knowledge, technology, and cultural exchange, hence, the mastery of this language has become a necessity. A substantial number of countries worldwide are now making English a primary subject, not only because they see it as enhancing communication skills but also as a strategic step towards their language education development.

The last twenty years have witnessed a major overhaul of English teaching in Vietnam to align with the country's global economic and educational integration. The Ministry of Education and Training (MOET) has been the driving force behind the nationwide English proficiency improvement among students. To realize this, the ministry has introduced several programs including the National Foreign Language Project 2020 and the Project on Enhancing Foreign Language Teaching for the years 2025-2035, with a vision to 2045. These projects aim at developing learners' communicative skills so that they can collaborate effectively at the international level. The plan to make English a compulsory subject from Grade 1 in 2030 is a major step in this roadmap, marking a strategic shift towards early foreign language education (MOET, 2025). Besides these governmental efforts, the public's attitude toward English has undergone a radical transformation: increasingly more parents regard English as a vital skill for life and rush to enroll their kids in language classes at a very tender age. Consequently, there has been a rapid emergence of English centers, with diverse programs designed to meet the educational needs of young learners. However, it is observed that, despite the early start, many students still encounter issues such as low motivation and uneven

language acquisition. The problem, therefore, is not the length of their exposure but the teaching styles, which do not effectively engage students and fail to motivate them to participate actively.

Considering the situation, oral activities are recognized as a great instructional method to not only enhance the pupils' motivation to learn but also to offer children a natural way of language acquisition. Thus, opposite to the teacher-centered traditional grammar-based method, oral activities like role-playing, storytelling, interviewing, or playing communication games, empower children by allowing them to use English as they would in a real-life situation and at the same time fulfilling the four language skills, their interaction and the giving of feedback enhance creativity and improvisation. These kinds of activities perfectly fit children aged 6 to 10, since this is the age where kids through play and communication learn the most. Besides making the learning process more enjoyable, oral activities lead to the children's curiosity being aroused, anxiety being lowered, and self-motivation for language use being developed (Cameron, 2001; Frost, 2007). This idea is supported by modern research methods (e.g., Garton, Copland, & Burns, 2011; Shin & Crandall, 2014), which point out that oral activities in physical play and involvement promote the use of the language.

On the basis of these fundamental principles, oral activities and their implementation at the Happy English T&Y Center can be clearly identified with two-folds, theoretical first and practical the other. The children at the Happy English T&Y Center get excited when they start a new course. However, their enthusiasm rarely lasts. Repetitive and teacher-centered traditional methods, by their very nature, make it easy for children to get distracted or bored. So with the center leaning towards learner-centered teaching by introducing more oral activities that are communicative and experiential, they have yet to meet the challenge of overcoming the lack of research regarding the effectiveness of oral activities on children's motivation and English attainment in the Vietnamese context. Hence, the research *“Effective Oral Activities for Enhancing Motivation and English*

Acquisition of Young Learners” is launched to explore the role and effects of oral activities on learning motivation and English acquisition of 6-to-10-year-old learners at Happy English T&Y Center. The paper on the one hand, although teaching speaking is recognized as one of the four language skills, this research does not narrow down the focus on turning speaking into a separate skill but rather paves the way to the use of oral activities as teaching techniques that will get children to take part, communicate, and learn English naturally. In this study, speaking performance is not treated as an independent skill but rather as an observable indicator of learners’ engagement, confidence, and developing English use during oral activities. On the other hand, it seeks to establish the role of oral activities in language acquisition and learner motivation considering the psychological traits of young learners who are at the stage of language development. These research results can serve as a source of reference for teachers in designing motivating and engaging language activities for kids in a rapidly changing educational context. Theoretically, the study intends to shed light on the communication between oral activities, learning motivation, psychological traits and the process of acquiring English as a foreign language.

1.2. Statement of the problem

Happy English T&Y Foreign Language Center has done a good job of choosing a curriculum, developing, and implementing a teaching program that is suitable for young learners; besides, the center has made great efforts to create a positive learning environment for students, however, still maintaining learning motivation and being able to acquire English naturally through oral activities remain challenges. The researcher conducted a preliminary survey in October 2025. The results obtained from the sample group of students aged 6 to 10 were as follows: almost 68% of the students rarely participated in English oral activities. It is particularly visible when the tasks are free talk or require the use of creative language. Most kids only repeat the structures or sentence patterns they have been taught, instead of using the language in a natural way to express their own ideas.

Also, the teachers who teach directly report that students are easily distracted or lack motivation when the class activities are repetitive and have few elements of play and interaction. This points at the fact that the problem does not lie only in learners' basic language ability but also in whether the oral activities are well designed and implemented to engage students in authentic language use.

In addition, psychological factors such as fear of negative evaluation, reluctance to communicate in English, or limited teacher feedback and encouragement also reduce children's intrinsic motivation. According to Krashen and Terrell (1983) in *The Natural Approach*, positive emotions play a central role in the process of natural language acquisition. Similarly, Dörnyei (2001) emphasized that a friendly learning environment and encouragement from teachers help maintain intrinsic motivation, thereby improving the effectiveness of language acquisition in young learners.

Therefore, the selection and testing of oral activities that suit the psychological, cognitive, and linguistic features of primary school children need to be researched. Besides raising the children's oral skills, the main purpose should be the creation of a language environment where interaction prevails, intrinsic motivation is aroused, and meaningful acquisition is supported at Happy English T&Y Center.

1.3. Aims and objectives of the study

Based on the identified problem areas in the present scenario, this research aims to examine the role of oral activities in supporting young learners' motivation and English language development of young learners at Happy English T&Y Foreign Language Center.

Apart from examining the opinions of the students, the study also incorporates feedback from teachers and parents to provide a broader perspective on the perceived effectiveness of oral activities in fostering children's motivation and language development.

The results of this study are expected to offer practical pedagogical

approaches to help teachers and parents collaborate effectively to create a positive learning atmosphere, encourage positive attitudes toward learning English, and foster more effective language acquisition of young learners.

To achieve the above objectives, the study will address the following objectives:

- To explore the usefulness of selected oral activities that align with the psychological and linguistic characteristics of children aged 6-10.
- To investigate how these oral activities are associated with students' motivation and observable English language development through data collected from three key groups:
 - Teachers: to explore how they organize and evaluate the effectiveness of oral activities undertaken by their students in class.
 - Students: to evaluate their interest, levels of motivation, and language acquisition as they are involved in selected oral activities.
 - Parents: to gather information related to their children's learning attitude, progress, and response to the English learning process both at the center and at home.
- To analyze the results of qualitative and quantitative data, the relative usefulness of each type of oral activity implemented in the classroom, and compare the results attained through the three groups: teachers, students, and parents.
- To propose strategies related to teaching and learning support, including:
 - Providing training for teachers to effectively prepare and present oral communication lessons.
 - Offering guidance to parents on how to support their children with language development and maintain their interest in learning at home.

1.4. Research questions

To address the challenges faced by young learners in English acquisition at Happy English T&Y Center, this study focuses on the following research questions:

RQ 1: What difficulties do young learners at Happy English T&Y Center encounter when learning English?

RQ 2: Which types of oral activities can enhance young learners' motivation and their English acquisition?

The first question is designed to identify key challenges affecting young learners' motivation and English acquisition within the specific setting. Building on the findings of RQ1, the second question aims to provide pedagogical implications that can be applied in the classrooms at Happy English T&Y Center.

The proposed solutions are directly aimed at enhancing the motivation and English proficiency of these children.

1.5. Scope of the study

This study is set on oral activities and their relationship with learning motivation and observable English language development in a private institution, Happy English T&Y Center in Phan Thiet Ward, Lam Dong Province, targeting children 6-10 as this category of learners was found to be greatly vulnerable and requiring of oral interaction, direct language exposure and communicative learning.

68 are the number of participants in this study, namely students with different levels of English, educational backgrounds, and English interest levels. Each class has a maximum of 12 students for teachers to have sufficient time to interact with each student personally. Happy English T&Y Center curriculum is heavily focused on communicative teaching, especially listening and speaking skills. This study was initiated because there is no record of earlier research that has systematically explored the use of oral activities on young learners at Happy English T&Y Center.

The research is mainly centered on two types of oral activities: non-communicative and communicative. Non-communicative features repetition drills, while communicative includes games, role-play, songs and chants among others. These were subjected to survey and examination in relation to learners' motivation

through affective factors, interest, confidence, willingness to participate and English language development was examined through observable indicators, including vocabulary use, interaction, and spontaneous language output.

The entire research process including the initial survey, instrument design, pilot testing, and data analysis lasted six months from October 2025 to March 2026. During this period, formal instruction methods and classroom observations were specifically carried out within an intensive six weeks. This plan allowed for a disciplined study while at the same time causing minimum discomfort to the students' normal school routines.

This study employs the stated scope to explore the essentials of designing, implementing, and assessing operable oral activities in English teaching settings for young children, and to help the development of suitable teaching methods for educational institutions with similar features.

1.6. Significance of the study

The study was done at Happy English T&Y Center, a private training venue in Lam Dong province specialized in teaching English to primary school children which makes it unique. Even though there have been a number of studies undertaken to enhance young children language skills, a handful of these has extensively investigated how oral activities affect motivation and English acquisition in a communicative small-scale educational environment like Happy English. Besides, the inclusion of parents' perspectives along with teachers and students in this study offers a deeper data triangulation which is not only very applicable but also directly fulfills the needs of the center. Based on the diverse learners' traits, with respect to

abilities, psychological characteristics, and learning styles, the teaching method for English learners at Happy English T&Y has to be adaptable and efficient as per the cognitive development of children aged 6-10 years. By tracing the link between oral activities and two major aspects of foreign language learning, motivation and language acquisition, this study offers useful perspectives on

English learning for young learners at the center and similar institutions.

Theoretical Contributions: As foreign language learning motivational and linguistic acquisition performances are complex and multi-faceted, this study sets out to define and clarify the correlation between oral activities and the improvement of these two key elements. By taking into account data from teachers and students, this research has the potential to identify oral activities that are perceived as effective in generating higher interest and supportive of natural language development.

Practical Contributions: The study provides extensive practical implications for all those who are involved in teaching and learning activities in the institution:

For teachers: The survey results and the analysis of classroom practice will be instrumental in guiding educators to select oral activities that best fit the language level and the psychological profile of the young learners. In addition, teachers can help tackle the three issues that children typically face in communication: speaking phobia, lack of self-esteem, and inactive learning habits. Ultimately, these adjustments in teaching methods will aim at cultivating students' initiative, creativity, and willingness to participate actively.

For students: Oral activities are great tools to develop English communication skills inside and outside the classroom. However, the key contribution of these activities is to keep learners motivated over time and to arouse and sustain their interest in English language so that regular usage of the language will become a habit. These, in turn, will lead to an increase in students' confidence and a solid basis for their further language study and development.

For center management: The study results can be very useful to the center in reevaluating and upgrading the curriculum with a stronger focus on oral activities that reflect students' interests and needs. Simultaneously, the center can invest in teacher training programs which are aimed at communicative teaching methods. Also, extracurricular activities and English clubs can be promoted for more

language use opportunities for the children.

For parents and local communities: The study highlights the crucial contribution of parents in children's English language learning. Recommendations based on the study can be a great help for parents to set up a positive learning environment at home. Moreover, the findings can be disseminated among other English language training centers in the vicinity, which will contribute to the overall enhancement of the quality of foreign language education in the community.

1.7. Organization of the study

This study is presented in five chapters. Chapter 1 provides an overview of the study by introducing the research background, identifying the main problem, and presenting the aims, objectives, research questions, scope, and significance of the study. Chapter 2 discusses the theoretical and empirical foundations relevant to the study, including young learners, language acquisition, language environment, common difficulties in foreign language learning, oral activities, motivation, previous studies, and the conceptual framework. Chapter 3 explains the research methodology used in the study, with attention to the research design, setting and participants, pedagogical intervention, research instruments, data collection, data analysis, and ethical considerations. Chapter 4 presents the findings and discusses them in relation to the two research questions, focusing on the difficulties experienced by young learners and the oral activities that support their motivation and English acquisition. Chapter 5 concludes the study by summarizing the main findings, drawing out pedagogical implications, acknowledging the limitations, and suggesting directions for future research.

CHAPTER 2. LITERATURE REVIEW

This chapter outlines the theory of oral activities as an instructional tool to increase children's motivation and acquisition of English language skills (ages 6-10). To develop a thorough understanding across a wide range of inputs and perspectives, it internally integrates some of the psychological and cognitive characteristics of children, the major theories of second language acquisition, the motivational frameworks in foreign language learning, and related empirical studies. Overall, it sets up a conceptual framework that will be an anchor for designing and carrying out the research in the next chapters.

2.1. Young learners in foreign language learning

2.1.1. Definitions

“Young learners” is a term used for children who are still going through the process of development from child to preadolescent.

Table 2.1. Summary of perspectives on young learners

Author/Organization	Age	Criteria for definition
Slattery and Willis (2001, p.4)	7-12	Regular primary education
Scott & Ytreberg (1990, pp.2–3)	5-10	Cognitive Development
Lenneberg (1967)	2-Puberty	Biological acquisition
Cambridge YLE 6–12 (2025)	6-12	International proficiency standardization

If we use these views as a reference point, it can be said that “young learners” usually refers to children from the very early years of primary school to just before puberty. For example, Slattey and Willis (2001, p.4) state that this group is children aged 7 to 12 who are receiving formal education at a primary level. Similarly, Scott and Ytreberg (1990, pp.2-3) think that 8-10 is an important “turning point” because these kids no longer just learn by simple movements but start developing more complex social and literacy skills. Notably, this stage of first language acquisition connects to Lenneberg's (1967) Critical Period Hypothesis. Because of their brain plasticity, it appears that these children can mimic phonology less consciously and in a much more sensitive way than adults. This gives a theoretical framework for choosing teaching methods that are developmentally appropriate. On the other hand, the concept of a biological “Critical Period” for SLA has been the subject of a great deal of debate nowadays. For example, Birdsong (2005) and Singleton (2005) feel that biological constraints for L2 acquisition are not as absolute as those for L1. Also, instead of an absolute cut-off, Bialystok and Hakuta (1999) and Marinova-Todd et al. (2000) suggest a ‘sensitive period’ during which besides neurobiological factors, psychological and environmental ones, such as learning motivation and input quality, have a more decisive influence. Taking into consideration this criticism, this paper is concerned with maximizing young learners’ psychological readiness through engaging oral activities rather than depending on their biological strengths alone. The definitions above lead us to understand that children who are at primary school and are 6-10 years old are at a crucial time biologically, cognitively, and in their educational growth. In EFL, these children are usually led toward building basic skills following international standards like the Cambridge framework (starting from Starters). At this level, children can do more than simply answer a command but have not yet been exposed to complicated language structures, so this is a particularly good time to develop oral communicative competence. The particular features of children from the cognitive and linguistic point of view will be discussed in detail in the next

session.

2.1.2. Psychological and cognitive characteristics

An understanding of young learners' psychological and cognitive characteristics will be vital in the design of effective language learning activities. It is not surprising that young learners aged 6 to 10 who are learning a second language have different characteristics from adults mainly because of brain development and social environment influence.

On the psychosocial side, Pinter (2017) points out a major change from a teacher-centered approach to a peer-oriented one. Children at this age prioritize acceptance from peers and learn best through social interaction (social mediation). This is in line with Deci and Ryan's Self-Determination Theory (SDT) (1985) that states children's intrinsic motivation can be sustained to the greatest extent when their basic needs for competence and relatedness are met. The collation of the above research literature leads to the establishment of five major psychological-cognitive features of young learners (6-10): (1) *Short attention span*, (2) *Logical thinking linked to concrete reality*, (3) *Higher need and tendency for group interaction*, (4) *Low affective filter*, and (5) *Desire to assert one's competence within the group*.

The combination of all these comes up with a clear advantage of children over adults in learning a language. According to Krashen (1982), children can acquire language naturally through comprehensible input even when adults tend to approach language through conscious rule learning and are quite likely to be hindered by a high affective filter (e.g., anxiety and lack of confidence). Furthermore, Oliver and Nguyen (2018) highlight that adult learners usually suffer from the interference of their first language whereas children depend on implicit learning mechanisms. As a consequence, children display greater sensitivity to phonology (e.g., intuitively distinguishing and producing L2 sounds) and will likely perform better in ultimate attainment as well as long-term success in natural contexts (Abrahamsson & Hyltenstam, 2008; Oliver & Nguyen, 2018).

Recap, the blend of cognitive factors (*concrete thinking and short attention*)

and psychological factors (*low anxiety and high need for social connection*) provides the 6-10 age group the most favorable conditions to learn English. At this juncture, all the elements come together to enable the transformation of simple language responses into a natural ability to construct meaning. These traits justify interactive oral activities as the best neodevelopmental approach to learning English. Since oral activities involve social interaction, communication for meaning, and active participation rather than focusing on the memorization of abstract rules, they fit young learners' cognitive and psychological profiles very well. Consequently, they have the capacity to foster both the motivation to learn and the language acquisition process.

2.2. Language acquisition

Language acquisition is commonly understood as a process shaped by the interaction of cognitive mechanisms, social interaction, and biological factors. Krashen (1982) identifies it as a process that occurs largely below the level of conscious awareness, similar to how children pick up their first language through meaningful interaction, in contrast to "language learning," which involves conscious rule-memorization and often produces communication anxiety. While Krashen's fundamental distinction is still influential, his Input Hypothesis (particularly the concept of 'i+1') has faced significant criticism in contemporary SLA for being empirically difficult to measure and verify. Consequently, modern scholars have expanded the understanding of acquisition. Gass and Selinker (2008) further explain that this process contributes to the formation of mental representations of the target language through exposure, interaction, and feedback. Furthermore, Lightbown and Spada (2013) emphasize the development of communicative competence through a combination of implicit and explicit knowledge. More recently, Lantolf, et al. (2015) have further expanded this perspective by integrating both biological foundations and social environmental factors. Synthesizing these perspectives, language acquisition in the current study is understood as a process aimed at achieving communicative proficiency.

This process is driven by meaningful input (Krashen, 1982), social mediation (Vygotsky, 1978), and pushed output (Swain, 1985).

