Viners’ Tales: A Phenomenological Study on Motivation, Attitude and Self-Efficacy in ESL Learning of Selected Grade 11 Learners

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Abstract
English as a Secondary Language (ESL) has grown globally due to globalization and international communication, but challenges such as low motivation, attitude, and self-efficacy hinder successful language learning. This study aims to explore the perceptions and experiences of Grade 11 learners at Vinschool Ocean Park regarding their motivation, attitude, and confidence in their own ability to learn English as a second language. It also aims to pinpoint the causes of these views and create a helpful and efficient system of support. A qualitative approach was used in this study, with semi-structured interviews conducted with selected Viners. Sampling was purposive, based on factors such as learners’ levels of proficiency, their history with English language instruction, and their attitudes towards learning. Thematic analysis was used to examine the data. Further, the study revealed that motivation, attitude, and self-efficacy play crucial roles in determining the success of ESL learning. The results offered valuable insights into the personal and social factors that impact ESL learning.

Keywords - English as a Second Language (ESL), perceptions, motivation, attitude, self-efficacy, experiences

I. INTRODUCTION

In recent times, the growth of globalization and international communication has given rise to the increasing popularity of teaching English as a Second Language (ESL). Nevertheless, there are major obstacles to successful language learning such as students’ lack of motivation, negative attitudes, and low self-efficacy.

According to Lasagabaster’s study on "English achievement and student motivation in CLIL and EFL settings," it is highlighted that motivation plays a crucial role in understanding variations among language learners and is a key focus for language teachers worldwide. The study further reveals that the approach used in the foreign language classroom, particularly Content and Language Integrated Learning (CLIL), has been associated with positive effects on both student motivation and language competence, as supported by previous research [7].

On the other hand, Shi concluded that centered around college-level English Language Learners (ELLs), it was found that ELLs who exhibit higher levels of self-confidence tend to set mastery goals, aiming to enhance their understanding and proficiency in the subject. On the other hand, ELLs with lower self-confidence tend to prioritize avoiding mistakes or poor performance. To promote improved learning outcomes, it is recommended to provide support, nurture self-confidence, and encourage a focus on mastery goals among ELLs [12].

Both studies highlight the importance of student motivation, attitude, and self-efficacy in learning English and provide insight into the factors that impact these variables.
Thus, the ability to develop language proficiency is dependent on students' motivation, attitudes, and self-efficacy in learning a new language. However, many ESL students exhibit low motivation, negative attitudes, and low self-efficacy levels, leading to poor performance and limited progress in learning English.

According to a news article from VietnamPlus, Vietnam has improved its global ranking in English proficiency, indicating the country's focus on enhancing English language skills as it strives to become an international hub for trade and investment, although achieving satisfactory levels of English proficiency remains a significant challenge [13].

Further, previous research showed that motivation, attitude, and self-efficacy play a crucial role in learning English as a second [2]. However, these studies mainly focused on quantitative methods, such as survey questionnaires, to investigate the connection between motivation, attitude, and self-efficacy, which might not reflect the intricacies of students' experiences. Therefore, the use of qualitative methods is not adequately covered to explore students' perceptions of motivation, attitude, and self-efficacy in learning ESL.

By examining students' perceptions of motivation, attitude, and self-efficacy in learning ESL of Selected Grade 11 Learners in Vinschool Ocean Park Secondary using qualitative methods, this study seeks to fill a gap in the literature. The findings of this study may provide insights into learning experiences of students English and highlight the importance of considering learners' perceptions when designing effective English language learning programs.

II. REVIEW OF RELATED LITERATURE

The increasing importance of English as a language of the world increased interest in learning ESL as a result. However, ESL is considered a difficult subject to learn, mainly because it requires students to possess high motivation, attitude, and self-efficacy. The objective of this review is to examine the literature and studies investigating students' perceptions of motivation, attitude, and self-efficacy in learning ESL.

A. Motivation in ESL Learning

Studies show that motivation is one of the most crucial elements affecting the success of ESL learners [8]. While understanding the importance of motivation, educators should recognize that not all students' backgrounds and motivations are the same. Thus, understanding students' perceptions of motivation regarding ESL learning is crucial to enhancing their learning experience. This can involve identifying the unique factors that influence each student's motivation, such as cultural background, beliefs, and values, and finding effective ways to nurture their internal and external motivational factors to enhance their learning experience.

