Tertiary Students' L2 Motivational Learning Experience in The LMS Application of English for Occupational Purposes

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ABSTRACT

This mixed-methods study investigates the impacts of English for Occupational Purposes (EOP) - an LMS in an Asian-based university on students' L2 motivational learning experience, embedded in the L2 motivational self-system suggested by Dornyei (2009). As the LMS was constructed to accommodate all students of different majors at the university, 75 participants at L2 mixed levels were selected from Information Technology, Chemistry, and Electronics Engineering majors. The research combined two stages, with the first quantitative data collected from questionnaires to measure students' L2 motivation and learning experience before and after a ten-week learning experience with EOP, and follow-up focus group interviews. The findings revealed that the application of EOP positively affected students' overall motivation and learning experience because of relevant online materials to face-to-face lessons and exams, self-paced learning, and user-friendliness. Information Technology students were less motivated than others due to their technical competence and academic interests. However, the findings revealed that EOP should include more diverse tasks and demonstrations, and various interaction modes, such as teacher-student and peer online discussions, to improve students' motivation. This research suggested that educators and institutions should apply diverse LMS in teaching English to boost students' learning experience and overall motivation level.

Keywords: learning management system (LMS), L2 motivational self-system, students, learning experience

Introduction

Blended learning (BL) has been widely implemented in almost all countries after the COVID-19 pandemic. BL has been considered the ultimate solution for its irrefutable benefits for students, teachers, and institutions regarding learning autonomy encouragement, teachers' technological competence development, and institution globalization and integration. BL is well-known for the integration of face-to-face activities with online materials across various

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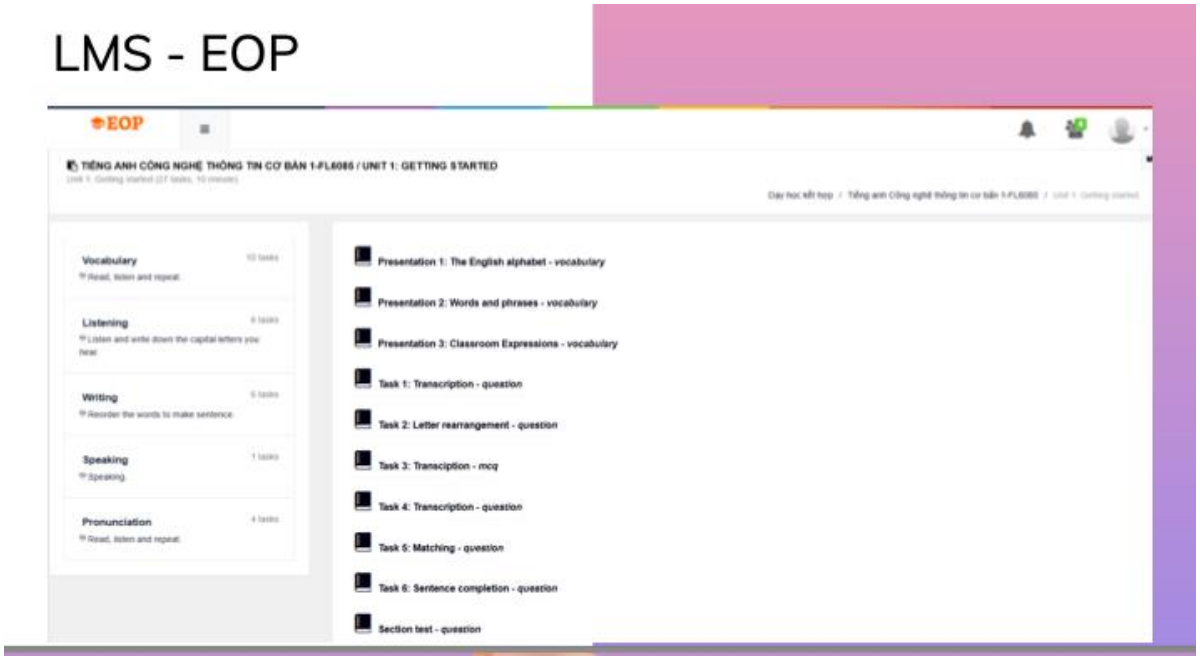
platforms (Bonk & Graham, 2012; Hoang, 2015). In blended learning courses, the Learning Management System (LMS) has experienced significant changes and technological advancements in education, specifically in language teaching and learning (Dias et al., 2013). LMS platforms have proved their effectiveness in supporting teachers and learners with technology (Ahn, 2017; Ayouni et. al., 2021; Kaewsaiha & Chanchalor, 2021). However, in many countries, the LMS platforms, especially for language teaching and learning, were designed and applied in different types with different proportions of knowledge delivery. For instance, the percentage of face-to-face activities and online materials is divided into compulsory or supplementary based on instructional goals or into receptive or productive knowledge skills.