2.3. Language environment

2.3.1. Definition

The language environment is the mix of physical, social, and cultural conditions that determine language exposure and acquisition. By linguistic studies, this environment is not only based on verbal interactions but is also heavily influenced by the concept of the *Linguistic Landscape*. A linguistic landscape includes all forms of visible text in public places and commercial signs; for children, it also involves private spaces (like homes) where language is found in labels, books, toys, clothing, and media (Roos and Nicholas, 2019). Furthermore, the language environment needs to be a “natural setting” for authentic acquisition to take place (Arung, 2016). This perspective is in agreement with Annoussamy (2006) who states that natural language acquisition has to be always connected to the circumstances of real life and the practical needs for communication.

2.3.2. Distinction between a first language (L1) and a foreign language environment (FLE)

The natural environment of the first language (L1) provides students with constant, unlimited, and highly contextualized exposure to the language. However, when a second language is introduced into formal instruction as a foreign language, this natural setting is replaced by a context with fundamentally different characteristics. Based on socio-cultural context and learners’ linguistic backgrounds, Kecskes and Papp (2000) conceptualize the Foreign Language Environment (FLE) as a specific instructional setting that stands in stark contrast to natural L1 development.

While in the L1 environment children are completely immersed and surrounded by the language, in a Foreign Language Environment (FLE) such as English teaching in Vietnam, this group’s language experiences and activities are nearly always confined to the time spent in the classroom. What characterizes this

context is that all these children share the same first language (L1) which continues to be the main means of communication for them outside of the classroom. Thus, only a limited time is devoted to the foreign language exposure and the learners' first language is predominant, so a large difference is created in the nature of learning when compared with the natural L1 environment. Arung (2016) emphasizes that instead of a natural environment, students in a foreign language classroom are in a "set-up situations" kind of environment. To make matters worse, Annoussamy (2006) reminds us that in a foreign language classroom, the foreign language is actually an "artificial construction", which is unrelated to any real communicative situations and consequently has no communicative value. Although little elements of the English linguistic landscape occasionally present in children's everyday lives, without deliberate intervention by the teacher, this language input is usually "backgrounded" and children hardly ever become consciously aware of it.

2.3.3. Differences between first language acquisition (L1) and foreign language learning (EFL)

An examination of the literature shows that the radical change from the natural setting of an L1 to the limited EFL environment the language acquisition path of is significantly altered. In fact, the differences between these two processes are regulated by a complex combination of input quality, cognitive mechanisms, and psychological factors.

As far as language input is concerned, due to the restrictive nature of the FLE environment (developed in Section 2.3.2) there is a big difference in the quality of input when compared with natural L1 acquisition. Although L1 learners are immersed in a living social network where the linguistic system develops naturally alongside the social system (Halliday, 1986), EFL input comes mostly from teacher talk and textbook materials (Al Ghazali, 2006). Besides this, Lemke (1985) and Ehrman (1996) highlight that the language of formal schooling is often used in isolation for the purpose of specific tasks and there is a lack of a "social semiotic". This limitation is so severe that Fillmore (1989) went to the extent of pointing out

the “missing context” in classrooms, and maintained that genuine language acquisition is more than formal instruction.

Another point to consider is that the children acquiring their L1 use implicit learning, without any conscious effort they, internalize the linguistic system through exposure to meaningful language (Oliver & Nguyen, 2018). Al Ghazali (2006) quoting Vygotsky (1978) explains that the child, as an entity entering the social world, initiates language acquisition by the way he or she is taught and they use this language holistically. On the other hand, an analytical and explicit approach is adopted in most cases of EFL learning in formal settings, where learners are first introduced to forms and rules and only then get to use them. This cognitive change is made even more difficult by the mother tongue. While L1 learners start with a blank slate, learners in EFL settings already possess an established native language system. As Danesi (1992) and Kecskes and Papp (2000) point out, the reason why EFL students rely on L1 is that the target language is not fully mapped by them to the conventionalized conceptualizations leading to the use of L2 words purely as carriers of native conceptualizations, thereby resulting in negative transfer.

Thirdly, psychological barriers and affective factors represent a major area of difference between L1 and EFL. In their affective domain, children acquire their first language quite voluntarily and unconsciously, and they are guided towards communication by a strong drive, in addition, they get continuously positive reinforcement for their linguistic attempts (Al Ghazali, 2006). On the other hand, affective barriers are quite characteristic of the EFL classroom. According to Brown (1994), as learners mature, they experience a rise in self-consciousness and they become reluctant to taking risks and making mistakes before their peers. Al Ghazali (2006) further elaborates on this by noting “Language Ego” and “Language Anxiety” as major barriers and explains that errors constitute internal and external threats to their ego. This high “affective filter” consumes emotional resources, thereby limiting notice and acquisition of comprehensible input (Krashen, 1985; Ehrman, 1996).

Such essential distinctions between an L1 and an EFL setting imply a marked shortage of real language input and appropriate interaction beyond a classroom. Therefore, interactive oral activities can be regarded as among the main pedagogical interventions that could help create conditions for meaningful communication in classrooms and also aid motivation and acquisition. This research looks at classroom environment as an element of instructional practices including teacher-led interaction, activity organization, and visual support rather than as an independent variable.

Within the Vietnamese EFL context, the physical and psychological learning environment plays a crucial role in fostering learner engagement. Bui and Duong (2018) emphasize that an active and dynamic classroom atmosphere is essential for stimulating students' willingness to communicate in English. Building on this perspective, recent studies have shown that such environments are often facilitated through the integration of communicative oral activities.

Vu and Tran (2021) further demonstrate that task-based language activities, including role-plays and communication games, significantly enhance students' behavioral and emotional engagement. These findings suggest that oral activities not only function as instructional techniques but also serve as a key mechanism for creating an interactive learning environment in which young learners are more willing to participate actively and use the target language meaningfully.

2.4. Difficulties faced by young learners in foreign language learning

English learning for young learners, particularly those aged between 6 and 10 years, in an EFL context is not merely knowledge acquisition but rather a multifaceted challenge by numerous obstacles owing to internal personal aspects as well as external environmental factors.

Firstly, as for subjective barriers, children's cognitive development at the level of "Concrete Operational Stage" determines largely their information processing capacity. By this stage, according to Piaget (1952), children are best

taught through hands-on activities and seeing doing, in fact, concrete experiences, rather than simply being given abstract linguistic rules. Using Piaget's theory and stance on cognitive development as a basis, Zareian and Jodaei (2015) article among other researches today have used it as a strong foundation to study the information processing and cognitive motivation of young learners. The short attention span is the reason young learners easily get cognitively tired while doing long sit-down or abstract tasks. These cognitive limitations are often combined with the "Affective Filter" by Krashen (1982), through which students' fear of peer ridicule while learning may decrease their ability to have language flow and lead to Foreign Language Classroom Anxiety (FLCA) (Horwitz et al., 1986).

Previous studies conducted in Vietnam have consistently highlighted the interplay between motivation, self-confidence, and language anxiety. Nguyen and Nguyen (2021) point out that high levels of anxiety can significantly hinder students' language performance, whereas stronger motivation can help mitigate these negative effects.

In this regard, peer interaction emerges as a critical factor in reducing learners' affective barriers. Phan (2021) found that collaborative tasks and peer recognition contribute to a more supportive classroom atmosphere, which in turn lowers anxiety and increases students' willingness to communicate. For young learners in particular, oral activities that incorporate group interaction and positive reinforcement can therefore function as an effective pedagogical strategy to reduce speaking anxiety and foster communicative confidence.

Besides, this mental barrier is complicated even more by the interference of the first language (L1). Annoussamy (2006) attributes the "natural laziness of the mind" to the learner's making an "equivalence assumption" and imposing L1 on the second language (Swan, 1985; cited in Kecskes & Papp, 2000). One of the most common is the word order and phonology interference, in that Vietnamese children typically associate English words with Vietnamese word order (e.g., they place adjectives after nouns whereas the English word order is the opposite). Furthermore,

the monosyllabic characteristic of their mother tongue leads the learner to “cross-language mapping” strategy unconsciously which, for instance, results in the failure to produce the release bursts of /t/ and /k/ (this is very similar to Asian learners in Tsukada’s study, 2004), as well as the limitation of the oral aperture and the nasality of the Vietnamese language (Harmer, 2001). Such negative transfer from L1 impacts the children’s communicative confidence (Oliver & Nguyen, 2018). Nevertheless, these internal problems are far from independent but are very strongly enhanced by the objective barriers from the educational environment. In many EFL contexts, English is a language that is so removed from the children’s actual lives that these children are not even aware that language is being acquired. Even more so, the traditional pedagogical methods are frequently so opposite to natural learning laws that children are forced to produce language and are denied the “silent period” (Krashen, 1982). Apart from causing children to be psychologically affected, the excessive error correction and the negative feedback really disrupt the children’s natural hypothesis-testing and trial-and-error mechanism (Annoussamy, 2006). This fixed learning environment of the children unwittingly converts the communicative tool into an uninspiring academic subject. Children’s psychological barriers and the constraints of the learning environment interact to form a vicious circle which, in turn, further diminishes their self-efficacy and motivation (Dörnyei, 1990). As a result, the oral activities to create a favorable learning environment can be considered a valuable method to overcoming both barriers and restoring young learners’ motivation.

2.5. Oral activities

2.5.1. Theoretical framework of oral activities

In English as a Foreign Language field, knowing well the nature and different types of oral communication activities is indeed an essential element for a teacher based on which he or she will design a proper way of teaching language to young learners. Speaking in a highly applied linguistic perspective simply refers to the production of sounds. Besides that, it is a very complicated cognitive procedure

that must be thought, and knowledge of various kinds must be integrated first. Burkart (1998) differentiates speech production into three simple components, namely, the mechanics of speech production (pronunciation, grammar, and vocabulary), the functions of speech (transaction and interaction), and the application of social and cultural norms. Lazaraton (2001) points out that the children need to amalgamate emotionally and intellectually, linguistically, discursively, sociolinguistically, and strategically to attain communicative competence. What a great way to get students speaking is by giving them a task and using Ellis' (2003) and Bygate, Skehan, and Swain's (2001) way of defining a task as a teaching activity requiring learners to process language pragmatically in order to achieve a tangible outcome or goal. Oral communication tasks for young learners, apart from being purposeful, should be captivating and stimulating to the point that they involve the children's intellect and imagination (Oliver & Nguyen, 2018). It is not the case that children simply try to reproduce the linguistic structures; rather, through such practices, they are involved in negotiating for the meaning and bridging information gaps to fulfill specific objectives (Pica, Kanagy, & Falodun, 1993). Therefore, oral activity may be described as a type of language task in which young learners actively use communicative strategies not only to exchange information and to negotiate meaning but also to make a linguistic product. This linguistic production takes place in a practical social context and is a result of well-ordered language rules outside of its application.

2.5.2. Classification of oral activities

Communicative competence, the three basic components of which have already been discussed, has served as the basis for classifying the oral communication activities that take place in the classroom setting by focusing separately on form and meaning and the respective emphasis given to them. In fact, based on the opinions of Harmer (2001) and Littlewood (1992), this classification has been split into two main groups, and each of these two groups is associated with a set of different educational intents.

The first group mainly aims at linguistic accuracy and form. In fact, Non-Communicative Oral Activities are those where the emphasis is mainly on language usage and form. Brown (2001) has further broken this category down into two specific levels which are: imitative and intensive. At these levels, a series of exercises are provided to learners to enable them to acquire the basic psychomotor skills. However, it is of paramount importance that these activities be kept short lest cognitive fatigue be triggered (Ihsan, 2016). Despite the fact that this kind of oral activity will hardly be of any help in terms of the transmission of real-life messages, it will, at least, enable the learner to focus on the form of language in a very studious way within a controlled environment before proceeding to real-life communication. In young learner classrooms, such activities are typically done through choral drilling, “Listen-and-repeat” chants, and Total Physical Response (TPR) games like “Simon Says” or “Slap the Board”. To alleviate boredom, these activities are frequently accompanied by visual instructing aids such as vividly colored pictures. The fact that these activities offer limited practice in the form of repetition to assist in the acquisition of fundamental psychomotor skills and the refinement of pronunciation, which, in turn, require the least amount of spontaneous output, makes them quite desirable from a pedagogical perspective. Consequently, this can be considered a pedagogical tool that may help lower children’s affective filter and build their language confidence when used appropriately.

Conversely, Communicative Oral Activities are those that give great attention to meaning, fluency, and communicative intention and so on integrating Brown’s (2001) framework with Pica et al’s (1993) collaborative task model led to the identification of four forms of production of increasing complexity, namely, responsive, transactional, interpersonal, and extensive (monologue) activities. This sequence of activities can be explicitly associated with the practical classroom tasks aimed at young students. The sequence starts with Responsive activities, which require the learners to give in short, authentic responses to prompts from the teacher or peers (e.g., daily greetings or expressing personal preferences like ‘What is your

favorite animal?') or learners can be asked to make a sentence on the basis of the familiar cues. Then, goes on to transactional tasks that require learners to communicate or exchange specific information. This is very often done in the primary classroom through 'Information-gap' games, including 'Spot-the-difference', completing a missing matrix, describing a picture, and guessing games.

On the other hand, interpersonal activities help children use language in order to create social relationships. One way to do this is through role-playing unscripted scenarios (e.g., posing as a shopkeeper, ordering food in a restaurant, greeting friends in a playground), which is often done via a dialogue. Also, song chants are a very good interpersonal medium to establish a relaxed, cooperative classroom atmosphere and at the same time help children learn the natural patterns of intonation without feeling pushed. Besides, the possibility for producing Extensive (Monologue) activities is supported through tasks that require pupils to engage in extended speaking, such as 'Show and Tell' presentations about a favorite toy, retelling a story, or a recent trip. Creating a real 'communicative necessity' is important in this progression of activities. Besides the elements of competition and winning being embedded in the activities, teachers can stimulate learners' cognitive curiosity and restlessness for novelty. They psychologically switch from formal rule-learning to task accomplishment focus, which gives rise to intrinsic motivation, and at the same time, children are motivated to communicate as result of the situation more holistically.

Despite the unquestionable benefits of using oral activities to develop communicative competence, relying on unstructured communicative tasks alone is relatively risky from the pedagogical point of view. In fact, according to Skehan (1996) and Swain (1985), a sole concentration on meaning and fluency without any form-focused instruction may well become fossilized, in which case the learners effectively communicate but with a persistent lack of grammatical accuracy. In addition, in the Asian EFL context, forcing the young learners to carry out spontaneous speaking tasks without supplying them with sufficient linguistic

scaffolding is likely to intensify rather than lessen their foreign language anxiety. In order for oral tasks to be very useful, they need to be a good mix of meaning-focused interaction and form-focused instruction, with the provision of learners' exposure to clear models and constructive feedback before they are expected to produce output on their own. All in all, these two kinds of oral activities should not be considered as being in conflict with each other since each of them is associated with a different function that together they are able to support the motivation and language acquisition of young learners.

2.6. Motivation

2.6.1. Definition of motivation and its core role

For language learning, motivation means much more than just a support factor. It is recognized as one of the main drivers to success by many researchers. Dörnyei (1998) even calls motivation the “main source” that sparks the learning process and keeps going what is, most of the times, a tiring and demanding journey. Nonetheless, motivation is not just a short-lived want or a hope. Gardner (1985) explains that a really “motivated” person is a result of three main factors coming together, which are continual effort, goal-oriented desire, and good attitudes towards the task. Besides, Krashen (1985) argues that an individual who is highly motivated can, indirectly, lower the Affective Filter and thus, enable the comprehensible input to be naturally and fluently taken in by the brain's Language Acquisition Device (LAD).

Motivation in this paper is seen as a mental condition that awakens, modulates, and lengthens the goal-directed learning prodigy (Mayer, 2003). This multifaceted phenomenon is the result of an ongoing relationship between the forces of the inner self and the environment, the first one being made up of innate inspirations and enjoyment derived from the self, the second one is based on rewards and social pressure (Deci & Ryan, 1985). Here, motivation refers to the driving force that enables the learner to change the level of his performance, and at the same time that it gives the learner the necessary perseverance for going through

the major challenges of the learner's acquisition process (Dörnyei, 2005).

2.6.2. A closer look at motivation

According to the original model of classification put forward by Gardner and Lambert (1972), motivation consists of '*Instrumental*' motivation which is linked with the attainment of specific objectives, and '*Integrative*' motivation which is associated with a strong desire for integration into the native-speaking community. However, if one considers this dichotomy in relation to the learning of English as a Foreign Language (EFL) by children aged between 6 and 10 years, one can find the contradictions between this dichotomy and the needs and features of the psychology of the youngsters being at this stage in their development. Children at this stage are unable to imagine a future profession or the abstract notion of integration into a new culture. More broadly, Dörnyei (1990) redefined the concept of "integration motivation" in young language learners as meaning no longer social assimilation in the traditional sense. Rather it is a free psychological state made up of an intellectual curiosity about new cultural values and interesting communicative experiences that are direct and easily accessible in the context. This change reveals that children's motivation is not formed through logical reasons regarding the future, but is motivated by the attractiveness of the present moment and the process of language exploration.

2.6.3. Intrinsic and extrinsic motivation

The Self-Determination Theory (SDT), originally developed by Deci and Ryan (1985, 2000), is generally considered as one of the most significant theoretical frameworks. In contrast to earlier models of motivation, SDT views motivation as a multidimensional construct. Its main contribution is the detailed descriptions of intrinsic motivation plus various kinds of extrinsic regulation which are ordered along a continuum of self-determination or autonomy.

Intrinsic motivation: According to the principles of Self-Determination Theory (SDT), intrinsic motivation is considered a crucial factor that represents the natural inclination of a learner to engage in an activity for its own sake. Initially,

this motivation is understood as the tendency to engage in learning due to the inherent pleasure, satisfaction, and fulfillment, irrespective of external triggers or material incentives. More specifically, in the context of language acquisition, Noels et al. (2000) found out that three different psychological orientations are responsible for the intrinsic motivation construct, namely intrinsic motivation-knowledge, intrinsic motivation-accomplishment, and intrinsic motivation-stimulation.

Extrinsic motivation: In contrast to intrinsic motivation, which is about doing an activity for the inherent pleasure or satisfaction, extrinsic motivation is about performing the activity so as to get externally given rewards or meet the requirements. The major revolutionary change brought about by Self-Determination Theory (SDT) lies in that they see extrinsic motivation not only as a static state but also as a self-determination continuum. The degree of autonomy involved in the process determines different positions on this continuum. This continuum is divided into the following regulatory styles: *External Regulation*, *Introjected Regulation*, and *Identified Regulation*. SDT points out that the environment used for teaching and learning should, at the same time, satisfy the three innate psychological needs of learners for the maintenance of intrinsic motivation and internalization of the extrinsic factors to the level of identified regulation.