Moreover, motivation is a fundamental factor in learning English, influencing students' engagement and outcomes. Research shows that high motivation, whether intrinsic or extrinsic, leads to better performance and language proficiency. A study found [9] that students were highly motivated in learning English, with instrumental motivation being predominant. Factors like school year and parental English ability significantly influenced motivation. Negative motivation, such as fear of failure, can hinder academic success. These findings highlight the importance of fostering positive motivation to enhance English learning outcomes.

Thus, the role of motivation in the success of ESL learners is undeniable. Educators and instructors should strive to understand their students' motivation in ESL learning to create a positive and nurturing learning environment that supports both intrinsic and extrinsic motivational elements, subsequently leading to greater learner engagement, effort, and persistence. Therefore, it is essential to understand students' perceptions of motivation in ESL learning to enhance their learning experience.

B. Attitude in ESL Learning

Attitude plays a crucial role in the success of ESL (English as a Second Language) learners. It significantly influences how students approach and engage in language learning. A positive attitude towards learning English enhances motivation and increases the likelihood of success in language acquisition. Understanding and fostering a positive attitude among ESL students is essential for their overall language learning outcomes [11].
According to Dornyei and Ushioda, attitudes such as interest, openness, and tolerance are crucial for the success of ESL acquisition by students. Positive perspectives on language learning can increase learners' motivation, boost their confidence, and improve their overall performance. On the other hand, negative attitudes such as fear, anxiety, and lack of confidence can hinder language learning [5].

Therefore, it is important to understand students' attitudes toward learning ESL. This understanding can help teachers and researchers design effective language learning strategies that address specific attitudes and motivations of students towards language learning. By identifying and addressing negative attitudes and providing a positive learning experience, teachers can help learners overcome language barriers and succeed in their language-learning endeavors.

C. Self-Efficacy in ESL Learning

The self-efficacy hypothesis put out by Bandura, suggests that individuals who possess a strong belief in their ability to accomplish tasks and meet their goals are greater likelihood of success in life. These people frequently accept more difficult assignments and overcome obstacles, leading to better outcomes overall. In addition, those with high self-efficacy are often better at learning, since they use more effective strategies for learning, leading to improved performance in many areas, including language acquisition [3].

A study by Pajares found that students with higher self-efficacy in language learning are better able to employ effective learning strategies, which facilitates better performance outcomes. By understanding students' self-belief, instructors can tailor their teaching strategies to individual learners and promote positive learning outcomes. The development of self-efficacy in students is essential for improving academic performance and success in life [9].

D. Factors affecting Students' Perceptions

Motivation, attitude, and self-efficacy are considered crucial factors in learning ESL. In a study among students at Sekolah Menengah Kebangsaan Lepar Utara which examined the factors that contribute to students' motivation in learning English. Findings indicated that teachers, personal attitude, and parental influence were influential factors in shaping students' motivation to learn a second language [1].

This suggests that supportive and inspiring teachers, positive personal attitudes, and parental encouragement are crucial in fostering students' motivation. Understanding and addressing these factors can help in creating an environment that promotes students' motivation, leading to improved language learning outcomes.

In addition, Cang also emphasizes the significance of internal factors like personality, learning styles, and cognitive abilities in determining learners' perceptions towards learning English. By understanding these factors, educators can develop teaching techniques that meet each student's unique needs and increase learning experiences [5].

Further, the importance of educators developing a more nuanced understanding of the diverse factors influencing learners' perceptions of their language learning experiences. By doing so, educators can develop enhanced teaching strategies that optimize the effectiveness of their pedagogical approaches and cater to individual learners' unique needs, resulting in improved learning outcomes.

Overall, students' perceptions of motivation, attitude, and self-efficacy are crucial elements in effective learning of ESL. This review has identified various studies and literature that underscore the importance of these perceptions in English language learning. It has highlighted the need for teachers to understand learners' perceptions by taking into account the many aspects that affect them.

This study, therefore, aims to address the following research questions:

1. What are the perceptions of selected Vinschool Ocean Park Grade 11 learners in learning ESL as to the following:
a. Motivation
b. Attitude
c. Self-Efficacy

2. What are the learned experiences of selected Vinschool Ocean Park Grade 11 learners from their perceptions on motivation, attitude, and self-efficacy as support in learning ESL?

3. What is the recommended positive and effective framework of motivation, attitude, and self-efficacy as support in learning ESL from the perceptions of Vinschool Ocean Park Grade 11 learners?