In Vietnam, a developing country in Asia, as a result of technology-led development in education worldwide, LMS has become a globalizing and popular application trend at all institutional levels and through a variety of platforms (Nguyen & Le, 2021). Most of these platforms were built on Moodle, Canvas, and Google classrooms for asynchronous teaching, and video conferences such as Zoom or Microsoft Teams for synchronous virtual classes. Some universities also established their own internal LMS platforms and designed the content for the suitability and preferences of their students and teachers. This implementation has already shifted the teachers' and learners' experiences from 100% face-to-face classrooms into a partially blended learning environment (Hoang & Le, 2021). It also caused numerous factors affecting how inexperienced users utilize the LMS, including technology skills and experiences, pedagogical changes, learning styles, learning motivation, online materials, and course design. Among those, the learners' motivation for using LMS effectively was considered a crucial factor for the successful implementation of the change.

At Hanoi University of Industry (HaUI) - a technical university in Vietnam, after several tests of supplementary systems, this university established its own internal LMS platform for students and teachers to teach English courses in a blended learning approach. This platform called the English for Occupational Purposes (EOP) platform, was designed and built for all students learning languages at all different levels at HaUI to apply for their online learning experience. While the EOP platform was popular and familiar to students from the second year, it was known to be a new challenge for freshmen at this university, especially during their first semester, because they had changed their learning context from high school to tertiary education. When they were in high school, they mainly attended their physical classrooms, and only some were provided with extra online materials from their teachers during their English learning courses. Once they passed their entrance exam to HaUI, their English subjects were designed and offered to study in a blended learning EOP platform with the integration of online tasks and face-to-face performances depending on their major studies at the university. The interface of LMS-EOP is presented below:

Figure 1.

LMS - EOP online interface



During this compulsory transition, first-year students at HaUI began to gain experience and familiarity with the EOP platform when learning English. As a result, their learning experiences were changed and positively influenced by the provided LMS. Meanwhile, though there has been abundant research on the L2 motivational self-system in real classrooms, there is still a dearth ofscrutiny on the LMS embedded in Dornyei's self-system, especially in a developing Asian country. From this perspective, this study was conducted to explore the impacts of the LMS platform - EOP - on the first-year students' motivational learning experiences in their English course at HaUI.

Literature review

Learning Management System (LMS)

Learning Management System (LMS) has been widely defined as a web-based system through which learners and teachers can interact with online content or resources for activities (Macfadyen & Dawson, 2010; Pham et al., 2022; Şahin & Yurdugül, 2022). LMS is becoming a more critical part of education in the 21st century. It was confirmed to be effective in supporting language teachers and learners to operate their online learning consistently and smoothly (Pham et al. 2022; Van Wingerden, 2021). According to Kaplan-Leiserson (2000), the users' performance on the LMS platform can be described as some main activities: logging in, tracking courses, recording learner data, and generating management reports. As a result, the LMS platform usually focuses on managing the online courses and materials created by a variety of stakeholders within their own contexts. Hence, the picture of LMS application in Asian countries seems to be not optimistic from the students' perceptions (Aljarrah et al., 2020; Pham et al. 2022). It has changed the students' learning experiences from traditional face-to-face learning environments to integrated online learning. These experiences ranged from

technical and pedagogical problems (Dhawan, 2020), limited scope for experiential learning, low peer engagement, and difficulty in course content comprehension (Lee et al., 2019).