Firstly, it is autonomy when a participant feels a sense of control and self-determination in their learning journey.

Secondly, competence is one's belief that one can master the language and go beyond the existing level of understanding and use of the language.

Lastly, Relatedness is through the establishment of meaningful relationships with the teacher and peer group in the class community.

If these three basic needs are well fulfilled, young learners generally develop an even greater degree of intrinsic motivation, deeply engaging and sustaining the learning process of the foreign language in the long run. These alignments show that children's motivation stems mainly from current involvement and the effectiveness of their learning experiences, rather than long-term objectives.

Recently, attempts to use Self-Determination Theory (SDT) to understand young learners' motivation highlight the critical importance of these three psychological needs. Wu's (2003) study showed that the provision of autonomous learning opportunities through the use of interactive tasks greatly enhanced the intrinsic motivation of young language learners. Moreover, Ryan and Deci (2000) emphasize the application of Self-Determination Theory (SDT) in educational contexts as a means of fulfilling learners' psychological needs for autonomy, competence, and relatedness, and thus transforming short-term interest into long-term commitment to learning. Therefore, initiating the maintenance of the motivational flow mentioned above requires a radical change of the conventional learning methods to oral activities. These are the learning activities that, besides meeting the children's social interaction and playing needs in a safe learning environment, will be able to trigger and develop the intrinsic motivation flow in young children. Nevertheless, even though SDT highlights the utmost importance of intrinsic motivation, it is criticized as overlooking the reality of EFL classrooms, especially those in Asian contexts. Young students often experience great external constraints under the exam-oriented mentality of traditional education. Hence, factors such as grades, parents' expectations, or rewards can, over time, be internalized, and rather than seeing extrinsic motivation as something negative, it can be positive. This understanding of the limitations of SDT must precede, as the primary role of language centers is not the elimination of extrinsic motivation, but the gradual transformation of it into intrinsic involvement by means of carrying out developmentally appropriate tasks.

2.7. Relationship between oral activities, motivation, and language acquisition

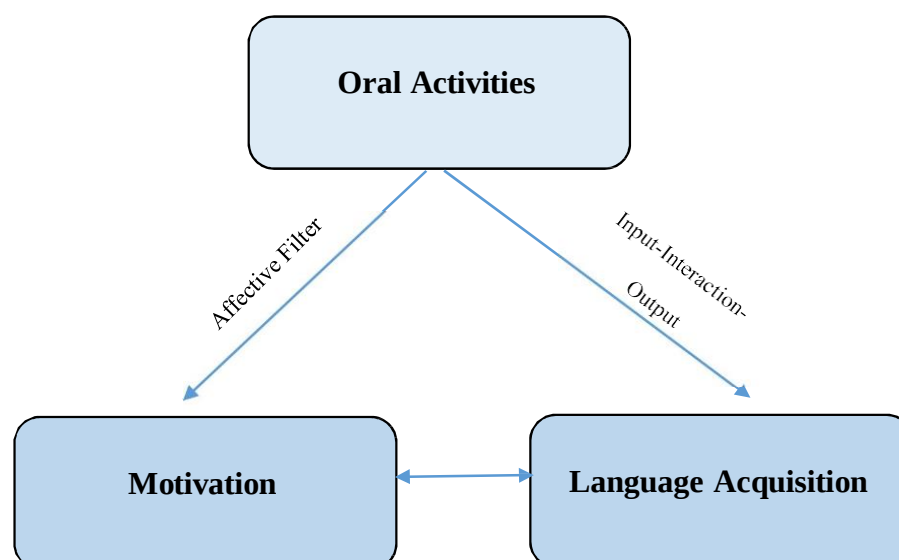


Figure 2.1. Relationship between motivation, oral activities, and language acquisition

When talking about EFL (English as a Foreign Language) for young learners, oral activities, motivation, and language acquisition interactions cannot be understood simply as the addition of multiple variables. In fact, these three aspects create a strongly interdependent and ever-changing triad. With this concept in mind, motivation for learning and acquisition of the English language are considered as separate but parallel variables greatly affected by oral activities, and at the same time they keep a reciprocal influence on each other.

2.7.1. Oral activities and motivation

The second major point in the chain of reasoning is that quality oral activities point to motivation in a direct and substantial way as an effective mechanism of teaching. The well-recognized author in the field of language teaching, Littlewood in 1981, emphasized the motivational value of communicative activities as they establish a natural learning process and a context that acquisition can thrive. Just

focusing on the motivational influence of Non-Communicative and Communicative Oral activities, however, is not enough to get a clear understanding of this effect. One of the characteristics of Non-Communicative Oral Activities that give a major role to visual teaching aids does not only psychologically establish a 'safe zone' for the learners but also plays a major role in bringing the learners in the 'case' of the collective voice that they 'unconsciously' participate. In this way, the learners are protected from the fear of failure which is the individual self, alone voice, during the choral drill and class repetition. Additionally, the use of colorful pictures makes a pleasant and attractive environment which directly lowers the affective filter, a psychological phenomenon leading to sensory-perceptual anxiety and defensive behavior in adult and children learners in the foreign language learning situation so that they are maximally receptive to language input). On the other hand, Communicative Oral Activities motivate through introducing something new to the learners, cerebral stimulation, and healthier competition. From the perspective of the most famous motivational theory called Self-Determination Theory or SDT devised by Deci and Ryan in 2000, these activities are the best supports for internal motivation of the students by providing via the essentials psychological needs of autonomy, competence, and relatedness. When children, for example, play guessing games and do role-plays, that initially brought out only extrinsic motivation, after a bit of time, through a process called internalization, will result in intrinsic motivation through identified regulation. In addition, the atmosphere of relaxation and social cohesion is supported, for instance, by incorporating songs and chants, and intellectual competition games satisfy the students' need for competence. Finally, the interaction completes itself and intrinsic motivation is born, even among initially passive learners.

2.7.2. Oral Activities and Acquisition

The third link between the variables refers to how oral activities assist the language acquisition through enhancing the cognitive and social dimensions of

language learning. It is necessary to consider the entire Non-Communicative and Communicative set of oral activities as a developmental progression. Firstly, Non-Communicative activities serve as the main instrument for habit formation and automatization. Due to conditioning in response to sounds, learners form psychomotor patterns for articulation and memorize the necessary vocabulary. It is true that such activities do not serve authentic communication purposes but they provide the base and language chunks which can be further developed and used in spontaneous language production by the learners. After the linguistic base is established, Communicative Oral Activities act as the means to achievement by showing a real need for communication. This is the point of contact of this concept with Vygotsky's sociocultural development theory, which postulates that language is not merely a communication tool but a cognitive mechanism evolved through interaction. Besides that, communicative tasks unlock the operation of two fundamental language acquisition mechanisms, i.e. the interaction hypothesis and the output hypothesis. Long (1996) remarks that spoken language interaction compels learners to 'negotiate for meaning' which is a critical developmental step in language acquisition as it involves comprehensible input, selective attention, and output. Swain's output hypothesis on the other hand posits that the production of language invites students to engage in the grammatical processing of language after the meaning has been understood. By producing language orally and closing gaps in communication, learners come face to face with the outset discrepancy between their intended meaning and their linguistic resources. This discovery prompts them to revise their output and, thereby, facilitates language development. The major role of oral activities in the growth of language and psychological readiness is backed up by recent studies. For example, lyin and figelzed (2015) find meaning-focused oral tasks to be instrumental in holding young learners' interest and in developing fluency in communication. The dual function of oral activities in today's EFL classrooms is confirmed by the Hikmawan et al. (2023) experimental study which provides strong evidence that structured communicative activities not

only directly reduce language anxiety but also facilitate the acquisition of linguistic forms.

2.7.3. Motivation and Acquisition

It is the third and last link that reveals a deep and a reciprocal interrelationship of these two dependent variables. SLA scholars see motivation as the primary engine that propels L2 acquisition initiation and that also keeps the learner going through this long and demanding process (Dörnyei, 1998, 2005). High motivation levels exert influence directly on the learner's affective state so that the affective filter is lowered even more, and comprehensible input can reach the language acquisition device unblocked (Krashen, 1985). The really important point is that this link is a two-way street. Motivated learners work more voluntarily, and their greater effort brings better language proficiency (Masgoret & Gardner, 2003). On the other hand, the experience of successful language acquisition as well as attainment of communicative skills serve as a direct stimulus to increased motivation among learners, a common phenomenon referred to in the literature as resultative motivation (Ellis, 1997), a chain reaction in which efforts produce success and success further motivates continued work and engagement (Annoussamy, 2006). These above three interconnected relationships illustrate that using oral activities brings about a teaching intervention that is very holistic comprehensively. Oral interaction induces motivation and at the same time it conditions the learners through the input-interaction-output triplet for adequate English language acquisition. Besides, motivation and language acquisition complement each other back and forth for successful communication.

2.8. Previous studies and research synthesis

2.8.1. Review of previous studies

In recent decades, research on young learners in the context of English as a Foreign Language (EFL) has gradually moved away from the emphasis on linguistic accuracy and error correction towards the exploration of cognitive, social, and affective factors in the procedure of foreign language learning. Initial

foundational studies have centered on the principles of scaffolding, meaningful interaction, and the alignment between instruction and the developmental characteristics of the child. More recent research has started to investigate young learners' speaking performance in terms of variables such as their level of engagement, their willingness to communicate, and the characteristics of the communicative task itself. A review of the existing literature reveals a persistent "research fragmentation" or "silo effect", in which motivation and language acquisition are often examined separately, while oral performance is typically treated as a distinct observable outcome rather than as part of a broader communicative development process. While some studies concentrate on fluency development, others emphasize parental involvement and the contributions of different stakeholders. However, the number of research studies that adopt an integrated approach to simultaneously examine the effects of particular oral activities in the classroom on learning motivation and language acquisition remains relatively limited. Furthermore, while most of the studies in the Vietnamese context have focused on university students and formal secondary school settings, there is a notable lack of research on young learners within the context of private language centers. In particular, the scarcity of empirical evidence examining the interconnected effects of oral activities on learners' motivation and language acquisition in this specific context calls for a more comprehensive and context-specific study.

Table 2.2. Comparative matrix of previous studies and identified research gaps

Author	Aims of Studies	Methodology	Key Findings	Identified Research Gap
Bartram (2006)	To examine perceptions of parental influence on students' attitudes to language learning.	Quantitative: Large-scale surveys with students and parents.	Parents' attitudes and expectations significantly influence students' motivation and long-term foreign language learning.	The study is based on European contexts and does not explicitly link these findings to the practical implementation of oral activities in Vietnam.
Pinter (2006)	To explore how children learn languages through communication and peer interaction.	Qualitative: Classroom observations and communication tasks.	Effective oral activities must focus on meaning and provide "scaffolding" through social interaction within the ZPD.	The study provides a broad theoretical framework but lacks specific pedagogical interventions for the Vietnamese EFL context.
Sample & Michel (2014)	To explore the trade-off effects of complexity, accuracy, and fluency in young learners' oral task repetition.	Experimental: Pre-test and post-test with a control group.	Task repetition increases young learners' confidence and helps them produce oral language that is significantly more fluent and accurate.	The study focuses more on cognitive processing (fluency and accuracy) than on the longer-term impact of task repetition on learners' intrinsic motivation.

Butler, Someya, & Fukuhara (2014)	To examine young learners' engagement in digital games for foreign language learning.	Mixed-methods: Surveys and observations.	Engagement is highest when activities involve interactive and “gamification” elements that lower foreign language anxiety.	The study focuses on digital or online platforms, not fully addressing the specific dynamics of face-to-face oral activities in Vietnamese private language centers.
García Mayo & Imaz Agirre (2016)	To evaluate the impact of task repetition on EFL children's negotiation of meaning strategies and interaction.	Qualitative: Discourse analysis of learner-learner interaction.	Learners engage better in genuine “communicative necessity” tasks, leading to improved fluency, rather than relying on pseudo-communication drills.	The study does not explicitly examine how motivational development and language acquisition interact within a holistic pedagogical framework.

2.8.2. Research gaps and the current study

In spite of the valuable insights provided by the research previously conducted on these issues, there still appear to be quite a few limitations left unresolved. To begin with, a number of studies have focused on learner motivation and English language acquisition as separate entities whereas, in most cases, oral performance has been regarded as an observable part of communicative development only. Consequently, the relationships between these factors in the context of oral classroom activities have hardly been the subject of investigation.

Secondly, in the Vietnamese context, almost all qualitative research has addressed the formal school and university sectors, leaving the private language instruction one as the less exposed one despite its flexibility in pedagogy. Even though these language centers, because of their better conditions, have been recognized to be more suitable for communicative teaching methods, it is worthy of note that young learners here are still quite subject heavily to the influence of the quite exam-oriented culture of the mainstream education. The exam-dominated environment largely limits their motivation and their eagerness to communicate, thus closing off their potential in a way, as several researchers recently pointed out (Bui & Duong, 2018; Pham, 2020; Tran & Duong, 2020). This is where the present study focuses on more integrated pedagogical approaches which in particular explicitly confront the situations of interplay between motivation and language acquisition in language center contexts.

Thirdly, scholarly works so far have mostly employed either teachers' observation or students' performance data as research materials with little or no incorporation of parental viewpoints at all. This is quite a serious flaw in that parents are not only just individuals who shape children's learning attitudes but also act as motivators to maintain their energy levels as learners, and facilitators who give a language practice chance outside the class. Therefore, ignoring this perspective in a way means excluding the exploration of one major side of a young learner's English language learning. This study is dedicated to eliminating this lack through seeking to understand the challenges that young learners face while learning English, investigating the role of oral activities in motivating them and facilitating effective language acquisition at a private language center, and studying the perspectives of parents. Hence, the paper at hand covers the study of these very relationships in a joint manner in the setting of a private language center for young learners in Vietnam.

2.9. Conceptual Framework

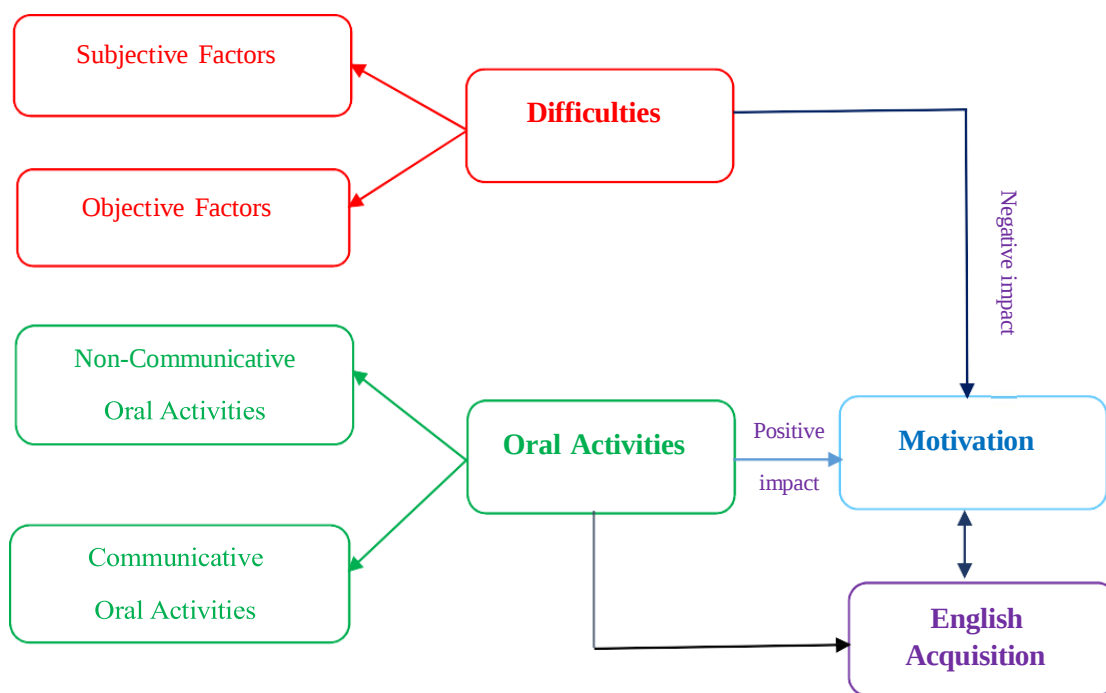


Figure 2.2. Conceptual framework of the study

The conceptual framework of this study illustrates the interaction among various factors influencing young learners' English development. Figure 2 outlines this theoretical model, highlighting two primary outcomes: learning motivation and English acquisition. These two central elements are shaped by two opposing sets of factors.

On the left side of the diagram are the learners' difficulties. These comprise subjective factors (such as psychological barriers, cognitive limitations, and mother tongue interference) alongside objective factors (such as repetitive teaching methods). The arrow pointing from difficulties to learning motivation indicates a negative impact. Specifically, these challenges lower students' motivation, which in turn hinders their ability to acquire the language.

On the right side is the pedagogical solution: oral activities. These are divided into two main categories: non-communicative and communicative

activities. The arrows leading from these activities to motivation and language acquisition demonstrate their positive impact. By lowering psychological barriers, providing comprehensible input, and creating a need for meaningful interaction, oral activities play a pivotal role in boosting motivation and advancing language progress.

Finally, the arrow between motivation and language acquisition represents a reciprocal relationship. As children successfully acquire the language, their motivation naturally grows. Conversely, strong motivation continues to drive more effective learning.

CHAPTER 3. METHODOLOGY

3.1. Research design

This research adopted a convergent mixed-methods design as a means to draw upon the strengths of both qualitative and quantitative methods in order to investigate the pedagogical influence of oral activities on motivation and English language acquisition at Happy English T&Y Language Center. Dörnyei (2007) stated that such an approach enables a less intrusive study of students' language development and motivational change in the classroom as opposed to relying wholly on pre-tests and post-tests. On the other hand, for youngster learners, standard tests mostly lead to anxiety and are usually not successful in capturing children's natural communicative ability accurately. Therefore, an observational design along with continuous assessment is seen as a fitting method for this age group. Besides that, to raise the research validity, the study combines qualitative and quantitative data collection methods (Creswell, 2014). This enables, on the one hand, the interpretation of numerical trends, and on the other hand, it is supported by descriptive evidence. Motivation is looked into through teachers' observation checklists and students' self-report surveys, whereas English language acquisition is mainly deduced from teachers' classroom observation and parents' reports of language activities outside the classroom. Moreover, to further boost reliability and credibility, a triangulation strategy is carried out involving the parents' views (through parental questionnaires) to confirm children's language use and motivation in real-life situations outside the classroom. The entire structure of this convergent design, including the data collection and triangulation processes, is briefly illustrated in Figure 3.