III. METHODOLOGY

The research methodology employed a qualitative method, which seeks to explore understanding, meaning, and experiences, as well as the complexities of social phenomena, through non-numerical data. The qualitative method is appropriate for this research because it enables the researchers to develop an in-depth understanding of the participants’ perceptions, attitudes, and behaviors.

A. Design

The research utilized a phenomenological design which is a qualitative research technique that tries to investigate and characterize the core of a certain phenomenon or experience. It involves studying and analyzing experiences, perceptions, or meanings which form the lived experience of an individual or group. Ultimately, the goal of this study is to provide a comprehensive and holistic understanding of the experiences, perceptions, and meanings of the participants-selected Grade 11 learners in Vinschool Ocean Park Secondary and High School.

B. Approaches and Instruments

The researchers also conducted one-on-one interviews with the participants. This approach allowed a deeper exploration of the participants’ perceptions, attitudes, and behaviors, as well as the ability to express their views without influence from group dynamics.

Additionally, the researchers engaged in qualitative observation, aiming to gain an understanding of contextual factors surrounding the participants’ attitudes and behaviors that the researchers cannot gather through the online survey.

C. Participants

The study involved selected Grade 11 students of English class 3 (Academic Year 2022-2023) from Vinschool Ocean Park Secondary and High school. The participants were chosen based on their willingness to participate and their availability. The term “selected” was used to tag the participants. This is a scheme to establish trust and credibility in the study as the term "selected" implies that participants were carefully chosen even if they volunteered.

D. Data Analysis

A phenomenological method was used for data analysis, which emphasizes the importance of understanding the study participants’ experiences and how they perceive and comprehend their experiences. The researchers used a comprehensive procedure to analyze data obtained from the interviews and observation; these procedures include transcription, reflection on the data, and interpreting the meaning through a collaborative process.

E. Ethical Considerations

Before administering the interviews, a consent letter to conduct the study was sent a message to the school’s head of participants. After the approval, a briefing was given to the learners regarding the research’s intent, and they were invited to participate on a voluntary basis after consenting with the receipt of their approval. Participants’ private information is kept private and secure.
IV. RESULTS AND DISCUSSION

This section presents the insights of Motivation, Attitude, and Self-Efficacy in Learning ESL. These perceptions (1) describe and explain how Vinsers's perceived motivation, attitude and self-Efficacy act as support in learning ESL, and (2) explore a positive and effective framework of motivation, attitude and self-efficacy from the perceptions of Vinsers.

1. Learners' Perceptions

A. Perceptions on Motivation

![Motivation Pie Chart]

**Fig -1: Do learners feel motivated while learning ESL at school?**

Figure 1 presents data on the numbers of students that are motivated. Out of these 15 learners, 12 individuals indicate feeling motivated while learning ESL at school. This suggests that the majority of learners find learning ESL to be engaging and stimulating, which increases their overall language proficiency.

However, it's also noteworthy that the information revealed some learners reported feeling unmotivated or only occasionally motivated. Specifically, 3 individuals indicated feeling unmotivated, while 2 individuals reported feeling little motivation but not always. It's crucial to take into account these findings, as they suggest that not all learners may find ESL instruction to be equally engaging or effective for improving their language skills.

Overall, the information presented in Figure 1 highlights the importance of understanding how ESL learners experience motivation, as this can have a significant impact on their education success and language development.

**Note:** Intentional spacing has been included in the text to allow for clear segregation between tables, figures, and discussion.

**Table -1: What motivates the learners to learn ESL?**

<table>
<thead>
<tr>
<th>Responses from Grade 11 Learners</th>
<th>Quantity</th>
<th>Emerged Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>For fun</td>
<td>5</td>
<td>Personal Enjoyment</td>
</tr>
<tr>
<td>Teachers’ motivation</td>
<td>2</td>
<td>Teacher’s Motivation</td>
</tr>
<tr>
<td>IELTS</td>
<td>2</td>
<td>Academic Goals</td>
</tr>
<tr>
<td>Career preparation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Speaking engagement, speaking to foreigners</td>
<td>2</td>
<td>Interactions</td>
</tr>
<tr>
<td>To know what movies and cartoons say/mean</td>
<td>2</td>
<td>Pop Culture</td>
</tr>
</tbody>
</table>
Table 1 shows the learners’ responses, several themes emerged on what motivates learners to learn ESL. (1) Personal enjoyment. Some learners chose to learn ESL for fun, without any specific career or academic goals in mind. They find that learning a new language is an interesting and enjoyable process, and find joy in gaining new perspectives on other cultures and ways of communication.