The effects of LMS on learning languages

The important role of LMS in blended English courses has been well proven, which also has significant impacts on students' learning experiences. Williams (2016), for instance, determines that LMS plays an irreplaceable part in English education. In addition, according to Ahn (2017), the use of LMS in higher education is becoming more common and useful for teachers and students studying foreign languages due to its efficient teaching method and opportunities with technology-enhanced activities in online and offline classrooms. Moreover, research has highlighted the efficiency and advantages of LMS in language learning for students' success and independent learning (Ahn, 2017). According to Abushawar & Al-Sadi (2010), teachers find it easy to apply LMS to managing their students' performance and online communication processes. Meanwhile, Cavus (2015) emphasizes the importance of developing teacher-student online communication via LMS support. In addition, students' motivation was enhanced significantly through the application of LMS to teaching and learning (Bradford, 2011). Lastly, LMS is committed to providing teachers and students with online instruction delivery and various learning resources that are not available in their traditional face-to-face classroom environment. However, some research indicates that even though teachers and learners confirmed the effectiveness of LMS applications, they still preferred face-to-face to LMS-based learning (Amin & Sundari, 2020; Srichanyachon, 2014). Other research still concluded that the process of using LMS is so complicated and diverse which creates numerous challenges for teachers and students in applying the LMS platform, such as it causes the lack of learners' self-discipline, learners' control, and communication, and discrepancies in academic programs (Botha, Smuts & Villiers, 2018; Shurygin et al., 2021; Snoussi,2019).

Factors affecting students' motivation in learning

Motivation is an important concept in language learning. An extensive body of research has been dedicated to examining different factors that impact students' motivation. Rahman et al. (2021), for example, indicate that parental influences, personal attitudes, and teachers' involvement are among the key factors that motivate or demotivate students in learning a second language. Similarly, Dang and Ha (2021) agree that parents, teachers, and the learning environment are proven to motivate freshmen in English learning at a Vietnamese university. In the technological development era, the learning environment in classes of the English language is often integrated with digital aids. Therefore, technology is also regarded as an environmental factor contributing to changing students' motivational patterns, especially after its rising demand after the pandemic. As a result, there is a need to investigate the connection between students' motivation and technology in general. Huang et al. (2023), in an effort to examine virtual reality and its influences on students' motivation and learning experience, confirm that technology in general and 3D virtual reality contributes greatly to the enhancement of motivation dynamics and students' learning experience. Technology in general is often applied in classrooms in different forms, from teachers' inclusion of visual aids to educators' implementation of an LMS system. In flipped classrooms, moreover, the impacts of LMS on students' motivations and learning experience are evident. Yilmaz et.al. (2020) and Rahman et al. (2019) report that students are often satisfied and motivated when taking part in a mobile-assisted LMS and Google Classroom in a flipped classroom. However, within a specific blended learning context where an LMS is implemented, its effect on students' motivation is not clear. Goh and Yang (2021) examine the importance of students' engagement to determine whether or not students will continue to use the LMS and suggest that those relevant factors (flow and

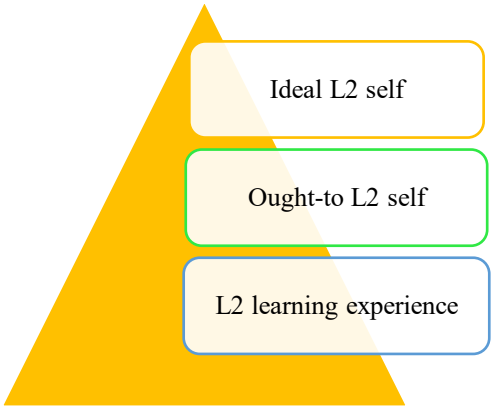
e-engagement) are also related to students' motivation. Similarly, Ustun et al. (2022), studying subjects, reveal that students' engagement and sense of community in a LMS in a BL environment also link to students' motivation, but it requires further research.