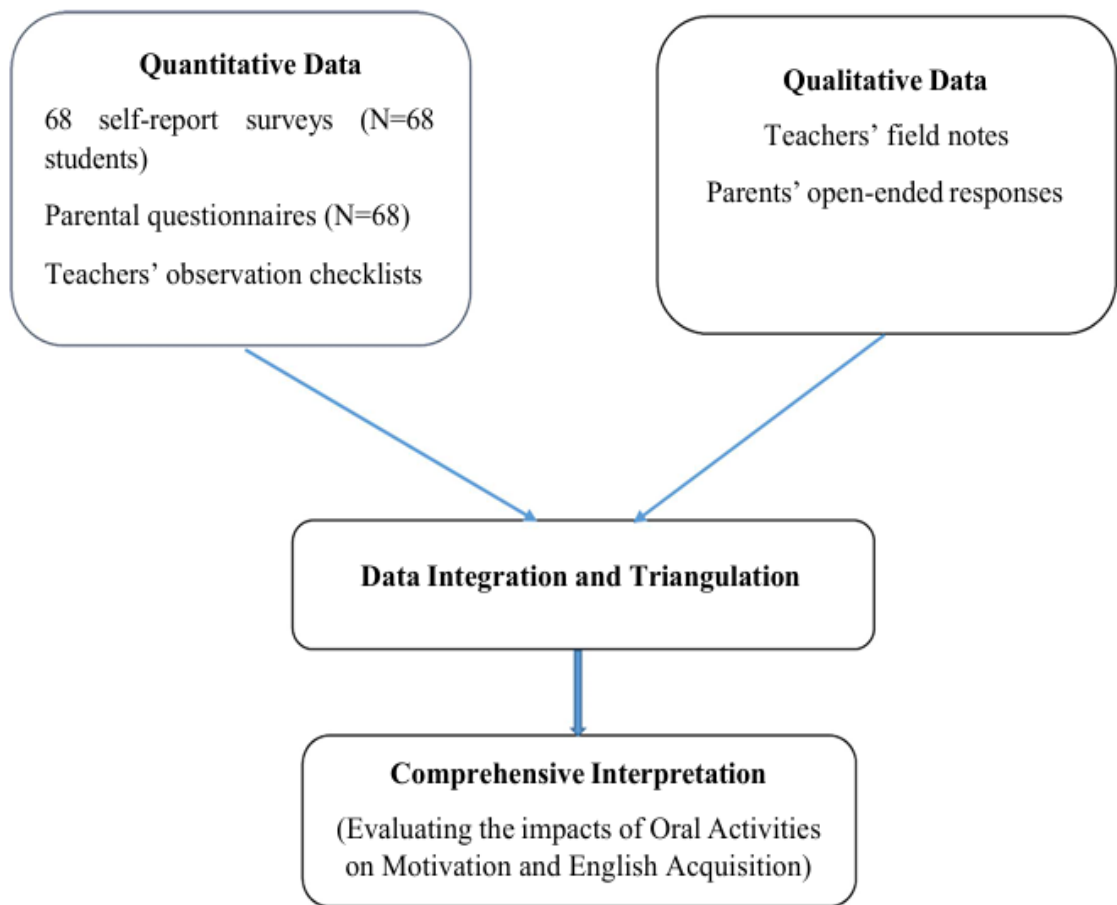


Figure 3.1. Convergent mixed-methods design of the study

Lastly, this research works on existing groups rather than a real experimental design with randomization. To do a real experiment with random assignment of students is unfeasible both logistically and ethically in the case of a private language center where students are already assigned to fixed classes based on their proficiency levels. Therefore, an observational mixed-methods design with existing groups is an ecologically valid and practical means of studying the intervention's pedagogical effects. This way the study is able to thoroughly address the factors that affect young learners while at the same time staying true to the objectives of the study. Following this line of argument, Section 3.2 provides detail information on participants and the research setting. Also, Sections 3.4 Research Instruments and 3.6 Data Analysis discuss more on assessment tools and analytical techniques respectively.

3.2. Research setting and participants

3.2.1. Research setting

This study was performed at Happy English T&Y Language Center, whose address is 46 Le Van Thiem Street, Phan Thiet Ward, Lam Dong Province. The center as a private educational facility offers extracurricular English programs for young learners. Regarding the timetable, each group gathers twice a week with each session lasting 1.5 hours. The Pre-Starters and Starters classes are on Saturday and Sunday while the Movers one is on weekdays (Tuesday and Thursday). This kind of regularity is very conducive to carrying out continuous observation and pedagogical interventions without disturbing the students' normal learning schedule.

3.2.2. Participants

To achieve a detailed investigation and cross-validate the data in this study, three distinct participant groups were included:

Young Learners: Mainly, this study focused on 68 young learners (31 boys and 37 girls) who were aged mainly 6 to 10 years. They were chosen with a purposive sampling method, which is a method directly influenced by psychological and cognitive criteria outlined before in Section 2.1.2. From a methodological standpoint, this age group is ideal for an observational design. Due to their more intensive neural plasticity and lower degree of affective filter, children at this stage are more likely to be willing to take communicative risks. This behavior is especially shown in interactive tasks. In addition, the fact that children at this age learn mostly through concrete experiences and interaction rather than through grammatical analysis reflects the untrained role of the intervention (oral activities) as a major stimulant for language acquisition. Therefore, this group is perfect for studying natural language acquisition and motivational changes with minimal influence of test anxiety or L1 interference. These 68 children came from five different classes, the average group size was between 13 and 14. Small class size is considered favorable in these conditions for interaction among students as well as oral activities. Cambridge proficiency levels were used to classify the students

according to their levels. Pre-starters, with approximately 6 months of English, Starters with around 1.5 years, and Movers having about 3.5 years of English exposure. See Table 3 for the demographic breakdown of the student participants.

Table 3.1. Distribution of student participants by level and gender

Class	Average English Exposure	Male	Female	Total
Pre-Starters (2 classes)	~ 6 months	11	12	23
Starters (2 classes)	~ 1.5 years	10	25	35
Movers (1 class)	~ 3.5 years	10	0	10
Total (5 classes)		31	37	68

(Source: Happy English T&Y Language Center in school year 2025 - 2026)

Although gender proportions were not fully equal in all classes, gender was not a variable of comparison in this study.

Teachers: Besides the students, five EFL teachers at Happy English T&Y Center were the main contributors to this study. More than giving the lessons, they became the main facilitators who ensured that the oral activities happened by regularly observing students' progress and engagement in detail. The teachers were purposively selected and have more than 3 years of experience with the young learners in the English language.

Table 3.2. Detailed information about teacher participants

Teacher	Assigned Class	Years of Experience (Teaching YLs)	Role in the study
Teacher 1	Pre-Starters -1	>3 years	Instructor & Observer
Teacher 2	Pre-Starters -2	>3 years	Instructor & Observer
Teacher 3	Starters-1	>3 years	Instructor & Observer
Teacher 4	Starters-2	>3 years	Instructor & Observer
Teacher 5	Movers	>3 years	Instructor & Observer

(Source: Happy English T&Y Language Center in school year 2025 - 2026)

Parents: To raise the objectivity and multidimensionality of the data, 68 parents who were representatives of the whole student population were invited to provide an independent triangulation. Their role is vital to the research schema. Through survey questionnaires, they supplement the study with extra information on the domestic environment. Parental responses validate classroom observations and at the same time they unveil more changes in children's confidence, motivation, and language use in life outside school setting.

3.3. The pedagogical intervention procedure

Oral activities are the main instructional tool in this research. They are planned as the independent variable that would drive young learners to improved motivation and language proficiency. Per the conceptual model (Chapter 2), the implementation of oral activities into young learners' English classes at Happy English T&Y Language Center proceeds through two main phases: pre-communicative oral activities and communicative oral activities that in turn provide

effective instructional scaffolding (Vygotsky, 1978). In this way, the learners first acquire language accuracy and confidence through controlled language practice. This is a critical step up to the communicative oral activities that is a second stage where students communicate more freely and naturally in meaningful contexts as if the language were no longer a barrier. Such a communicative stage is intended to raise learners' intrinsic motivation (Ryan & Deci, 2000). Unlike dull drills, communicative oral activities put learners in "information gap" situations thereby stimulating their curiosity and willingness to share what they know. Moreover, if children realize that English helps them to get specific things done in game or communication, their self-confidence is likely to grow (Bandura, 1997). Consequently, voluntary participation in this way without much interference with test anxiety might be more conducive to natural language acquisition than more controlled forms of learning (Krashen, 1982). Having the pedagogical intervention procedure fixed, data gathering from the participants heavily depends on choosing and deploying the right research instruments. In the next section 3.4 Research instruments, the observation checklists and surveys design and rationale are delineated as the best means of collecting multi-faceted data on the students' development.

This is the same pedagogical assumption that has structured oral exercise and oral communicative use as complementary stages within one lesson rather than as two different instructional methods.

3.4. Research instruments

Table 3.3. Summary of research instruments

Instruments	Participants	Main Constructs	Data Type	Scale/Metric
Observation and Checklists	Teachers (n = 5)	Motivation, Affective Factors, and Language Acquisition	Quantitative + Qualitative	5-point Frequency
Self-report Surveys	Students (n = 68)	Attitudes, Confidence, and Preferences toward Oral Activities	Quantitative	3-point Smiley
Questionnaires	Parents (n = 68)	Home-based Motivation and Language Use	Quantitative + Qualitative	5-point Likert

The research use three main tools: teachers' observation checklists, students' self-report questionnaires, and parental questionnaires. These data collection instruments, intended to gather both quantitative and qualitative data, are in accordance with the theoretical framework outlined in Chapter 2 and are used to study motivation, affective factors, and English language acquisition. Together, they

yield a complete set of data to answer the research questions by means of methodological triangulation.

3.4.1. Teachers' observation checklists

Teachers made use of observation checklists to record continual students' progress throughout the six-week intervention. These checklists were utilized to appraise the overall class participation and to identify the behavioral patterns over different oral activities. Considering the relatively large sample size ($N = 68$), observation was done mostly at the class level, rather than on individual students. The instrument centers around two major concepts: motivation (e.g., engaging actively, willing to volunteer) and English acquisition (e.g., knowledge of new words, communicating fluently). Here, language acquisition meant communicative competence as reflected in class performance, such as exposure, vocabulary usage, and speaking behavior, which were not tested formally. The behaviors were scored on a 5-point scale from "never" to "always." In order to gain qualitative understanding, the five teachers were given a "field note" space beside the checklist to jot down incidents of spontaneous language use and student, student interaction. Besides that, a norming process was implemented to diminish possible teacher bias and ascertain observational reliability via three steps:

Criteria discussion: the five teachers in the project collaborated to come up with a common understanding of the checklist items so that there would be no confusion among the scale levels.

Trial grading: the teachers watched a 20-minute recorded lesson and independently completed the checklist based on the students' behavior in the video.

Statistical verification: the teachers' scores were compared and analyzed to assess the level of agreement.

The findings demonstrated very good inter-rater reliability with a Kappa statistic of 0.85, which means they reached a very high level of agreement. This would indicate that observers applied the checklist criteria almost consistently over the classes observed.

3.4.2. *Students' self-report survey*

Immediately after the 6-week course students were surveyed to find out their internal psychological state, doing so in a way that would prevent test anxiety being induced. Only after carrying out oral activities most of the time, a survey was expected to be successful at delivering relevant information about mentality, attitude, and motivational change as students can take their time to respond in an informed manner. The survey was primarily concentrated on affective aspects and motivational factors in relation to various classroom activities. It was broken down into non-communicative tasks (e.g., repeating words) and communicative tasks (e.g., role play) for which students rated their enjoyment level. Questions came from affective and motivational scales such as those by Dörnyei (2001), Horwitz et al. (1986), and were then sent to academic supervisors for content validity.

Given the participants' ages and psychological characteristics, the 3-point 'smiley face' scale (Sad, Neutral, Happy) was used to ensure that the children could understand the scale. For the purpose of triangulation and interpretive alignment, the 3-point student survey data were proportionally transformed to correspond more closely with the 5-point data collected from teachers and parents using a linear transformation method ($1 \rightarrow 1$, $2 \rightarrow 3$, $3 \rightarrow 5$). This transformation was used to facilitate cross-source comparison at the level of interpretation, rather than to claim equivalence in scale properties.

To make sure that the items were clear and that the visual icons were fitting, the researchers conducted a pre-study with ten student participants whose profiles were similar to those of the target group. They were not involved in the main study nor did the six-week intervention include them; they took part only in the pilot phase. According to the results of this pilot study, the internal consistency estimate based on Cronbach's Alpha was 0.79, which means it was reliable enough for the subsequent main study featuring 68 students.

3.4.3. *Parental questionnaires*

To provide domestic evidence through data triangulation and verify the

robustness of the outcomes in real-life communicative situations outside the classroom, the researchers gave a parental questionnaire to 68 parents. Like the student questionnaire, the parental questionnaire was grounded in the theoretical framework and subjected to content validity check by academic supervisors. Moreover, to keep parental social desirability bias at a minimum, the researchers chose to have the parents indicate the frequency of their children's observable behavior that motivated them to perform a particular task, rather than providing the parents a subjective evaluation of their children (e.g., “my child frequently sings English songs while playing” rather than “my child is proficient in English”). The questions touch on motivation, confidence, and language usage.

A standard 5-point Likert scale was also used to measure these items (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree).

Besides that, a qualitative component was added in the form of an open-ended question, which was placed at the very end of the survey and was intended not only to capture language but also to get children's behavioral and motivational changes from a family's point of view on the children. Prior to the official survey, a pilot study was conducted with 15 parents outside the primary target group. That pilot study resulted in a Cronbach's alpha of 0.82 which clinched the reliability and internal consistency of the data collection instrument, adding scientific rigor to the data collection process. As an external source of data, this instrument assumed a vital role in triangulating findings in classrooms among students and teachers.

3.5. Data collection procedure

The data gathering exercise was made efficient and reliable through the use of a detailed method. After conducting a pilot test and validating the research instrument in January 2026, the regular data collection was scheduled to proceed for six weeks from mid-February to late March 2026. The first thing that was done was that permission and support were secured from the Happy English T&Y center and the students' parents. The implementation of the actual data collection was synchronized with the students' regular academic time so that there is minimal

disruption to the students' studies. For the sake of clarity, a diagram showing the whole process from the preparation stage before the intervention up to the final data analysis stage is provided in Figure 4.

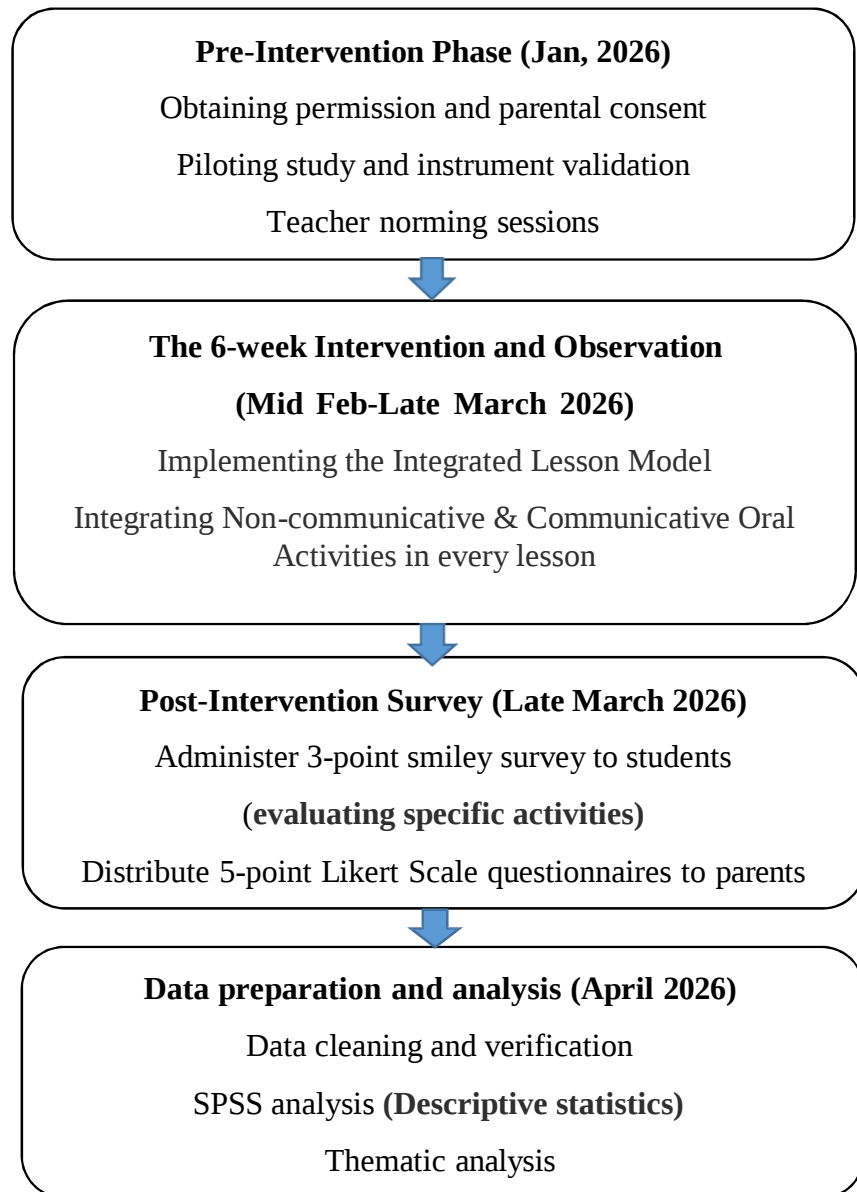


Figure 3.2. Flowchart of data collection and analysis procedure

3.5.1. The 6-week pedagogical intervention and observation

The teaching intervention was whirl of a methodical schedule for integrating

the children into the school work at the same time as the intervention. To paint a clear picture of the reality, the table highlights the main features of the intervention, refer to Table 6.

Table 3.4. Parameters of the pedagogical intervention

Parameter	Implementation Details	
	Non-communicative oral activities	Communicative oral activities
<i>Activities</i>	Repetition and Drills (e.g., choral drills, Simon says, Slap the board).	Role-playing, Retelling a story, Guessing games, Information gap, Songs & Chants.
<i>Duration</i>	6 weeks (from mid-February to late March 2026)	
<i>Frequency</i>	Twice a week (during regular English courses)	
<i>Timing</i>	Approximately 35 to 50 minutes in total per 1.5-hour lesson (15-20 minutes for Non-communicative tasks followed by 20-30 minutes for Communicative tasks).	