(2) Teacher motivation. The instructor’s enthusiasm and support can play a significant role in motivating learners. When teachers show excitement and passion for teaching ESL, students are more inclined to become engaged in the learning process and feel motivated to master the language.

(3) Academic goal. Many learners may choose to learn ESL for IELTS, to improve their scores on the exam, which is often a prerequisite for admission to universities, or for enhancing their academic prospects.

(4) Career preparation. Learners looking to pursue career opportunities enable learning ESL to improve their communication skills and broaden their work prospects. They aim to develop better English language proficiency to increase chances for work in companies, universities or other organizations where English may be a critical prerequisite.

(5) Interactions. Some learners were persuaded to learn English for practical purposes, such as when they needed to communicate with friends from abroad or teachers.

Lastly, (6) Pop culture. Learners strived to learn ESL to gain a better understanding of popular culture, such as English movies and cartoons, so they can better appreciate the media and interact with it more completely.

These themes show that ESL learners can come from different backgrounds, each with individual goals for learning the language. The study suggests that incorporating enjoyable, real-world contexts and teacher support with academic goals in language learning can generate wide engagement from language learners of varying motivations.

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B. Perceptions on Attitude

![Chart showing learner attitudes](chart.png)

**Fig -2:** What are the learners’ attitudes toward learning ESL?

The learners were provided with general information of attitudes in learning ESL. These are: (1) Positive attitude: A student with a positive attitude towards learning ESL is excited. (2) Persistent attitude: A student with a persistent attitude towards learning ESL does not give up easily and keeps trying. (3) Open-minded attitude: A student with an open-minded attitude towards learning ESL is willing to try new things. (4) Curious attitude: A student with a curious attitude towards learning ESL is interested in discovering new things. (5) Other attitudes that the learners think fit them.
Based on the information provided in Figure 2, it can be observed that out of 15 learners, 6 of them have displayed positive attitudes toward learning ESL. Additionally, 2 of the learners have shown persistent attitudes, which can be interpreted as a very determined or focused approach to acquiring English as a second language. Furthermore, 6 of the learners have displayed open-minded attitudes, which suggests a willingness to explore new ideas and concepts related to the language. Lastly, 1 of the learners has an overall good attitude, which could be interpreted as a positive disposition toward learning that encompasses a variety of different factors.

In the interviews conducted after the Google forms, the learners shared different experiences and situations of their chosen attitude in learning ESL. These include: expression of one’s self through language, learning new vocabulary and structures, learning and communicating with foreign teachers, and learning through multimedia channels.

Overall, these findings are useful in evaluating the effectiveness of English language teaching interventions and identifying areas where additional support or resources may be needed to improve outcomes for learners.

C. Perceptions on Self-Efficacy

![Figure 3: How confident are the learners in using ESL](image)

Figure 3 shows the level of confidence learners have in using ESL. In this case, the confidence levels are measured on a scale of 1 to 10, with 1 being the least confident and 10 being the most confident.

Out of 15 learners, 8 indicated that they were “very confident” in using ESL. This suggests a majority of learners are quite confident in their skills. Additionally, 6 learners indicated they were “quite confident,” while only 1 expressed being “least confident.” Further, most learners were confident in their ability to use English as a second language, with only a small minority indicating they were less confident.

In the interviews conducted after the Google forms, a majority of the learners are confident in using ESL, with 8 out of 15 expressing the highest level of confidence. According to them, this is caused by various factors, including previous experience using ESL, an overall comfort with language learning, and a particularly effective learning environment.

Meanwhile, the 6 learners who expressed a slightly lower level of confidence have slightly less experience with ESL, a more difficult time grasping certain elements of the language, and haven’t fully embraced the language itself.

The 1 learner who expressed the least confidence shared a variety of reasons. The learner shared that some challenges were faced in the past in learning ESL, and there is apprehension about making errors or feeling embarrassed. With this, a lack of interest in learning the language for personal reasons has developed.