The L2 motivational self-system

Numerous systems have been generated to examine L2 students' motivation, among which the most significant is the L2 motivational self-system suggested by Dornyei (2009). It boasts three dimensions including (i) the ideal L2 self, (ii) the ought-to L2 self, and (iii) the L2 learning experience.

Figure 2.

The L2 motivational self-system (Dornyei, 2009)



The first dimension refers to the L2 models that the learners want to become in the future. It can be an image of a fluent speaker, or a successful communicator in another language, the notion of which acts as a source of motivation for students to study and shorten the gap between their current status and their future models. Secondly, the ought-to L2 self is equivalent to personality traits that learners want to nurture to achieve his or her goals. For example, if a learner of English wants to meet the expectations of their parents, their ought-to L2 self will help them foster good learning habits. Finally, learners' attitudes towards learning are normally context specific. In other words, the L2 learning experience, the last dimension, is often affected by external factors such as their learning environment, classroom activities, teachers, or friends.

Among all three dimensions, the learning experience is seen as a powerful resource to motivate students, especially in a technology-mediated educational environment nowadays. Technology can also be considered a variable that affects students' motivation in the context of this study. While traditional interpretations of the L2 learning experience often emphasize classroom-level variables such as teaching methods and materials, Dornyei (2009) also highlights the broader contextual and experiential factors that shape learners' motivation. Accordingly, parental and school requirements reflect institutional and familial influences on learning, while future job requirements and cultural interests capture learners' instrumental orientations. Learning attitudes and attitudes towards the L2 learning community represent learners' personal evaluations of their engagement and connection with the language and its speakers. As a result,

these aspects offer a comprehensive account of the L2 learners' experiences, making them worth investigating indicators of L2 learning experience components.

However, although many previous studies have investigated L2 motivation through Dornyei's framework or explored the application of LMS in language learning separately, there is a dearth of research investigating what factors affect students' L2 motivation in their EOP learning with LMS, specifically through the lens of learning experience aspects.

Research question

Therefore, this research aims to fill in the gap in existing literature by answering the question:

What factors affect students' L2 motivation (learning experience dimension) when learning with the LMS in EOP courses?

Methods

Pedagogical Setting & Participants

The participants were 75 Vietnamese EFL learners, 78,7% males and 21,3% females, aged 18-19. Most of the students were at A2 level, according to the school's placement test at the beginning of their first semester.

They were all technical students at Hanoi University of Industry (HaUI) from three majors: Informational Technology, Chemistry, and Electronics Engineering. The university offers blended courses for different majors, which contain both online materials to provide basic language knowledge and offline activities for practice and production of their language use. The university has its own LMS entitled English for Occupational Purposes (hereby referred to as EOP-LMS). The students from all three majors were required to attend both offline classes and complete exercises on EOP-LMS. They were first introduced to EOP-LMS upon enrolling in their first English course at the university. After ten weeks of instructions, they completed the course and took the final exam offline. Purposeful sampling was employed to recruit participants from three specific majors mentioned earlier.

Research instrument: Questionnaire & Interviews

The questionnaire contains 48 items, adopted from Taguchi et al. (2009), and was divided into five parts. All parts aimed to examine the students' learning experience following the L2 motivational self-system. The items focused on family influence, prevention or requirements of students encouraging them to learn their cultural interests, and attitudes towards the L2 community and the English language. The questions were designed using a 5-point Likert scale, in which participants rated their agreements from 1 (strongly disagree) to 5 (strongly agree). As the participants were all first-year students with relatively low English proficiency, the Vietnamese version was used to ease the participants' language burden and increase the validity and reliability of the questionnaires.

The questionnaires were also piloted with twenty-two students of Tourism and Hospitality with the same level (A2) in the same university two weeks before being delivered to the investigated participants. After performing a descriptive analysis of the pilot data, the questionnaire items were reviewed and revised to ensure greater clarity and simplicity. A brief explanation was also added to the questionnaire about this research procedure.