Rather than separating the intervention into distinct periods (for example, Weeks 1-3 vs. Weeks 4-6), this paper followed the Integrated Lesson Model. During the 6-week time frame, each 90-minute class period was carefully planned to include Non-communicative as well as Communicative oral activities so that there would be a continual instructional scaffolding process. For example, during the first 15-

20 minutes of the intervention in each lesson, the students engaged in Non-communicative oral activities (mostly repetition and oral drills, but various other forms were also included). Activities of this kind were extremely structured and serve as a cognitive and emotional warm-up in which young learners' affective filter was lowered in order to provide them with important vocabulary

and pronunciation. Then, the last part of the period was devoted to Communicative oral activities (for instance guessing games, role-playing, information gap, retelling a story, interactive songs and chants). Students, having been provided with the linguistic input and confidence needed from the first stage, were now encouraged to negotiate for meaning, express their feelings and communicate themselves using the target language. The daily interwoven procedure demonstrated how non-communicative tasks can act as a major stepping-stone to the success of communicative tasks.

In order to evaluate the teaching effects of this integrated method, five teachers (one from each class) involved in the study used observation checklists to assess the overall classroom conduct and general behavioral patterns of students during different types of oral tasks. In order to make the data comparable across the five classes, the teachers exercised diligent conformity to the common assessment standards established at the prior norming session. Moreover, the checklist was not scored on the spot as the young learners' teaching was going on in order to maintain logistical feasibility and avoid disrupting them. Instead, during the activities teachers made short notes and finished formal observation checklists right after class based on their overall observation of classroom performance. Also, brief video recordings were used only to support observational review and were dealt with in strict accordance with the study's confidentiality procedures.

3.5.2. Survey Administration after Intervention

Implementation of the student self-report surveys and parent questionnaires occurred at the end of the six weeks (late March 2026). The date of administration was chosen as the students by then having had enough contact with the oral activities for them to reflect on their experiences without the presence of performance pressure. Importantly, considering that the target participants were young (6 to 10 years old), the paper-based 3-point smiley face surveys were used for all 68 students. The instructions for survey completion were clearly given by talking in Vietnamese so the students' age-appropriate understanding could be

ensured and then students were allowed about 15 minutes. Moreover, hard copies of the 5-point Likert Scale questionnaire for parents were prepared, put into individual envelopes, and distributed to the children to take home. In order to ensure smooth communication, an official notification about the survey was sent to parents through the center's Zalo communication channel. Parents were asked to fill the questionnaires, seal them in the provided envelopes, and return the center by their children within one week. This was the way response confidentiality was safeguarded and candid feedback was encouraged. The anonymity of all respondents was strictly maintained throughout the process.

3.5.3. Data cleaning and preparation

Prior to the statistical analysis, the research team carried out data cleaning for the 68 student surveys and parental questionnaires. The collected data was meticulously cross-checked to guarantee its validity and completeness. Any questionnaire that was found to be incomplete or had responses reflecting lack of seriousness such as same option for all items was considered to be discarded from the dataset. This step was an integral part of data verification as it resulted in the preservation of data that is valid and also highly reliable before it is entered into SPSS and Excel for the final analysis. This process increased the scientific rigor of the study.

3.6. Data analysis

To get a full picture of how oral activities motivated young learners and helped them acquire English language, this research employed a convergent mixed-methods design approach. The two different types of data (quantitative and qualitative) within this framework were collected simultaneously and analyzed separately before integrating the results for interpretation.

3.6.1. Quantitative data analysis

The Statistical Package for the Social Sciences (SPSS) software, version 26.0, was the tool used to handle the numerical data derived from the 68 students' self-report surveys, parental questionnaires, and the five teachers' observation

checklists. To test the internal consistency of the item clusters, Cronbach's Alpha coefficients were first computed with cutoff $>.70$ regarded as acceptable. Descriptive statistics (means and standard deviations) were applied for pattern identification of the two targeted learning outcomes:

- Motivation and affective factors, including attitudes towards tasks, communicative confidence, willingness to interact, and willingness to volunteer; and
- English language acquisition, demonstrated by language behaviors such as interaction, spontaneous L2 output, vocabulary use, and communicative fluency.

In order to present the descriptive statistics in an unbiased and consistent manner, the study employed numerical codes as well as the classification of mean score intervals (M). The width of the interval was determined according to the following statistical formula:

$$\text{Interval Width} = (\text{Maximum Value} - \text{Minimum Value}) / n$$

The 3-point scale (for young learners): The smiley-face survey given to the students was divided into three levels, each with a width of 0.67. Table 3.5 illustrates the interpretation criteria for this scale.

Table 3.5. Interpretation of mean scores for the 3-point scale

Mean Score Range (M)	Corresponding Level	Interpretation
1.00 – 1.66	Low	Negative response
1.67 – 2.33	Moderate	Neutral response

2.34 – 3.00	High	Positive response
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The five-point rating system (for teachers and parents): A 5-point Likert scale was used in both the teacher observation checklists and the parental questionnaires. Using the same formula, the interval width was determined to be 0.80, classifying the mean scores into five distinct evaluation levels as shown in Table 3.6.

Table 3.6. Interpretation of mean scores for the 5-point scale

Mean Score Range (M)	Corresponding Level	Interpretation
1.00 – 1.80	Very Low	Strongly disagree / Rarely occurs
1.81 – 2.60	Low	Disagree / Infrequently occurs
2.61 – 3.40	Moderate	Neutral / Moderately occurs
3.41 – 4.20	High	Agree / Frequently occurs
4.21 – 5.00	Very High	Strongly agree / Very frequently occurs

Additionally, to evaluate the effectiveness of the pedagogical intervention, descriptive statistics, particularly frequencies and mean scores, were primarily used. For the students' survey, frequency percentages were calculated to determine the proportion of learners who indicated positive affective responses (selecting the 'Happy' face) toward specific Non-communicative and Communicative activities. For the teachers' and parents' 5-point Likert scales, mean scores were computed and categorized into interpretation levels (as shown in Table 8) to indicate overall patterns of improvement in students' collective classroom engagement and language use at home. By synthesizing these results, the study empirically reflected general tendencies supporting the integration of both types of oral activities in the EFL classroom. For the purpose of interpretation in Chapter 4, confidence-related items were treated as part of the broader affective dimension associated with classroom participation and motivation.

3.6.2. Qualitative Data Analysis

Qualitative data obtained from teachers' anecdotal field notes and the open-ended responses in the parental questionnaires were analyzed thematically, according to Braun and Clarke (2006). The analysis moved beyond simple description by identifying recurring patterns and grouping them into theoretically meaningful themes.

To generate initial codes, after familiarizing with the data, the researcher extracted specific phrases from the raw texts and assigned initial codes. For instance, parental comments such as "*my child spontaneously sings English songs at home*" (P1) and teacher notes such as "*the student confidently imitated the movie character's intonation*" (P12) were coded as "Spontaneous language use outside class."

Searching for and defining themes was then carried out by comparing the initial codes and grouping those with similar meanings into broader potential themes. At this stage, the researcher did not treat each code separately, but

considered how different codes reflected the same underlying pattern in the data. For instance, codes related to students' reduced fear of making mistakes and their greater willingness to volunteer were brought together under the broader theme of Reduction of psychological barriers (lowered affective filter). Similarly, codes showing that students were able to use vocabulary without teacher prompts were grouped under the theme of Formation of language reflexes.

This systematic thematic categorization fundamentally explains “how” and “why” the numerical data in the quantitative phase shifted over the 6-week intervention.

3.6.3. *Triangulation of data*

Methodological triangulation was used to strengthen the validity and credibility of the findings. Within the convergent mixed-methods framework, the quantitative findings (e.g., notable increases in mean scores related to classroom participation) were explicitly contrasted with qualitative excerpts (e.g., teachers' descriptive narratives of students' enthusiasm or parents' observations of their children's heightened linguistic self-esteem at home). This cross-verification suggests that increases in scores may reflect authentic developmental changes in learners' attitudes and language use in real-life contexts.

3.7. Ethical considerations

The ethical integrity of this research was maintained throughout the study, conforming to established ethical standards for educational research. Official ethical approval for this study was granted by the administration of Happy English T&Y center. As the participants were young learners aged 6 to 10, parental consent was obtained through the center's Zalo communication channel before any data were collected.

Moreover, in line with international ethical standards for pediatric research, the ongoing “assent” of the young learners was prioritized. In spite of having parental consent, the teachers continuously monitored the children's comfort levels. Any child displaying signs of reluctance or discomfort was fully respected and

permitted to opt out of the activities without any coercion. The parents and the five teachers were also explicitly informed that their participation was completely voluntary and they could leave the study at any time without it affecting the students' academic performance or standing at the center.

Furthermore, all participants were assured of strict confidentiality and anonymity. The students' paper-based smiley face surveys did not require the recording of any personal identifiers. Crucially, the parental questionnaires were carefully returned to the center in sealed individual envelopes to prevent any potential privacy breaches and to encourage candid feedback. To safeguard the students' identities, the teachers also coded the observational data gathered. Additionally, all students' faces were purposefully blurred in the video recordings made during the classroom activities for observation purposes in order to securely protect their visual privacy.

Regarding secure data management, all physical documents were kept in a locked cabinet, while digital files were securely password-protected. These data were used solely for academic research purposes and will be permanently destroyed after five years.

Finally, the pedagogical intervention (oral activities) was integrated in strict accordance with the center's established schedule and syllabus distribution for the English program. This ensured that there was no academic disruption or psychological stress during the six-week period.

CHAPTER 4. FINDINGS AND DISCUSSIONS

This chapter presents the results of the data analysis conducted to address the research questions outlined in Chapter 1. The primary objective is to identify the challenges encountered by young learners (RQ1) and to examine how different types of oral activities are associated with their learning motivation and English language acquisition (RQ2) at Happy English T&Y Language Center. The chapter is organized into four main sections: (1) the reliability analysis of the research instruments; (2) the findings and discussion addressing Research Question 1; (3) the findings and discussion addressing Research Question 2, drawing on data collected from students, teachers, and parents; and (4) a summary of key findings.

4.1. Reliability analysis

To assess the internal consistency of the constructs in the student survey, parental questionnaire, and teacher observation checklist, Cronbach's Alpha coefficients were calculated using SPSS version 26.0 before conducting the descriptive statistical analysis.

Table 4.1. Cronbach's alpha reliability statistics

Constructs / Scales		Number of Items (N)	Cronbach's Alpha
Student Survey			
	Motivation &Confidence	6	0.896
	Language Acquisition	4	0.887
Parental Questionnaire		8	0.842
Teacher Observation Checklist		5	0.722

According to Table 4.1, the Cronbach's Alpha values of all the primary constructs were greater than the required level of 0.70. For example, in the

student survey, Motivation & Confidence and Language Acquisition constructs obtained alpha values of 0.896 and 0.887, respectively. Similarly, the parental questionnaire and the teacher observation checklist demonstrated acceptable to good reliability, with alpha coefficients of 0.842 and 0.722, respectively. Although the reliability coefficient of the teacher observation checklist was slightly lower than that of the other instruments, it still exceeded the commonly accepted threshold of 0.70. These results suggest that the instruments for this study are internally consistent and can be considered sufficiently reliable for further analysis.

4.2. Findings and discussion for young learner difficulties

4.2.1. Findings from student survey

To answer Research Question 1, selected questionnaire items were analyzed to identify the main difficulties faced by young learners in learning English. Although the questionnaire did not directly ask students to list their difficulties, several items reflected difficulty-related aspects such as fear of making mistakes, lack of confidence, difficulty producing longer sentences, and low interest in repetitive vocabulary learning. These items were therefore used to describe the key challenges experienced by the learners.

Table 4.2. Main difficulties reported by young learners

Difficulty	Related item	Negative Response	Neutral response	Positive Response
Speaking long English sentences	Q15	14.7% Hard	50%Normal	35.3%Easy
Fear of Making mistakes	Q12	10.3% Scared	32.4% Normal	57.4% Happy

Speaking in front of class	Q10	8.8% Scared	29.4% Normal	61.8% Confident
Repetitive vocabulary reading	Q1	14.7% Don't like	60.3% Normal	25.0% Like

The main difficulties faced by young learners are presented in Figure 4.1

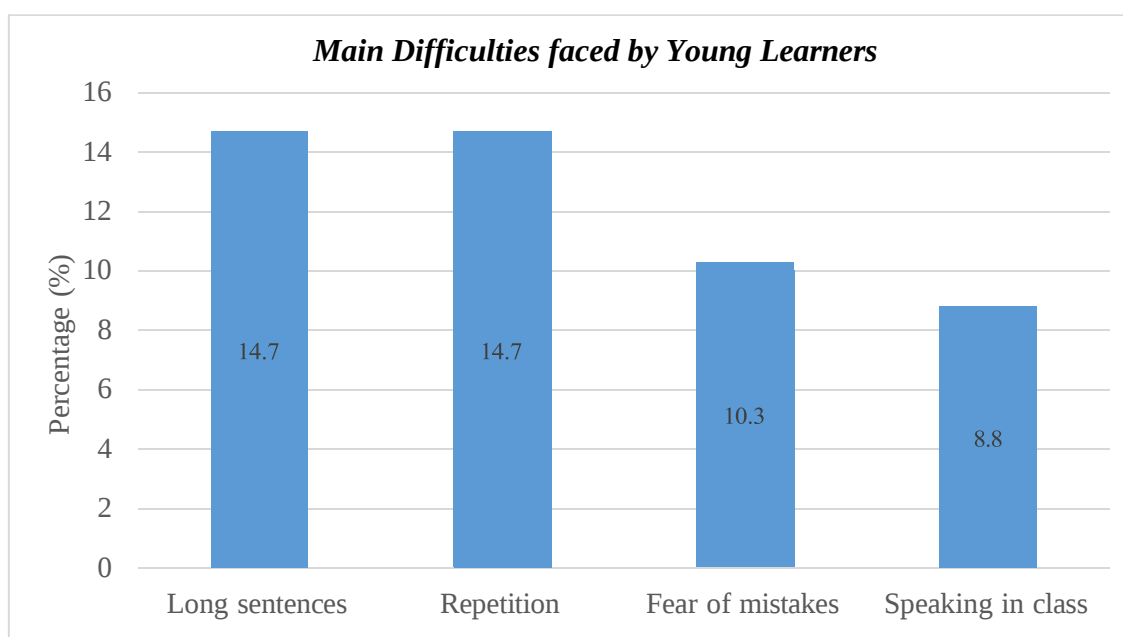


Figure 4.1. Main difficulties faced by young learners in learning English

As shown in Figure 4.1, the most noticeable difficulties were associated with producing long sentences and repetitive learning, both recording the highest proportion of negative responses at 14.7%. In contrast, fear of making mistakes and speaking in front of the class were reported at lower levels, with 10.3% and 8.8%, respectively. Overall, the findings indicate that young learners experienced greater

challenges in language production and repetitive learning activities than in classroom participation.

These findings can be further interpreted in light of the theoretical framework presented in Chapter 2, which emphasizes the role of psychological, cognitive, and instructional factors in language learning.

4.2.2. Discussion on difficulties (RQ1)

The data revealed that the challenges experienced by young learners at Happy English T&Y Center were influenced by a combination of internal factors, including psychological and cognitive barriers, and external factors, particularly instructional practices.

Firstly, students' psychological barriers were reflected in their fear of making mistakes (10.3%) and fear of speaking in front of the class (8.8%). These findings could be interpreted through Krashen's (1982) Affective Filter Hypothesis. According to this theory, learners' emotional states, such as anxiety, fear of negative evaluation, and lack of self-confidence, may create a psychological barrier that limited their willingness to process and use the target language. For young learners, the fear of peer judgment might create a defensive psychological state. This is further supported by the teachers' field notes, which revealed that many students were initially hesitant to take part in oral activities because they were afraid of being judged by their peers. Therefore, the hesitation seen in Q10 and Q12 suggests that the affective filter may still influence some learners, thereby reducing their willingness to participate actively.

Secondly, external instructional practices may also contribute to students' lack of engagement, particularly in repetitive vocabulary reading, which received a 14.7% negative response and a notably high neutral response of 60.3%. Traditional rote learning and mechanical drills, although useful for form-focused practice, may fail to stimulate learners' intrinsic motivation if used excessively. This aligns with Nguyen and Boers (2018), who found that excessive task repetition may lead to a gradual decrease in student engagement. Therefore, it can be argued that

sustaining young learners' engagement requires meaningful, task-based, and communicative interactions rather than isolated drills (Azkarai & Oliver, 2016; Pinter, 2017; Butler, 2022).

Finally, the cognitive challenge of producing long English sentences, with 14.7% of students finding it “hard”, highlights a gap in language production skills. From a developmental perspective, young learners often understand and recognize language before they are able to produce it spontaneously. This finding can also be explained through Swain's (1985, 1995) Comprehensible Output Hypothesis, which argues that learners need opportunities to produce language in order to move from meaning comprehension to grammatical and syntactic processing. The teachers' observations also corroborated this difficulty, noting that some students tended to transfer Vietnamese word order into English sentences, which led to confusion when producing more complex structures. Therefore, students' difficulty in producing longer sentences may result from both cognitive processing demands and L1 interference.

In addition, the relationship between learning difficulties and motivation appears to be reciprocal. The findings show that fear of mistakes, lack of confidence, and low engagement in repetitive learning may reduce students' motivation to participate in classroom activities. At the same time, when students are less motivated, they may be less willing to practise, interact, and produce English, which may further reinforce their learning difficulties. From the perspective of motivation theory, this suggests that difficulties and motivation should not be treated as separate issues but as closely connected factors in young learners' language development.

These difficulties may also affect students' English language acquisition. From Krashen's perspective, anxiety and fear of negative evaluation may raise the affective filter and reduce learners' readiness to process language input. Meanwhile, from Swain's perspective, limited opportunities for meaningful output may restrict students' ability to test and develop their linguistic knowledge.

Therefore, the difficulties identified in this study may not only influence classroom participation but also slow down the development of productive language skills.

On the whole, these findings indicate that young learners' difficulties should not be understood as the result of a single factor. Rather, they are shaped by the interaction of psychological, cognitive, and instructional factors. These identified challenges suggest the need for a pedagogical shift. To lower the affective filter, stimulate intrinsic motivation, and promote meaningful output, traditional teaching methods may be integrated with more engaging and interactive oral tasks, which will be discussed in the following section.