Overall, it’s important to take these ratings as indicators of how the learners are feeling about their progress and their confidence levels, and to try in providing them with an engaging and supportive environment to help overcome their challenges and build their skills.
2. Learned Experiences

**Table 2: What are learned experiences from the perceived motivation**

<table>
<thead>
<tr>
<th>Responses from Grade 11 Learners</th>
<th>Quantity</th>
<th>Emerged Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent practice to become fluent in ESL</td>
<td>3</td>
<td>Consistent practice</td>
</tr>
<tr>
<td>Tried different strategies like watching English-language shows and speaking with native speakers</td>
<td>4</td>
<td>Learning strategies and approaches</td>
</tr>
<tr>
<td>Leaning on family, friends, and teachers for support helped to stay motivated when learning ESL</td>
<td>2</td>
<td>Social support</td>
</tr>
<tr>
<td>Engaged in fun activities like games and watching videos and reading to stay motivated when learning ESL</td>
<td>3</td>
<td>Engagement</td>
</tr>
<tr>
<td>Adopting a growth mindset helped to embrace challenges and eventually become proficient in English.</td>
<td>3</td>
<td>Mindset</td>
</tr>
</tbody>
</table>

From the given data, several themes were observed. The first theme is the importance of consistent practice in becoming fluent in ESL. Learners reported regularly practicing their language skills as a key factor in their success, suggesting that persistence and repetition are crucial components of language acquisition.

The second theme is the effectiveness of trying different strategies. Learners reported experimenting with various study techniques to find what worked best for them, demonstrating flexibility and adaptability in their approach to learning.

The third theme is the significance of social support, where learners discussed the value of seeking support and motivation from family, friends, and teachers. This theme emphasizes the powerful impact that social connections can have on an individual's motivation and ability to learn.

The fourth theme is the value of engaging in fun activities to stay motivated. Learners reported using games, videos and other enjoyable activities to make language learning more enjoyable and engaging, prioritizing the learner's motivation for learning the language.

Lastly is the adoption of a growth mindset, which involves welcoming challenges as a way to grow and develop. This suggests that a positive attitude towards learning is another essential element of mastering English.

**Table 3: What are learned experiences from the perceived attitude**

<table>
<thead>
<tr>
<th>Responses from Grade 11 Learners</th>
<th>Quantity</th>
<th>Emerged Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A positive attitude towards ESL has made the learning experience more enjoyable because it allows for better communication.</td>
<td>6</td>
<td>Positive attitude and better communication</td>
</tr>
<tr>
<td>A negative attitude towards ESL did not help in learning the language any faster. It only made frustrations and discouragements</td>
<td>1</td>
<td>Negative attitude and frustration</td>
</tr>
<tr>
<td>The attitude towards ESL changed over time from being fearful and nervous to being excited and eager to learn.</td>
<td>3</td>
<td>Change of attitude</td>
</tr>
<tr>
<td>The attitude towards ESL was influenced by previous experiences with language learning.</td>
<td>2</td>
<td>Learning experiences</td>
</tr>
<tr>
<td>A neutral attitude towards ESL can leave an open-minded and less stressed about the learning process.</td>
<td>3</td>
<td>Neutral attitude and openness</td>
</tr>
</tbody>
</table>
Table 3 shows the attitudes toward ESL learning and its effects on the learning experience are. One theme that emerges from this data is positive attitude and better communication: that having a positive attitude towards learning ESL can have significant benefits for the learning experience. Learners shared that a positive attitude helped to make the learning experience more enjoyable as it facilitated better communication with others.

On the other hand, a pessimistic outlook could hinder the learning experience. According to the learners, a negative attitude did not help them learn the language any faster and led to feelings of frustration and discouragement.

It also highlights that attitudes towards learning ESL can change over time. Learners reported that they started out feeling fearful and nervous but gradually became excited and eager to learn. Another theme that emerged is that attitudes towards ESL were influenced by learners’ previous experiences with language learning. Having had unpleasant experiences in the past, I had a bad attitude about learning ESL. Whereas, a neutral attitude towards ESL can enable learners to approach the learning process with open-mindedness and less stress.

Overall, the data suggests that having a positive attitude towards learning ESL can be helpful for the educational process. Moreover, you should be mindful of how previous experiences with language learning can shape attitudes towards a new language and approach learning with an open and neutral mindset.