Focus-group interviews were conducted with 12 students, divided into three groups, right after they completed the course. The purpose of the interviews was to explore the deeper insights and experience of applying EOP-LMS in their learning English. A total of 8 interview questions were designed to delve into the students' attitudes towards the influences from family, future job pressure, or culture on their studying English, their learning English, L2 speaking community, and the instrumentalities. All the interviews were conducted in Vietnamese to ensure clarity and allow the student to express their opinions more easily. The interview data were recorded, transcribed, and thoroughly analyzed.

Procedures

Firstly, the researchers acquired consent from the department's dean and presented the research outline with detailed purposes. The researchers then chose participants voluntarily. At the beginning of the research, the researchers visited the classes and explained the research to the students. As written consent forms were considered serious and triggered anxiety for participants, verbal consent verbally was obtained instead of signatures. The participants consisted of 75 first-year students of three different classes (N=75) from three majors: Information Technology (n1=24), Chemistry Engineering (n2=25), and Electronic Engineering (n3=26). They were all technical students, and they had to learn how to exploit and complete all the online tasks in their English courses with the EOP platform. This was their first time using an LMS application as a compulsory part of their English learning.

The questionnaires were then distributed via Google Forms to collect students' responses before and after the ten-week course. The questionnaires were delivered online. After all the questionnaires were collected, the data was coded and analyzed by a paired-sample t-test to compare pre-test and post-test results. The findings were then presented in the next part.

In addition, focus-group interviews were conducted with three groups of four students in each class to deeply explore their perceptions and learning experiences with EOP-LMS. The interview data was then transcribed and analyzed thematically to fulfill the questionnaire data and to address the research questions.

Findings and discussion

To explore the students' motivation in learning with the LMS-EOP platform and the factors influencing their motivation, this study focuses on the factors of genders, majors, and different aspects of motivations, including parental pressures, future job requirements, school requirements, learning attitudes, cultural interests, attitudes towards L2 community, as revealed through both quantitative and qualitative data.

Genders

Table 1
Descriptive Statistics

	Major	Gender	Mean	Std. Deviation	N
Pretest	Chemistry	Female	37.324	.48267	9
		Male	37.959	.87100	17
		Total	37.739	.74902	26
		Female	38.367	.91837	7

	Electronics Engineering	Male	36.463	.67174	18
		Total	36.996	.73355	25
	Information Technology	Female	26.531	.	1
		Male	39.397	.60639	23
		Total	38.861	.64861	24
	Total	Female	37.119	.71406	17
		Male	38.065	.71046	58
		Total	37.850	.70755	75
Posttest	Chemistry	Female	37.959	.49823	9
		Male	36.759	.70044	17
		Total	37.174	.62994	26
	Electronics Engineering	Female	41.050	.54880	7
		Male	39.580	.47214	18
		Total	39.992	.48758	25
	Information Technology	Female	45.306	.	1
		Male	38.358	.72210	23
		Total	38.648	.72033	24
	Total	Female	39.664	.53076	17
		Male	38.269	.64632	58
		Total	38.585	.62139	75

Descriptive data generally suggest that there is a difference between students' motivation before and after the course with the use of the LMS. The results indicate that the pre-test and post-test scores vary across both majors and genders. In the Chemistry major, female students recorded slightly lower pre-test scores than their male counterparts, which shows that prior to using the LMS platform, chemistry females were generally less motivated. In contrast, EE female students have higher pretest scores than males, which indicates that EE females are more motivated than males prior to the course. Post-test mean scores vary across different majors and genders. In the Chemistry major, female students showed slightly higher mean post-test scores compared to males. Similarly, in the Electronics Engineering major, females obtained higher mean post-test scores than males. For Information Technology, the mean post-test score for females was higher than that of the males; however, the standard deviation is missing due to only one female student responding, which limits the ability to assess score variability accurately.