4.3. Findings and Discussion for RQ2: oral activities

4.3.1. Findings from Student Survey

4.3.1.1 Students' Perceptions of Oral Activities

Table 4.3. Descriptive statistics of students' perceptions of oral activities

Item	Code	N	Mean	SD	Min	Max
Repetitive vocabulary reading	Q1	68	2.10	0.626	1	3
Simon Says	Q2	68	2.85	0.357	2	3
Slap the board	Q3	68	2.81	0.432	1	3
Singing English songs	Q4	68	2.75	0.500	1	3
Role-play	Q5	68	2.66	0.563	1	3
Retelling a short story	Q6	68	2.54	0.679	1	3

The results indicate differences among types of oral activities, particularly between mechanical repetition and more interactive or communicative tasks.

While repetitive vocabulary reading (Q1), as a non-communicative activity, received lower preference ratings ($M = 2.10$), game-based activities involving movement such as “Simon Says” (Q2, $M = 2.85$) and “Slap the board” (Q3, $M = 2.81$), which were implemented as non-communicative but highly interactive activities, achieved higher mean scores than repetitive vocabulary reading. Other activities such as songs, role-play, and storytelling also received generally positive responses from students, particularly in terms of enjoyment and engagement, although the analysis focused primarily on overall response patterns rather than on broad activity categories alone. This is consistent with previous research demonstrating that incorporating music and stories is an engaging pedagogical tool that promotes a relaxed classroom environment (Ansari et al., 2016; Enever, 2011). These results suggest that playful and interactive elements may enhance students’ interest and engagement, which is in line with research showing that social interaction and gamification activities maximize young learners’ engagement (Butler, 2022; Copland & Garton, 2020).

The positive results from the students’ self-report survey, indicating a high preference for interactive oral tasks such as “Simon Says” and role-play are consistent with recent findings in the Vietnamese educational context. Tran and Nguyen (2022) emphasize that emotional engagement plays a central role in maintaining learners’ interest, particularly among young learners who are more responsive to enjoyable and meaningful learning experiences.

In line with this perspective, the current study suggests that fun and interactive oral activities effectively trigger positive emotional responses among young learners. This emotional engagement appears to sustain their intrinsic motivation and may support more natural and spontaneous language use. In this way, oral activities may contribute to reducing the passivity often observed in traditional EFL classrooms.

4.3.1.2 Learning Motivation

Table 4.4. Descriptive statistics of learning motivation

Item	Code	N	Mean	SD	Min	Max
Feelings about English lessons	Q7	68	2.66	0.563	1	3
Feelings when Participating in oral activities	Q8	68	2.71	0.548	1	3
Feelings when speaking English with teacher and friends	Q9	68	2.68	0.558	1	3

More mechanical forms of non-communicative oral activities appear to have a more limited impact on motivation. Although repetition and drills may help reduce initial anxiety by providing a predictable linguistic scaffold, they may also create monotony due to the lack of interaction. These activities may provide initial support for lower-level students, yet they do not appear to sufficiently stimulate the curiosity typically associated with young learners (Nguyen & Boers, 2021; Ishizuka, 2023). However, communicative oral activities are associated with higher motivation. The interactive and enjoyable nature of games such as “Simon Says” appears to turn the classroom into a more active and participatory learning environment. Students reported enthusiasm (Q7) ($M = 2.66$) and willingness to participate (Q8) ($M = 2.71$). Furthermore, they exhibited a high level of readiness to converse with their teachers and peers (Q9) ($M = 2.68$), suggesting that meaningful interaction and gamification elements appear to promote learner engagement (Pinter, 2017; Butler, 2022). These findings suggest that motivation is influenced by

both enjoyment and opportunities for meaningful language use. By incorporating purposeful interaction, these communicative tasks may help foster young learners' intrinsic motivation by supporting their psychological needs for competence and relatedness (Ryan & Deci, 2000).

4.3.1.3 *Language Acquisition and Affective Factors*

Table 4.5. Affective factors

Item	Code	N	Mean	SD	Min	Max
Speaking English in front of the class	Q10	68	2.53	0.657	1	3
Raising hands to speak	Q11	68	2.57	0.676	1	3
Feelings when making mistakes	Q12	68	2.47	0.680	1	3

Students reported a fairly high level of speaking confidence especially when presenting in front of the class (Q10, M = 2.53) and volunteering to answer questions (Q11, M = 2.57). Interestingly, 57.4% of students stated that they were “Happy” when they made mistakes (Q12), which means that most students are not too worried about errors and probably are more willing to do communicative tasks. This pattern may imply that oral communicative tasks were associated with a more supportive and psychologically safe classroom environment. Krashen (1982) argues that low anxiety classrooms keep students “off the defensive,” and that is an effective strategy to lower the Affective Filter that, in turn, allows the comprehensible input to more easily create more favorable emotional conditions for language learning. Oral activities that reduce the fear of negative evaluation allow the young learners to take risk and they do not focus only on the linguistic accuracy but also on meaning-making.

Table 4.6. Descriptive statistics of language acquisition

Item	Code	N	Mean	SD	Min	Max
Remembering English words	Q13	68	2.59	0.604	1	3
Pronouncing English words	Q14	68	2.49	0.611	1	3
Speaking a long English sentence	Q15	68	2.21	0.682	1	3
Understanding Teacher and friends in English	Q16	68	2.59	0.604	1	3

The report shows that the students did better at language acquisition when performing receptive skills and lexical memory as opposed to more complex productive skills. Students showed relatively positive results in vocabulary retention (Q13, M = 2.59) and listening comprehension (Q16, M = 2.59). On the other hand, producing a long English sentence (Q15) had the lowest mean score within this section (M = 2.21, Moderate level). This difference may reflect the gradual nature of second language development, in which receptive abilities often develop before more complex productive skills. As Annoussamy (2006) points out, learners need to “listen and read a lot before attempting to speak or to write,” since spontaneous expression is always preceded by understanding. Besides that, although students might be able to develop lexical retention quite fast through interactive games, the processing of syntactic structures needed for producing extended discourse is a longer process and requires continuous practice of “pushed output” (Swain, 1995). Hence, the overall trend indicated that the oral activities combined facilitated a receptive groundwork from which productive fluency can be brought about over

time.

4.3.2. *Supporting evidence from teachers and parents*

Table 4.6 contains the descriptive statistics of teacher observations that reveal regularly high mean scores on the items related to students' motivation, confidence, and use of language.

Table 4.7. Descriptive statistics from teacher observation

Item	Code	N	Mean	Std. Deviation
Students actively participate in oral activities	GV_MLA1	68	4.0588	0.66652
Students show increased willingness to speak English	GV_MLA2	68	4.0735	0.65372
Students appear more confident during speaking tasks	GV_MLA3	68	4.0588	0.64374
Students demonstrate improvement in language use	GV_ELA1	68	4.1176	0.63550
Students use English more naturally during interactions	GV_ELA2	68	4.1176	0.70244

Note. Mean values are based on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Although the teacher observations were conducted by five different teachers, the data were coded and analyzed at the student level. Therefore, N = 68 refers to the number of student observation records rather than the number of teachers, in order to better capture overall class-level tendencies in language learning. In addition, the quantitative data obtained from teachers' observations provided additional support for the students' self-reports. The observations indicated that students appeared more engaged during lessons, and their use of English became

more natural over time. The mean scores for all observation criteria fell within the “High” level (ranging from M= 4.06 to M = 4.12). As a result of their classroom activities, students were more willing to volunteer, interacted more with their peers, and used English at a more advanced level rather than simple repetition. In order to depict these statistical results better, teacher observation excerpts, screenshots and short transcripts were selected to capture students’ language use in natural moments. These qualitative data were a strong corroboration for the quantitative results mentioned above. For example, Teacher 5 observed a significant reduction in language anxiety during interactional tasks: *“I noticed a significant drop in their anxiety levels. Students who previously hesitated to raise their hands or speak up are now eagerly volunteering to take on characters in role-play activities. They are less afraid of making mistakes.”* Furthermore, Teacher B emphasized how structured input in activities like TPR games facilitated this authentic language use: *“The physical movement in TPR games serves as an excellent ice-breaker. It helps young learners forget their fear of grammatical errors. They just focus on the meaning, the actions, and the fun of the activity, which eventually leads to natural language production.”*



Figure 4.2. Young learners practicing repetition drills to build language foundations and reduce anxiety



Figure 4.3. Peer scaffolding and interaction during a meaning-focused task within the Zone of Proximal Development (ZPD)

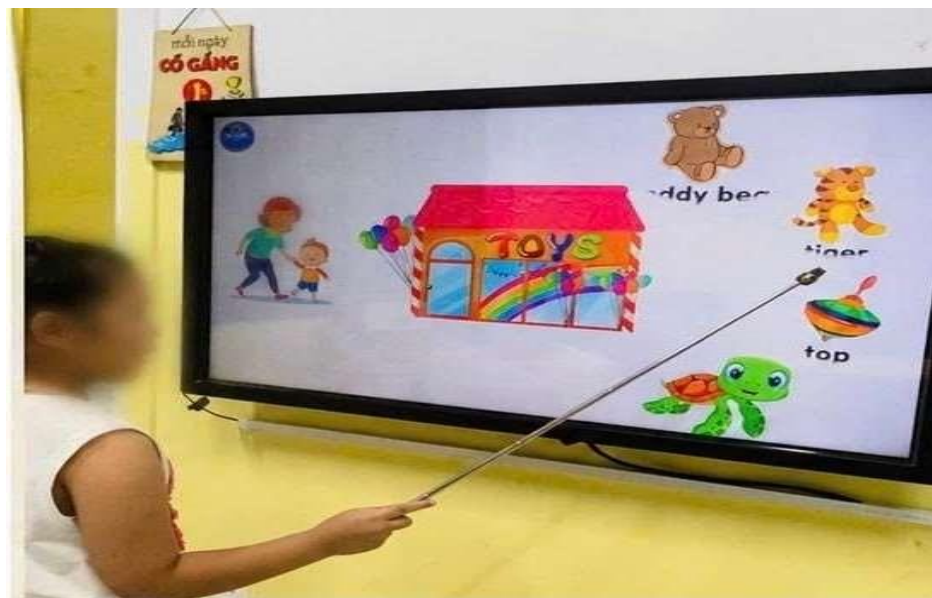


Figure 4.4. A young learner confidently producing spontaneous spoken output during a communicative storytelling activity

Figures 4.1, 4.2, and 4.3 show that the students worked increasingly with more authentic peer interaction and spontaneous language production after moving away from the initial controlled repetition tasks. This sequence provided qualitative support for the statistical findings, in particular the very high average score for the students using naturally during interaction (GV_ELA2, $M = 4.11$). This observation

is in line with the idea that tasks which are both interactive and focus on meaning in theory should make learners be in their Zone of Proximal Development (ZPD) where peer scaffolding is very important in extending language production beyond learners' individual abilities (Pinter, 2017; Vygotsky, 1978). In fact, the transition going from non-communicative to communicative activities shows how input that is structured and interaction help each other to result in language acquisition being authentic.

Table 4.8. Descriptive statistics from parental questionnaire

Item	Code	N	Mean	Std. Deviation
My child shows more Interest in learning English	PH_Motivation1	68	3.9559	0.81833
My child is more willing to participate in English activities	PH_Motivation2	68	3.9265	0.69789
My child seems more motivated to learn English	PH_Motivation3	68	4.0882	0.70680
My child is more confident when speaking English	PH_Confidence1	68	3.8235	0.80930
My child is less afraid of making mistakes	PH_Confidence2	68	3.8676	0.80862
My child uses English words at home more frequently	PH_Language1	68	3.9559	0.92129

My child can understand English better	PH_Language2	68	4.1912	0.83322
My child uses English more naturally in daily situations	PH_Language3	68	4.0882	0.82381

Note. Mean values are based on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Table 4.7 displays the results of parents' feedback, reflecting their positive perceptions regarding the students' motivation, confidence, and use of English at home. The parental questionnaire was used to collect data on the students' English-related behaviors at home. The average scores for motivation, confidence, and language use at home all belong to the "High" category (ranging from $M = 3.82$ to $M = 4.19$). Parents also indicated that their children use English more at home like singing songs spontaneously and naming objects. The implication is that when oral activities are so engaging, the use of language can extend to students' everyday home environment apart from the classroom context. It also suggests that communicative tasks build students' confidence to reuse English in the familiar home environment, which is in line with the idea of "resultative motivation," meaning that successful language learning experiences in the classroom can motivate further learning effort and language use in everyday life (Ellis, 1997; Masgoret & Gardner, 2003).

This shift in behavior is vividly illustrated in the parents' open-ended responses. Rather than being forced to study, the children demonstrated a spontaneous willingness to use the language outside the classroom context. For instance, Parent 12 noted: *"My daughter used to be very shy and reluctant to review her lessons. But recently, she often plays 'Simon Says' and 'Slap the board' with her younger brother at home, speaking English very naturally and joyfully."*

Another parent highlighted the effectiveness of communicative tasks in building confidence for home interaction: *“He seems to enjoy the English classes much more now. He even tried to retell a short English story he learned at the center during our family dinner, complete with body language, which he had never done before”* (Parent 28). Similarly, Parent 45 shared: *“My child no longer considers English a stressful subject. She actively asks me how to say certain words in English so she can use them in her role-play activities with her classmates.”*

4.3.3. Discussion on non-communicative and communicative oral activities (RQ2)

The results show that both forms of oral activities are associated with positive changes in students’ motivation and observable English language development of young learners. To comprehensively address Research Question 2, the findings can be discussed across the two distinct pedagogical stages implemented in the study.

Non-communicative oral activities (such as repetition drills, Simon Says, and Slap the board) may assist students in the initial phases of language learning by introducing them to language structures and helping to alleviate their initial apprehension. Although these activities lack genuine communicative intent, they actively involve physical movement and vocalization, thereby preventing learner passivity. According to the Active Learning theory by Oroujlou and Vahedi (2011), engaging students in active tasks stimulates brain connections, increases curiosity, and fosters an initial motivation to learn.

Furthermore, from the perspective of Skill Acquisition Theory (DeKeyser, 2007), these highly controlled, repetitive exercises act as a necessary cognitive scaffold. By repeating pronunciation and sentence patterns, young learners gradually automatize their lexical retrieval. This aligns with the progressive reduction of the affective filter (Krashen, 1982), whereby the security that learners derive from repeated, game-like language use leads them to feel less anxiety. Within the framework of Happy English T&Y, these non-communicative activities

lay out the grammatical and phonological tools for learners before the moment of more autonomous language use comes. Still, as the results show, these kinds of activities might be insufficient by themselves to keep learners motivated over time.

To sustain motivation and move beyond mechanical repetition, communication-based oral tasks (such as Role-play and Retelling) are required. These activities are heavily dependent on the concept of the “Information Gap” (Nation, 1980), where students must communicate to find missing information. The presence of an information gap naturally stimulates human curiosity and triggers the learners’ desire to explore and negotiate meaning with their peers. This phenomenon is strongly supported by Long’s (1996) Interaction Hypothesis, which asserts that negotiating for meaning pushes learners to notice linguistic features and adapt their language to be understood.

Moreover, communicative language activities provide learners with language input in a meaningful context, giving students the chance to work through their Zone of Proximal Development (ZPD) with peer interaction and support (Vygotsky, 1978). This is further explained by Swain’s (1985) Comprehensible Output Hypothesis, which states that learners must be pushed to produce language in real contexts to move from simple semantic understanding to syntactic processing. The rise in students’ self-confidence (Q10-Q12) can be interpreted as a weakening of emotional blocks as they successfully navigate these communicative tasks.

Besides, these findings are further supported by teacher and parental comments, which suggest increased engagement and more frequent English use in how much the children participate and use the language both in the classroom and at home. Indeed, it is crucial to triangulate all these data as it means the benefits of engaging with interactive oral activities extend beyond short-term classroom engagement to more meaningful language use outside the classroom.

In conclusion, the data supports the idea that a blend of non-communicative and communicative oral activities may be best for aiding language progress while engaging learners simultaneously. Structured, non-communicative activities are

helpful for laying the linguistic groundwork in terms of accuracy and confidence, whereas communicative activities provide the vehicle for moving from knowing a language to actually using it. From there, learners are able to build their fluent skills. Thus, a well-balanced pedagogical strategy is highly recommended to cater to the broad spectrum of needs that young learners at the center possess.

4.4. Summary of key findings

The analysis revealed three major findings.

Firstly, young learners' difficulties in learning English were shaped by a combination of psychological, cognitive, and instructional factors. Fear of making mistakes, lack of confidence, difficulty producing longer sentences, and low engagement in repetitive learning activities all appeared to influence students' participation and language use.

Secondly, not all oral activities function in the same way. The findings suggest that different types of oral activities contribute to learning in different ways rather than one being simply better than the other. More controlled, non-communicative activities such as repetition help learners become familiar with language forms and feel more secure when using English. Meanwhile, interactive activities like "Simon Says" and "Slap the board" appear to increase students' engagement through movement and participation, even though they do not always involve full communication. In contrast, fully communicative activities, such as role-play and storytelling, seem to create more meaningful opportunities for students to use English, which is more strongly linked to motivation and active participation.

Thirdly, the effects of oral activities were not limited to classroom participation. Teacher observations and parental feedback suggested that students became more confident and used English more naturally both inside and outside the classroom.

Taken together, these findings support a balanced instructional approach in which structured practice prepares learners for more meaningful communicative

interaction. Such an approach may help young learners at Happy English T&Y develop both linguistic accuracy and communicative confidence.

CHAPTER 5. CONCLUSION

This chapter draws a summary and interpretation of the main results of the study. Based on these results, a set of pedagogical consequences and practical suggestions are made to significantly improve learning motivation and linguistic development of young learners at Happy English T&Y Foreign Language Center. Lastly, this chapter discusses limitations of the present study and proposes avenues for the new research.

5.1. Main findings of the study

This research mainly aimed at identifying the obstacles faced if young learners when learning English (RQ1) and assessing the effectiveness of different kinds of oral activities in motivating them and helping language acquisition (RQ2) at Happy English T&Y Center.

In relation to RQ1, the findings show that young learners' difficulties came from a combination of psychological, cognitive, and instructional factors. Psychologically, some students still felt hesitant when speaking English because they were afraid of making mistakes or being judged by their peers. This may raise their affective filter and reduce their willingness to communicate. Cognitively, although students were relatively able to remember vocabulary, they still found it difficult to produce longer and more complex sentences. This difficulty may be partly related to L1 interference and the processing demands of sentence production. Instructionally, activities that relied too heavily on mechanical repetition appeared to reduce students' interest and active participation.