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### Table 4: What are learned experiences from the perceived self-efficacy

<table>
<thead>
<tr>
<th>Responses from Grade 11 Learners</th>
<th>Quantity</th>
<th>Emerged Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are significant improvements in learning by boosting confidence, allowing one to express self’s more effectively in English.</td>
<td>5</td>
<td>Effective communication in English</td>
</tr>
<tr>
<td>Engage more thoroughly in conversations and better understand the context of written materials, ultimately leading to more efficient and enjoyable learning.</td>
<td>4</td>
<td>Better understanding of context</td>
</tr>
<tr>
<td>No changes but still learning the language hoping for progress.</td>
<td>1</td>
<td>Continual improvement and commitment to learning</td>
</tr>
<tr>
<td>No changes since starting to learn ESL. But, a value of continual improvement and commitment to learn and grow skills.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No significant changes but remains to be dedicated to improving the grasp of the language over time.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows responses from the learners’ learning experiences based on the perceived self-efficacy. Three main themes emerged relating to the responses. First, improved self-efficacy leads to more effective communication in English is apparent to the learners’ sharing significant improvements in learning due to boosted confidence in speaking English. This increase in self-efficacy appears to allow for more effective expression in English, which in turn leads to more efficient learning.

Increase in self-efficacy leads to better understanding of context is the second highlighted thematic area where some of the students indicated an improvement in self-efficacy enables people to participate more completely in conversations and comprehend the context of written materials. This implies that a boost in self-efficacy not only leads to better English communication as well as a deeper comprehension of the language's nuances and complexities.
Lastly, the value of continual improvement and commitment to learning emerges both from the negative and neutral responses where the learners express various levels of improvement or commitment to improvement. They may not have noticed any significant improvements in their self-efficacy thus far, but they still express dedication and determination towards improving their grasp of the language over time. The necessity of perseverance and fortitude in language acquisition is emphasized by this theme.

3. Suggested Framework

From the perceptions of Vinschool Ocean Park Grade 11 learners, this study is recommending a positive and effective framework of Motivation, Attitude and Self-Efficacy in learning ESL.

On motivation: It's crucial to have the desire to study English as a second language. Language learning can be challenging, but a motivated learner will be more inclined to persist and get through difficulties. So as to encourage motivation, Learners should be well aware of the advantages of being fluent in English. This could be anything from increased opportunities to increased communication skills with others. By establishing a clear link between studying English and real-world outcomes, learners will be more invested in the learning process.

On attitude: A learner’s attitude towards learning English can dramatically impact the progress. If they approach it with a negative mindset, they are more susceptible to become discouraged and give up quickly. Conversely, a positive mindset motivates learners, helps them approach assignments and activities with more enthusiasm, and enhances their level of engagement.

On self-efficacy: A student’s self-efficacy is an indicator of their level of self-confidence to achieve and learn. The importance of self-efficacy for students is that those who have higher levels of self-efficacy tend to persevere through difficult tasks due to the belief that they can overcome the challenge. It is essential to support learners’ self-efficacy in their journey of learning English as a second language.

Summing up, this framework is essential in promoting the creativity, motivation, and engagement of learners, particularly in the case of language learning based on the gathered data of this study. Moreover, placing a focus on motivated, positive attitudes, learners are given the confidence and motivation to actively pursue achievement.

V. CONCLUSION

Through qualitative research methods, it has been found that Vinschool Ocean Park Grade 11 learners hold positive perceptions towards motivation, attitude, and self-efficacy in learning ESL. Learners are motivated towards learning ESL both intrinsically and extrinsically, citing the importance of communication, professional and educational advancement, and culture as their reasons. Their positive attitudes towards learning ESL are driven by their goals, interests, and their enjoyment towards learning. In terms of self-efficacy, learners perceive themselves as competent in various language-learning tasks, whereby they have high self-confidence in their abilities.

In terms of their learned experiences, learners have shared that they have gained better communication skills and have become more independent learners through the help of their school's resources and support system. Supplementary materials such as textbooks, videos, and other educational materials were critical for students who struggled with language acquisition.

VI. RECOMMENDATION

Based on the findings, it is recommended that a framework that encourages positive motivation, attitude, and self-efficacy in learners as they acquire and master English should be continued and sustained. Further, learners should be more engaged in establishing an English-speaking community to promote social and communicative development. Learners should continue and sustain self-monitoring strategies introduced by their teachers which promote peer learning and group work exercises as they learn from each other and benefit from diverse perspectives.
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LEARNING BEYOND LIMITS! #Vinsers #VinschoolOceanPark #TrHOceanPark

VIII. REFERENCES