Table 2

The mean difference in motivation level between male and female students

(I) Gender	(J) Gender	Mean Difference (I-J)	Std. Error	Sig. [a]	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Female	Male	-.033	.187	.860	-.405	.339
Male	Female	.033	.187	.860	-.339	.405

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The mean difference in scores between male and female students was .033, with a p-value of .086, which indicates that there is no significant difference in scores between male and female participants. Consequently, there appears to be no distinction between female and male students' motivation after the course.

This finding is contrary to several previous studies which suggested that male students have a significantly higher interest and experience in using the LMS than female students (Li, Wang, & Campbell, 2015; Lewis, Lang & McKay, 2007; Kaino, 2008; Yau & Chang, 2012). On the other hand, other studies reported that female students were more interested and motivated in LMS application than male ones even though they were not as confident as their male counterparts (Dhindsa & Shahrizal-Emran, 2011; Jiao et. Al., 2016). This remarkably different finding may have resulted from the influences on online learning during the COVID-19 pandemic, which led all students to be much more familiar with LMS platforms than before.

Majors

Table 3

The mean difference between students of different majors

(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig. [a]	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Chemistry	Electronics Engineering	-.136	.143	.343	-.422	.149
	Information Technology	.010	.259	.969	-.507	.528
Electronics Engineering	Chemistry	.136	.143	.343	-.149	.422
	Information Technology	.147	.262	.578	-.377	.670
Information Technology	Chemistry	-.010	.259	.969	-.528	.507
	Electronics Engineering	-.147	.262	.578	-.670	.377

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

As can be seen in Table 3, the mean difference in post-test scores between different majors was greater than .005, which indicated that majors did not have significant effects on students' motivation in general. However, the data on majors showed differences between this major and EE and Chemistry, which surprisingly revealed that IT students had lower post-test scores than other majors.

Table 4.

The mean differences between males and females in separate majors

Major	Gender	LMS	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Chemistry	Female	1	3.732	.237	3.260	4.205
		2	3.796	.208	3.381	4.211
	Male	1	3.796	.172	3.452	4.140
		2	3.676	.151	3.374	3.978
Electronics Engineering	Female	1	3.837	.269	3.301	4.372
		2	4.105	.236	3.634	4.576
	Male	1	3.646	.167	3.312	3.980
		2	3.958	.147	3.664	4.252
Information Technology	Female	1	2.653	.710	1.236	4.070
		2	4.531	.624	3.285	5.776
	Male	1	3.940	.148	3.644	4.235
		2	3.836	.130	3.576	4.096

As shown in Table 4, when analyzing data in separate majors, the data patterns did emerge. In Chemistry, female students were slightly more motivated than male students after completing the course. Similarly, the data showed that EE and IT female students were more eager to learn with LMS than males, with significant increases in the girls' post-test scores compared to pre-tests, with mean differences of 0.268 for EE female students and 1.878 for IT female students. Interestingly, Figure 4 data shows that male students of Chemistry and Information Technology become slightly less motivated after the first course of learning with the LMS platform.

There is limited research in existing literature on the question of differences in L2 learning motivation among different major students. The differences in the major aspects have been paid very little attention to in previous studies. Major appeared to be a nominated variable and was randomly chosen among students. However, the findings of this study suggest that students' major plays a certain role in their learning motivation and it needs to be taken into consideration more thoroughly.

Different Aspects of students' motivation for LMS application

Table 5.1 and Table 5.2 below illustrate the mean differences between pre-test and post-test scores of seven aspects related to students' motivations in learning English, including parental influences, future job requirements, school requirements, learning attitudes, cultural interests, and attitudes towards the L2 community.