Addressing the second research question (RQ2), the study provided robust empirical evidence that implementing a well-sequenced framework of oral activities successfully mitigates these barriers. The results demonstrated that non-communicative, play-based activities (such as TPR games like *Simon Says* and *Slap the board*) acted as a crucial affective scaffold in the initial stages. By embedding language in physical movement, these activities successfully lowered

the students' affective filter, eliminated their fear of making mistakes, and fostered a secure classroom environment. Furthermore, communicative oral tasks (such as *Role-play* and *Story Retelling*), which are driven by information gaps and peer interaction, successfully pushed learners to develop their syntactic processing and comprehensible output.

Collectively, the study supports a balanced approach to teaching English to young learners. Non-communicative activities can provide the linguistic foundation and emotional security that learners need at the beginning, while communicative activities can help transform this foundation into meaningful language use. For learners aged 6 to 10, it is important to create a psychologically safe learning environment before expecting them to communicate more freely. Therefore, teachers at Happy English T&Y should gradually move students from structured practice to more interactive and communicative oral activities in order to support both motivation and language development.

5.2. Pedagogical implications

Drawing from the empirical findings and the theoretical framework of this study, the following recommendations are put forward to optimize the English teaching and learning experience for children at Happy English T&Y.

5.2.1. Recommendations for teachers

Implementing a balanced oral activity framework: Instead of relying solely on either form-focused drills or purely meaning-focused methods, teachers should adopt a balanced and sequenced allocation of oral activities. As evidenced by the study's findings, lessons should initially incorporate non-communicative activities (e.g., TPR games) to build foundational vocabulary and lower learners' anxiety. Subsequently, instruction should transition into communicative tasks (e.g., role-plays) that push learners to negotiate for meaning and produce comprehensible output (Swain, 1985).

Preparation and task design: Careful preparation is important for the success of oral activities. Teachers should select tasks that are appropriate for

students' age, language level, and confidence. Activities should not be too easy, because they may become boring, but they should not be too difficult either, because this may increase anxiety. Ideally, tasks should be within students' Zone of Proximal Development (ZPD), meaning that they are challenging enough to promote learning but still achievable with teacher support, peer assistance, and clear instructions.

Cultivating a low-anxiety environment through positive feedback: To effectively lower the affective filter (Krashen, 1982), the instructional focus during oral performance should prioritize meaning expression over strict grammatical accuracy. Teachers are encouraged to employ “delayed feedback” strategies, allowing the child to finish communicating their message completely before offering guidance. This practice promotes active listening, prevents the disruption of conversational flow, and builds learners' communicative self-confidence before the class works on identifying errors collectively.

5.2.2. Recommendations for parents

Nurturing “resultative motivation” at home: Parental involvement is crucial for learners to sustain the language acquisition process outside the classroom, as parental encouragement has a direct positive influence on a child's motivation (Gardner, 1985). It is suggested that parents encourage their children's use of English through casual, age-appropriate activities at home, such as singing English songs or naming household objects, rather than strictly requiring them to perform academic tasks. More importantly, parents should act as “co-players” rather than supervisors. Young learners tend to develop intrinsic motivation more effectively when English learning is perceived as an enjoyable and collaborative family experience.

Recognizing and celebrating small communicative attempts can significantly boost learners' linguistic self-esteem and ongoing engagement.

5.2.3. Recommendations for center management

Curricular refinement and professional development: The management of Happy English T&Y Center should review the current curriculum to ensure a suitable balance between non-communicative and communicative oral activities. Repetition drills and controlled practice should be included as foundation-building activities, but they should be followed by interactive tasks that allow students to use English meaningfully. In addition, professional development workshops should be organized to help teachers design learner-centered oral activities, manage classroom interaction, and connect theory with classroom practice. This would support a more consistent and effective approach across classes.

5.3. Limitations of the study

While this study provides useful insights into young learners' motivation and language development, several limitations should be acknowledged.

One important limitation lies in the sample size and research setting. The study involved only 68 students and was conducted at a single language center. For this reason, the findings may not fully represent other learning contexts, particularly public schools where teaching conditions and learner backgrounds can be quite different.

Another point to consider is the relatively short duration of the intervention. The study was carried out over six weeks, which was sufficient to observe some changes in students' motivation and participation. However, this period may not have been long enough to capture deeper and more stable changes in language development, especially in terms of long-term acquisition and automatization.

In addition, the focus of this study was mainly on oral activities. Other potentially influential factors, such as the physical learning environment, were not examined as separate variables. As a result, the extent to which these environmental factors may affect students' motivation and learning outcomes remains unclear.

However, as this study did not employ a control group or a pre-test and post-test design, the findings should be interpreted as pedagogical insights based on

observed patterns and participant perceptions, rather than definitive evidence of causal effects.

5.4. Suggestions for future research

Based on the limitations and findings of the current study, several avenues for future research are recommended. To begin with, future researchers should consider replicating this study with larger and more diverse participant samples across multiple private language centers and public primary schools. Such replication would enhance the generalizability of the findings and provide comparative insights into different educational settings.

Additionally, longitudinal studies spanning an entire academic year are highly recommended. A prolonged timeframe would allow researchers to track the sustained effects of communicative oral activities on young learners' syntactic development, the proceduralization of language skills, and the long-term maintenance of intrinsic motivation.

Another area that deserves further attention is the role of the physical learning environment. While this study focused mainly on oral activities, future research could examine how factors such as classroom space, seating arrangement, and learning atmosphere interact with teaching methods to influence students' motivation and language outcomes. Using experimental or mixed-method designs may help provide a more detailed understanding of these relationships.

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APPENDICES

APPENDIX A. Administrative and Ethical Documents

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Socialist Republic of Vietnam
Độc lập - Tự do - Hạnh phúc
Independence – Liberty – Happiness

ĐƠN XIN PHÉP THỰC HIỆN NGHIÊN CỨU
REQUEST FOR PERMISSION TO CONDUCT RESEARCH

(V/v: Xin phép thực hiện nghiên cứu luận văn Thạc sĩ tại Trung tâm Ngoại ngữ Happy English T&Y)
(Subject: Request for permission to conduct a Master's thesis research at Happy English T&Y Language Center)

Kính gửi: Ban Quản lý Trung tâm Ngoại ngữ Happy English T&Y.
To: The Board of Management, Happy English T&Y Language Center

Địa chỉ : Số 46 Đường Lê Văn Thiêm, Phường Phan Thiết, Tỉnh Lâm Đồng
Address: 46 Le Van Thiem Street, Phan Thiet Ward, Lam Dong Province.

Tôi tên là Trần Thanh Trường Thị Hoàng Yến. Hiện đang là học viên Cao học chuyên ngành Ngôn ngữ Anh tại trường Đại Học Phan Thiết. Tôi viết đơn này kính mong Ban Quản lý cho phép tôi được thực hiện nghiên cứu tại Trung tâm Ngoại ngữ Happy English T&Y.
My name is Tran Thanh Truong Thi Hoang Yen.
I am currently completing my Master's Degree in English Language at University of Phan Thiet. I am writing to formally request your permission to conduct my research study at Happy English T&Y Language Center.



1. Tên Đề Tài - Research Title.

Các hoạt động giao tiếp bằng miệng hiệu quả nhằm nâng cao động lực và khả năng tiếp thu tiếng Anh của học sinh nhỏ tuổi.

Effective Oral Activities to Enhance Motivation and English Acquisition of Young Learners.

2. Mục Đích Nghiên cứu - Purpose of the Study.

Nghiên cứu này nhằm tìm hiểu cách các hoạt động nói tiền giao tiếp và giao tiếp ảnh hưởng đến động lực và sự thụ đắc ngôn ngữ của học viên nhỏ tuổi. Kết quả nghiên cứu sẽ được chia sẻ với Trung tâm để góp phần nâng cao chất lượng chương trình giảng dạy tiếng Anh cho trẻ em tại cơ sở.

This study aims to examine how pre-communicative and communicative oral activities affect young learners' motivation and their English language acquisition in a classroom setting. The findings of this study will be shared with the Center and can be used to further improve the quality of the English teaching program for young learners.

3. Chi Tiết Về Đối Tượng Tham Gia - Study Details & Participants.

- Thời gian – Duration.

6 tuần, từ giữa tháng 2 đến cuối tháng 3 năm 2026.

6 weeks, from mid-February to late March 2026

- Đối Tượng – Participants.

68 học sinh từ 6-10 tuổi thuộc các lớp Pre-Starters, Starters và Movers; 68 phụ huynh; và 05 giáo viên tiếng Anh.

68 students aged 6 to 10 enrolled in Pre-Starters, Starters, and Movers courses; 68 parents;

XÁC NHẬN PHÊ DUYỆT TỪ BAN QUẢN LÝ TRUNG TÂM
APPROVAL FROM THE CENTER'S MANAGEMENT

Đây...mặt...cùng...năm...Ngày...Ngày...Happy...English...T.Đ.X, Bên...đồng
ý...cho...phép...nghien...Cầu...Số...Số...tên...trên...tên...hình...đề...tài...

Phan Thiết, ngày 5 tháng 1 năm 2026

Phan Thiet, January 05, 2026

Giám đốc, Ký tên và Đóng dấu

Director, Signature and Center's Stamp



Phan Thiết

APPENDIX B. Students' Self-Report Survey
STUDENTS' SELF-REPORT SURVEY
PHIẾU KHẢO SÁT HỌC SINH TỰ ĐÁNH GIÁ

Đối tượng (Target): người học nhỏ tuổi (6-10 tuổi) (*young learners, aged 6-10*)

Thời gian (Time): 15 phút (*15mins*)

Hướng dẫn: Giáo viên đọc to từng câu hỏi. Học sinh tích (✓) hoặc tô màu vào khuôn mặt thể hiện đúng cảm xúc của mình nhất.

(*Teacher reads each question aloud. Students tick (✓) or color the face that best represents their feelings.*)

QUY ƯỚC THANG ĐO (SCALE)

		
1 điểm (1 point) Don't like / Scared / Hard	2 điểm (2 points) Normal	3 điểm (3 points) Like / Confident / Easy

<u>SURVEY QUESTIONS</u>				
A: MỨC ĐỘ YÊU THÍCH TỪNG HOẠT ĐỘNG NÓI (Feelings toward Oral Activities) Con hãy chọn khuôn mặt thể hiện cảm xúc của con nhé (<i>Choose the face that shows your feelings</i>)				
STT (No.)	Câu hỏi (Questions)	 DON'T LIKE	 NORMAL	 LIKE

1	Con cảm thấy thế nào khi phải đọc lặp đi lặp lại từ vựng nhiều lần cùng cô? <i>(How do you feel when you repeat English words with your teacher many times?)</i>			
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2	Con cảm thấy thế nào khi chơi trò vận động “Simon Says”? <i>(How do you feel when you play the “Simon Says” game?)</i>			
3	Con cảm thấy thế nào khi thi đập bảng “ Slap the board ”? <i>(How do you feel when you play “Slap the board”?)</i>			
4	Con cảm thấy thế nào khi cùng các bạn hát bài hát tiếng Anh? <i>(How do you feel when you sing English songs with your friends?)</i>			
5	Con cảm thấy thế nào khi tham gia đóng vai (Role-play) ? <i>(How do you feel when you do role-</i>			

	play?)			
6	Con cảm thấy thế nào khi kể lại một câu chuyện ngắn bằng tiếng Anh? (Retelling) bằng tiếng Anh? <i>(How do you feel when you retell a short story in English?)</i>			
B: ĐỘNG LỰC HỌC TẬP (Learning Motivation) <i>Con hãy chọn khuôn mặt thể hiện cảm xúc của con về việc học tiếng Anh nhé</i> <i>(Choose the face that shows your feelings about learning English.)</i>				
		 DON'T LIKE	 NORMAL	 LIKE
7	Con cảm thấy thế nào về các giờ học tiếng Anh ở lớp chúng mình? <i>(How do you feel about the English lessons in our class?)</i>			
8	Con thấy thế nào khi tham gia các hoạt động nói tiếng Anh? <i>(How do you feel when participating in</i>			

	English speaking activities?)			
9	Con thấy thế nào khi con nói tiếng Anh cùng Cô và các bạn? (<i>How do you feel when speaking English with your teacher and friends?</i>)			
C: SỰ TỰ TIN KHI NÓI (Confidence-Affective Filter) Con hãy chọn khuôn mặt thể hiện sự tự tin của con nhé (<i>Choose the face that shows how confident you are</i>)				
		 SCARED	 NORMAL	 CONFIDENT
10	Con thấy thế nào khi nói tiếng Anh trước lớp? (<i>How do you feel when speaking English in front of the class?</i>)			
11	Con thấy thế nào mỗi khi giơ tay phát biểu? (<i>How do you feel when you raise your hand to speak?</i>)			
12	Con thấy thế nào khi con nói tiếng Anh chưa đúng ? (<i>How do you feel if you make a mistake when</i>			

	<i>speaking English?)</i>			
D: KHẢ NĂNG TIẾP THU NGÔN NGỮ (Language Acquisition) <i>Con hãy chọn khuôn mặt thể hiện những điều này là dễ hay khó với con nhé!</i> <i>(Choose the face that shows if these things are easy or hard for you)</i>				
		 HARD	 NORMAL	 EASY

13	Con thấy việc nhớ từ vựng tiếng Anh bây giờ thế nào? <i>(How is remembering English words for you now?)</i>			
14	Con thấy việc phát âm các từ tiếng Anh bây giờ thế nào? <i>(How is pronouncing English words for you now?)</i>			
15	Con thấy việc tự nói một câu dài bằng tiếng Anh bây giờ thế nào? <i>(How is speaking long English sentences for you now?)</i>			

16	Con thấy việc hiểu lời Cô và các bạn nói bằng tiếng Anh bây giờ thế nào? (<i>How is understanding your teacher and friends when they speak English for you now?</i>)			
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APPENDIX C. Parental Questionnaire

PHIẾU KHẢO SÁT DÀNH CHO PHỤ HUYNH (PARENTAL QUESTIONNAIRE)

Mục đích (Purpose):

Phiếu khảo sát này nhằm thu thập những quan sát của phụ huynh về hành vi liên quan đến tiếng Anh của con tại nhà để phục vụ đối chiếu dữ liệu.

(This questionnaire collects parents' observations of their children's English-related behaviors at home to support data triangulation.)

Thang đo (Scale): Likert 5 mức độ (1 = Hoàn toàn không đồng ý □ 5 = Hoàn toàn đồng ý)

Hướng dẫn (Instruction)

Xin vui lòng đánh dấu (X) vào cột tương ứng với mức độ quan sát được của Quý Phụ huynh đối với con em mình. *(Please tick (X) the column that best reflects your observations of your child.)*

1: Rất không đồng ý (Strongly Disagree)

2: Không đồng ý (Disagree)

3: Trung lập / Bình thường (Neutral)

4: Đồng ý (Agree)

5: Rất đồng ý (Strongly Agree)

I/ KHẢO SÁT LỰA CHỌN THEO THANG ĐIỂM (Survey Using a Rating Scale)

Số thứ tự (No.)	Các biểu hiện của con tại nhà (Children’s Behaviors)	Thang điểm đánh giá (Scale)				
		1	2	3	4	5
Động lực và Mức độ hứng thú tại nhà (Motivation & Engagement at Home)						

1	Con kể về giờ học hoặc các hoạt động tiếng Anh với sự hứng thú. (<i>My child talks about English lessons or classroom activities with interest.</i>)					
2	Con tỏ ra thể hiện sự hào hứng khi nhắc đến việc học tiếng Anh. (<i>My child shows excitement when mentioning English classes.</i>)					
3	Con có vẻ chủ động sử dụng tiếng Anh để trả lời hoặc giao tiếp với phụ huynh hơn trước. (<i>My child seems more willing to use English to communicate with parents than before.</i>)					
Sự tự tin và thay đổi cảm xúc (Confidence & Affective Changes)						
4	Con có vẻ tự tin hơn khi sử dụng tiếng Anh. (<i>My child appears more confident when using English.</i>)					
5	Con ít ngại hoặc lo lắng hơn khi sử dụng tiếng Anh. (<i>My child is less hesitant or anxious when using English.</i>)					
Hành vi sử dụng tiếng Anh quan sát được tại nhà (Observable Language Use at Home)						
6	Con tự hát bài hát tiếng Anh hoặc lặp lại từ/cụm từ tiếng Anh tại nhà mà không cần nhắc. (<i>My child sings English songs or repeats English words/phrases at home without being asked.</i>)					

7	Con sử dụng từ hoặc câu tiếng Anh đơn giản trong sinh hoạt hàng ngày. <i>(My child uses English words or simple sentences during daily activities.)</i>					
8	Con nhớ và sử dụng các từ tiếng Anh đã học trên lớp. <i>(My child remembers and uses English words learned in class.)</i>					

II/ CÂU HỎI MỞ (*Open-ended Question*)

Phụ huynh vui lòng nêu ví dụ cụ thể về việc con sử dụng tiếng Anh hoặc những thay đổi trong hành vi của con tại nhà.

(Please provide any specific examples of your child's English use or behavior changes at home.)

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Trân Trọng Cảm Ơn! (Thank you for your cooperation!)

APPENDIX D. Teacher Observation Checklist

TEACHER OBSERVATION CHECKLIST

(Adapted from Motivation Orientation of Language Teaching (MOLT) by Guilloteaux and Dörnyei, 2008))

Purpose

To provide continuous observational data on students' motivation, low affective filter, and English language use during the integrated oral activities across the 6-week intervention.

Instruction

Based on your field notes, please rate the frequency of the following student behaviors observed during today's oral activities.

- 1 = Rarely occurs
- 2 = Infrequently occurs
- 3 = Moderately occurs
- 4 = Frequently occurs
- 5 = Very frequently occurs

Behaviors	Likert Scale				
	1	2	3	4	5
MOTIVATION & LOW AFFECTIVE FILTER					
Attention & Engagement: Students pay attention to the tasks, follow instructions, and show a positive attitude.					
Volunteering: Students raise their hands or offer to participate without being asked.					