Table 5.1

The mean differences between pre-test and post-test scores of different aspects of students' motivation

		Mean	N	Std. Deviation	Std. Error Mean
Parental influences	Pre-test	34.345	75	.87088	.26258
	Post-test	37.191	75	.75107	.22646
Future job requirements	Pre-test	39.527	75	.52227	.15747
	Post-test	41.364	75	.41122	.12399
School requirements	Pre-test	38.100	75	.32594	.09828
	Post-test	40.482	75	.26294	.07928
Learning attitudes	Pre-test	39.050	75	.32563	.16281
	Post-test	42.350	75	.13892	.06946
Cultural interests	Pre-test	38.450	75	.26350	.13175
	Post-test	40.200	75	.13491	.06745
Attitudes towards L2 community	Pre-test	39.300	75	.13241	.06621
	Post-test	40.750	75	.10504	.05252

Table 5.2

The paired samples correlation between pre-test and post-test scores of different aspects of students' motivation

		N	Correlation	Sig.
Parental influences	Pretest & Posttest	11	.954	.000
Future job requirements	Pretest & Posttest	11	.975	.000
School requirements	Pretest & Posttest	11	.941	.000
Learning attitudes	Pretest & Posttest	4	.928	.072
Cultural interests	Pretest & Posttest	4	.994	.006
Attitudes towards L2 community	Pretest & Posttest	4	.776	.224

The mean differences suggested that students' motivation is heightened after learning with LMS throughout different aspects of motivation. In terms of correlations, the *p*-value indicated that the data in six out of seven aspects of students' motivation is statistically significant. To be more

specific, the relationship between parental influences, future job requirements, school requirements, cultural interests, students' attitudes towards the L2 community, and students' overall L2 motivation when learning with LMS exists. Meanwhile, there is no correlation between students' heightened motivation when learning with LMS and their learning attitudes. The significance also dictated that the relationship between students' L2 motivation when learning with LMS and the influences from parents, schools, and future job markets are more significant than others. To strengthen the findings, qualitative data, as a result, was added to provide deeper insights into students' perceptions.

In addition, focus-group interviews with 12 students in three groups were conducted right after completing the course with the aim of deeply exploring the deeper understanding and practice of applying EOP-LMS in their learning English.

Parental influences

Family influences play an important role in the increase of students' motivation. S#2 revealed that "*I was born and raised in Hanoi; therefore, I was encouraged to study English from the first day of school by my parents. They think that I should master English after four years in university. I also understand their advice is good for me and I should try my best*". Similarly, S#4 shared that his parents urged him to study, and as a result, he was more motivated when learning with LMS during the course. However, S#3 said that she was initially motivated by her parents and the LMS platform at the school, but she was later demotivated due to her parents' constant demands regarding her English performance. S#6 expressed that his parents often compared him to other relatives who excelled at English, so "… *even though I am interested in using LMS to learn English, I am more stressed when learning on the school's LMS because my parents always want to know what I'm doing on the computer and see how many correct answers I have got*".

On the other hand, some students reported a lack of parental involvement in their learning English during their undergraduate program. S#8 noted "*My parents have no idea about my English learning. They always advised me to concentrate on my major subjects only for my future job. Other subjects are not worth wasting time on. I only need to pass the final exams…*". In the same case, S#2 informed about their parents' negative perspectives on their English improvement "…*my parents always thought that as a technical student, it seemed the hardest thing for me to learn and enhance my English. They themselves had spent much time learning but they couldn't remember even a word in English. They appeared to sympathize with our challenges of learning English at university*…". These really influence students' motivation of learning English. They shared the feeling of comfort and taking-it-easy emotion in their learning or disimproving in English. "*I felt I didn't need to spend much time learning English because I couldn't improve anyway. I just needed to spend time learning with the big aim of passing the subject. My father also agreed with me that…*" said S#6.

These findings confirm the previous findings by Csizér and Kormos (2009) and Chen (2017), which identified parental influences as a significantly critical factor in the student's motivation enhancement. In addition, the evidence of parental limited motivation in this study also accords with findings in Finland and Poland contexts (Iwaniec, 2014b; Iwaniec & Ullakonoja, 2016), which demonstrate that parental support had a relatively little impact on students' motivation.

Interestingly, the perception of indifference or lack of concern from parents in this study is contrary to the previous studies which have suggested parental support to encourage students learning English (Chen, 2017; Iwaniec & Ullakonoja, 2016). The value of the family factor

suggests that a weak link may exist between the students' parental pressure and their L2 learning motivation when they study in tertiary education.