Psychological Safety: Students are willing to speak with minimal fear or hesitation.					
ENGLISH LANGUAGE ACQUISITION					
Interaction: Students actively talk to each other and work out what things mean in English.					
Spontaneous Output: Students can use L2 vocabulary and phrases without having to rely too much on L1.					
<u>ANECDOTAL FIELD NOTES (Qualitative Data):</u> Please provide specific examples of students' unprompted language use, peer scaffolding, or high engagement: 					

APPENDIX E. Lesson Plan (Integrated model)

1. General Information

- **Target Learners:** 6-7 years old (Young Learners - Pre-Starters)
- **Class Size:** 12 students
- **Time:** 45 minutes
- **Topic:** In the Toyshop
- **Target Vocabulary:** teddy bear, top, tiger, turtle, toyshop
- **Target Structure:** I see a...
- **Pedagogical Framework:** Integrated Lesson Model (Transitioning from Non-communicative to Communicative Oral Activities)

2. Lesson Objectives

- **Language Acquisition:** Young learners will be able to independently describe objects and animals they see using the target vocabulary and the structure “I see a...”
- **Motivation & Affective Goals:** To lower students’ affective filter through engaging drills, build self-confidence, and foster intrinsic motivation through a “Show and Tell” communicative task.

3. Instructional Procedure

Content	Teacher’s Activities	Students’ Activities
New Vocabulary: teddy bear, top, tiger, turtle, toyshop.	Introduces new vocabulary using flashcards.	Watch the teacher and listen to the pronunciation.
	Models pronunciation clearly for the class.	Repeat the words together as a class (choral drill).
	Leads choral drills followed by individual turns.	Practice individual pronunciation.
Game: “Slap the board” (Kinesthetic Vocabulary Practice)	Sticks flashcards on the board and divides the class into two teams.	One student from each team races to the board.
	Calls out a target word loudly (e.g., “Tiger!”).	Slaps the correct picture using a sticky ball.

	Acts as a referee and encourages students.	Repeats the word loudly while slapping it.
Grammar Structure: “I see...”	Demonstrates the structure implicitly by pointing to flashcards.	Repeat the full sentence structure after the teacher.
	Models: “I see a toyshop”, “I see a turtle”.	Respond to teacher’s questions with: “I see a...”
	Asks the question: “What do you see?”	Work in pair: One points, the other speaks
Task Preparation:	Distributes Toyshop scene pictures to each student.	Work in pairs to look at the Toyshop pictures
	Sets the scenario: “You are shoppers in a store”.	Brainstorm vocabulary and help peers with pronunciation.

“Shoppers” in a toyshop brainstorming.	Monitors and provides support where needed.	Negotiate meaning within the pair.
Monologue Activity: “Show and Tell” Presentation.	Invites students to present their “Toyshop” pictures.	Stand up and hold the picture for the class to see.
	Uses Delayed Feedback: does not interrupt during speech.	Describe the toyshop: “Hello! My name is... I see a...”
	Notes errors for collective correction later.	Focus on communicating personal meaning.

APPENDIX F. Statistical Analysis Outputs (SPSS)

1/ Frequencies

Statistics

Con cảm thấy thế nào khi phải đọc lặp đi lặp lại từ vựng nhiều lần cùng cô?		Con cảm thấy thế nào khi chơi trò vận động “Simon Says”?	Con cảm thấy thế nào khi thi đập bảng “Slap the board”?	Con cảm thấy thế nào khi cùng các bạn hát bài hát tiếng Anh?	Con cảm thấy thế nào khi tham gia đóng vai (Role-play)?
Valid	68	68	68	68	68
Missing	0	0	0	0	0
Mean	2.10	2.85	2.81	2.75	2.66
Std. Deviation	.626	.357	.432	.500	.563
Minimum	1	2	1	1	1
Maximum	3	3	3	3	3

Statistics

Con cảm thấy thế nào khi kể lại một câu chuyện ngắn bằng tiếng Anh?	Con cảm thấy thế nào về các giờ	Con thấy thế nào khi tham	Con thấy thế nào khi con nói tiếng	Con thấy thế
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(Retelling) bằng tiếng Anh?		học tiếng Anh ở lớp chúng mình?	gia các hoạt động nói tiếng Anh?	Anh cùng Cô và các bạn?	nào khi nói tiếng Anh trước lớp?
Valid	68	68	68	68	68

Missing	0	0	0	0	0
Mean	2.54	2.66	2.71	2.68	2.53
Std. Deviation	.679	.563	.548	.558	.657
Minimum	1	1	1	1	1
Maximum	3	3	3	3	3

Statistics

Con thấy thế nào mỗi khi giờ tay phát biểu?		Con thấy thế nào khi con nói tiếng Anh chưa đúng ?	Con thấy việc nhớ từ vựng tiếng Anh bây giờ thế nào?	Con thấy việc phát âm các từ tiếng Anh bây giờ thế nào?	Con thấy việc tự nói một câu dài bằng tiếng Anh bây giờ thế nào?
Valid	68	68	68	68	68
Missing	0	0	0	0	0
Mean	2.57	2.47	2.59	2.49	2.21
Std. Deviation	.676	.680	.604	.611	.682
Minimum	1	1	1	1	1
Maximum	3	3	3	3	3

Statistics

Con thấy việc hiểu lời Cô và các bạn nói bằng tiếng Anh bây giờ thế nào?

N	Valid	68
	Missing	0
Mean		2.59
Std. Deviation		.604
Minimum		1

Maximum	3
---------	---

Con cảm thấy thế nào khi phải đọc lặp đi lặp lại từ vựng nhiều lần cùng cô?

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	DON'T LIKE	10	14.7	14.7	14.7
	NORMAL	41	60.3	60.3	75.0
	LIKE	17	25.0	25.0	100.0
	Total	68	100.0	100.0	

Con cảm thấy thế nào khi chơi trò vận động “Simon Says”?

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	NORMAL	10	14.7	14.7	14.7
	LIKE	58	85.3	85.3	100.0

Total	68	100.0	100.0
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Con cảm thấy thế nào khi thi đập bảng “Slap the board”?

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	DON'T LIKE	1	1.5	1.5	1.5
	NORMAL	11	16.2	16.2	17.6
	LIKE	56	82.4	82.4	100.0
	Total	68	100.0	100.0	

Con cảm thấy thế nào khi cùng các bạn hát bài hát tiếng Anh?

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	DON'T LIKE	2	2.9	2.9	2.9
	NORMAL	13	19.1	19.1	22.1
	LIKE	53	77.9	77.9	100.0
	Total	68	100.0	100.0	

Con cảm thấy thế nào khi tham gia đóng vai (Role-play)?

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	DON'T LIKE	3	4.4	4.4	4.4
	NORMAL	17	25.0	25.0	29.4

	LIKE	48	70.6	70.6	100.0
	Total	68	100.0	100.0	

**Con cảm thấy thế nào khi kể lại một câu chuyện ngắn bằng tiếng Anh?
(Retelling) bằng tiếng Anh?**

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	DON'T LIKE	7	10.3	10.3	10.3
	NORMAL	17	25.0	25.0	35.3
	LIKE	44	64.7	64.7	100.0
	Total	68	100.0	100.0	

Con cảm thấy thế nào về các giờ học tiếng Anh ở lớp chúng mình?

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	DON'T LIKE	3	4.4	4.4	4.4
	NORMAL	17	25.0	25.0	29.4
	LIKE	48	70.6	70.6	100.0
	Total	68	100.0	100.0	

Con thấy thế nào khi tham gia các hoạt động nói tiếng Anh?

Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	DON'T LIKE	3	4.4	4.4	4.4
	NORMAL	14	20.6	20.6	25.0
	LIKE	51	75.0	75.0	100.0
	Total	68	100.0	100.0	

Con thấy thế nào khi con nói tiếng Anh cùng Cô và các bạn?

Frequency				Valid	Cumulative
			Percent	Percent	Percent
Valid	DON'T LIKE	3	4.4	4.4	4.4
	NORMAL	16	23.5	23.5	27.9
	LIKE	49	72.1	72.1	100.0
	Total	68	100.0	100.0	

Con thấy thế nào khi nói tiếng Anh trước lớp?

Frequency				Valid	Cumulative
			Percent	Percent	Percent
Valid	SCARED	6	8.8	8.8	8.8
	NORMAL	20	29.4	29.4	38.2
	CONFIDENT	42	61.8	61.8	100.0
	Total	68	100.0	100.0	

Con thấy thế nào mỗi khi giờ tay phát biểu?

Frequency				Valid	Cumulative
			Percent	Percent	Percent

Valid	SCARED	7	10.3	10.3	10.3
	NORMAL	15	22.1	22.1	32.4
	CONFIDENT	46	67.6	67.6	100.0
	Total	68	100.0	100.0	

Con thấy thế nào khi con nói tiếng Anh chưa đúng ?

Frequency			Valid Percent		Cumulative Percent
Valid	SCARED	7	10.3	10.3	10.3
	NORMAL	22	32.4	32.4	42.6
	CONFIDENT	39	57.4	57.4	100.0
	Total	68	100.0	100.0	

Con thấy việc nhớ từ vựng tiếng Anh bây giờ thế nào?

Frequency			Valid Percent		Cumulative Percent
Valid	HARD	4	5.9	5.9	5.9
	NORMAL	20	29.4	29.4	35.3
	EASY	44	64.7	64.7	100.0
	Total	68	100.0	100.0	

Con thấy việc phát âm các từ tiếng Anh bây giờ thế nào?

Frequency			Percent		Valid Percent	Cumulative Percent
Valid	HARD	4	5.9		5.9	5.9
	NORMAL	27	39.7		39.7	45.6
	EASY	37	54.4		54.4	100.0
	Total	68	100.0		100.0	

Con thấy việc tự nói một câu dài bằng tiếng Anh bây giờ thế nào?

Frequency			Percent		Valid Percent	Cumulative Percent
Valid	HARD	10	14.7		14.7	14.7
	NORMAL	34	50.0		50.0	64.7
	EASY	24	35.3		35.3	100.0
	Total	68	100.0		100.0	

Con thấy việc hiểu lời Cô và các bạn nói bằng tiếng Anh bây giờ thế nào?

Frequency			Percent		Valid Percent	Cumulative Percent

		Percent	Percent	Percent
Valid	4	5.9	5.9	5.9
HARD				

NORMAL	20	29.4	29.4	35.3
EASY	44	64.7	64.7	100.0
Total	68	100.0	100.0	

2/ Reliability

- *HS_MC*

Case Processing Summary

N %

Cases	Valid	68	100.0
Excluded a		0	.0
Total	68		100
			.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.896	6

Item Statistics

	Mean	Std. Deviation	N
H S_MC 1	2.66	.563	68

H S_MC 2	2.71	.548	68
H S_MC 3	2.68	.558	68
H S_MC 4	2.53	.657	68
H S_MC 5	2.57	.676	68
H S_MC 6	2.47	.680	68

Item-Total Statistics

		Scale		
	Scale Mean if	Variance if	Corre	Cronb
Item Deleted	Item Deleted	cted Item-	Total	ach's Alpha
		Total	Correlation	if Item
		Deleted		Deleted
S_MC 1	H 12.96	6.580	.724	.877
S_MC 2	H 12.91	6.917	.613	.892
S_MC 3	H 12.94	6.623	.714	.879
S_MC 4	H 13.09	6.052	.774	.868
S_MC 5	H 13.04	5.983	.770	.869
S_MC 6	H 13.15	6.068	.734	.876

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
5.62	8.98	2.998	6

- **HS_LA**

Case Processing Summary

N	%
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Cases	Valid	68	100.0
	Excluded	0	.0
	a		
	Total	68	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.887	4

Item Statistics

	Mean	Std. Deviation	N
S_LA 1	H 2.59	.604	68
S_LA 2	H 2.49	.611	68
S_LA 3	H 2.21	.682	68
HS_LA 4	2.59	.604	68

Item-Total Statistics

		Scale		
	Scale Mean if	Variance if	Corre	Cronb
Item Deleted	Item Deleted	cted Item-	Total	ach's Alpha
		Total	Correlation	if Item
		Deleted		Deleted
H	7.28	2.712	.807	.835
S_LA 1				
H	7.38	2.747	.772	.848
S_LA 2				
H	7.66	2.705	.676	.888
S_LA 3				
H	7.28	2.772	.769	.849
S_LA 4				

Scale Statistics

	Variance	Std.	N of Items
Mean		Deviation	
9.	4.6	2.164	4
87	84		

- **PH**

Case Processing Summary

N	%

Cases Valid		68	100.0
	Excluded	0	.0
	a		
Total		68	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.842	8

Item Statistics

		Std.		N
Mean		Deviation		
variation 1	PH_Moti	3.	.8183	68
	9559	3		
variation 2	PH_Moti	3.	.6978	68
	9265	9		
variation 3	PH_Moti	4.	.7068	68
	0882	0		
idenc e1	PH_Conf	3.	.8093	68
	8235	0		
idenc e2	PH_Conf	3.	.8086	68
	8676	2		
PH_Lang		3.	.9212	68

uage1	9559	9		
PH_Lang	4.	.8332	68	
uage2	1912	2		
PH_Lang	4.0882	.82381	68	
uage3				

Item-Total Statistics

		Scale			
	Scale Mean if Item	Variance if	Corre	Cronb	
Deleted	Deleted	Item Deleted	cted Item-	ach's Alpha	
			Total	if Item	
			Correlation	Deleted	
PH_Moti	27.941	15.519	.541	.827	
vation 1	2				
PH_Moti	27.970	16.477	.479	.834	
vation 2	6				
PH_Moti	27.808	16.246	.514	.830	
vation 3	8				
PH_Conf	28.073	15.203	.605	.819	
idenc e1	5				
PH_Conf	28.029	15.850	.493	.833	
idenc e2	4				
PH_Lang	27.941	14.683	.587	.822	
uage1	2				
PH_Lang	27.705	14.629	.683	.808	
uage2	9				
PH_Lang	27.8083	14.635	.692	.807	
uage3					

Scale Statistics

Mean	Std. Deviation	N of Items
31.194	4.4357	8
.8971	.676	

- *PH_Motivation*

Case Processing Summary

N	%
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Cases Valid	68	100.0
Excluded	0	.0
a		

Total	68	100.0
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- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.743	3

Item Statistics

	Mean	Std. Deviation	N
PH_Mo tivatio n1	3.9559	.8183	68
PH_Mo tivatio n2	3.9265	.6978	68
PH_Mo tivatio n3	4.0882	.70680	68

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PH_Mo tivatio n1	8.0147	1.507	.550	.691
PH_Mo tivatio n2	8.0441	1.774	.549	.682
PH_Mo tivatio n3	7.8824	1.658	.618	.604

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
11.9706	3.283	1.81182	3

- ***PH_Confidence***

Case Processing Summary

N %

Cases	Valid	68	100.0
	Excluded	0	.0
	a		
	Total	68	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
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.769	2
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Item Statistics

	Mean	Std. Deviation	N
PH_Conf idenc e1	3.8235	.80930	68
PH_Conf idenc e2	3.8676	.80862	68

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PH_Conf idenc e1	3.8676	.654	.625	.
PH_Conf idenc e2	3.8235	.655	.625	.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
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7.	2.	1.4584	2
6912	127	5	

- ***PH_Language***

Case Processing Summary

		N	%
Cases	Valid	68	100.0

	Excluded	0	.0
	a		
	Total	68	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.866	3

Item Statistics

	Mean		Std. Deviation	N
PH_Lan	3.		.9212	68
guage 1	9559	9		

PH_Lan	4.	.8332	68
guage 2	1912	2	
PH_Lan	4.0882	.82381	68
guage 3			

Item-Total Statistics

	Scale			
Scale Mean if Item Deleted	Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	
PH_Lan	8.2794	2.294	.758	.803
guage 1				

PH_La	8.0441	2.580	.741	.816
nguage 2				
PH_Lan	8.1471	2.605	.742	.815
guage 3				

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12	5.	2.2928	3
.2353	257	7	

- **GV**

Case Processing Summary

N %

Cases	Valid	68	100.0
	Excluded	0	.0
	a		
	Total	68	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.722	5

Item Statistics

	Mean	Std. Deviation	N
G	4.	.6665	68
V_ML A1 0588	2		
G	4.	.6537	68
V_ML A2 0735	2		
G	4.	.6437	68
V_ML A3 0588	4		
G	4.	.6355	68
V_EL A1 1176	0		

G	4.1176	.70244	68
V_EL A2			

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
G	16.367	3.549	.470	.680
V_ML A1 6				
G	16.352	3.336	.590	.632
V_ML A2 9				
G	16.367	3.699	.428	.696
V_ML A3 6				
G	16.308	3.709	.433	.694
V_EL A1 8				
G	16.3083	3.411	.489	.673
V_EL A2				

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20	5.	2.2745	5
.4265	174	6	

- **GV_MLA**

Case Processing Summary

N %

Cases	Valid	68	100.0
	Excluded	0	.0
	a		
	Total	68	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.742	3

Item Statistics

	Mean	Std. Deviation	N
G	4.	.6665	68
V_ML A1 0588	2		
G	4.	.6537	68
V_ML A2 0735	2		
G	4.0588	.64374	68
V_ML A3			

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
G V_ML A1	8.1324	1.281	.544	.686
G V_ML A2	8.1176	1.270	.576	.647
G V_ML A3	8.1324	1.281	.583	.639

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.1912	2.545	1.5953	3

• *GV_ELA*

Case Processing Summary

N	%
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Cases Valid	68	100.0
Excluded	0	.0
a		
Total	68	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.800	2

Item Statistics

	Mean	Std. Deviation	N
G	4.	.6355	68
V_EL A1	1176	0	
G	4.1176	.70244	68
V_EL A2			

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
G	4.1176	.493	.671	.
V_EL A1				

G	4.1176	.404	.671	.
V_EL A2				

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8.2353	1.496	1.22313	2

3/ Descriptive

Descriptive Statistics

Statistic	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Motivation	68	2.00	5.00	3.9903	.60391	-.420	.291
Confidence	68	2.00	5.00	3.8456	.72923	-.391	.291
Language	68	2.00	5.00	4.0785	.76434	-.795	.291
Valid N (listwise)	68						

Descriptive Statistics

Kurtosis

Statistic

Std.

Error

Motivation	.909	.574
Confidence	-.046	.574
Language	.191	.574
Valid N (listwise)		

Descriptive Statistics

		Minimum	Maximum	Mean	Std.	Skewness
N		Statistic	Statistic	Statistic	Deviation	Statistic
Statistic					Statistic	
Motivation & Low Affective Filter	68	2.67	5.00	4.0637	.53173	-.005
English Language Acquisition	68	2.00	5.00	4.1176	.61157	-.921

Valid N (listwise)	68					
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Descriptive Statistics

Skewness		Kurtosis	
Std. Error		Statistic	Std. Error
Motivation & Low Affective Filter	.291	-.073	.574
English Language Acquisition	.291	2.066	.574
Valid N (listwise)			