Future job requirements

Future job requirements are also a key motivating factor influencing students' engagement with LMS-based English learning. S#1 agreed that "*Every school has English as a compulsory subject and companies also require us to have a good command of English; therefore, I need to be familiar with LMS to get high marks in schools*". S#5 added "*Learning with LMS at schools is exciting and not boring as before. I hope I can do well with it and have a better job in the future*". Moreover, the LMS platform allows them to incorporate their writing and speaking into the system, which enhances their skills. S#4 confirmed that "*By using LMS and uploading writing and speaking lessons, I understand how to use different office software [which I learned by myself] and build more confidence because I have to record videos and submit a careful writing piece*."

Specifically, students of IT majors confirmed their strong beliefs in the benefits they can learn from the LMS learning experience for their future jobs. S#3 reported that: "*As an IT student, I find this online learning valuable for me and my classmates to delve into the operation and process of an LMS platform besides its benefit of learning English. Nowadays, a lot of LMSs are built and operated by many language institutions which can offer many job vacancies for IT engineers. This will be great and advantageous for our future jobs*." On the other hand, S#1 majoring in Chemistry confessed that "*I find it challenging to complete all the online tasks before my class. I am not good at computing skills, so I must spend a lot of time doing all the online exercises every day…*".

Moreover, when being interviewed, some of the participants shared their unexpected view of studying abroad. Student #5 expressed that "*Even though we are aware that English proficiency will be better for our future jobs, we do not have any plans of studying or working abroad in the future so it never comes to my mind that I need to learn English for my future study or working in different countries*".

Overall, even though most of the IT students are less motivated in learning with the LMS platform than the two other majors, they still expressed their positive perceptions of the undeniable benefits of learning through LMS for their future careers in terms of their technology competence and major interests.

These results support the findings of studies by Howard et al. (2010) and Pratt et al. (2023) that the primary learning motivation of L2 language learners is career motivation, as well as the findings of Jung and Shin's (2015) study that the strongest motivation for Korean Arabic learners is instrumental motivation.

School requirements

Besides future job pressures, English is known as a compulsory subject at all levels in Vietnam, from primary school to tertiary education. Therefore, all of the interviewees reported their obligation to pass the English course as the school requirement during their university program, which became one of the most important factors motivating them to acquire English. S#4 said "*My university is famous for delivering English courses via a blended learning approach with the LMS platform. It is obligatory for all students to learn English and pass these English courses to graduate. I see that English is an important subject at my university. If I learn English well now, I can broaden my major knowledge in my third and fourth years when I take EMI classes*."

Most of the interviewees raised their awareness that even though English is a compulsory requirement at their university, their experience of learning English with the EOP platform is obligatorily driven with the aim of passing the English courses and getting the BA degree. "*We all know that English is a compulsory subject in our undergraduate program with 30 credits. The LMS learning accounts for nearly half of the courses, so we have to do it carefully. It is designed for practicing and acquiring input knowledge for face-to-face lessons and exams*." In this context, the school's requirement to complete online tasks on the LMS platforms makes students that learning English is essential and obligatory. This finding highlights the institution's role in guiding and orienting the students' motivation in learning English with the LMS platform. This finding of school requirements may contribute to the literature on factors affecting students' L2 learning motivation.

Cultural interests

From the interview data, most of the students seemed to show little cultural interest in their English language learning. "*Our teacher sometimes asked us to listen to English songs or videos and do the gap-filling exercises, so we only concentrated on the vocabulary or grammar aspects. Actually, we did not think about the cultural differences between English and Vietnamese songs or movies*", shared S#9.

However, one informant expressed his strong personal interest in English-speaking culture. He noted that "*I really like listening to U.S music and watching U.S films. I find that while I am learning the lyrics and meanings, I can improve my vocabulary and pronunciation. In addition, I can be exposed to contemporary culture, I can understand the cultural references and engage in daily life conversations. For instance, in English, we should not ask about women's ages or marital status.*"

In short, even though the interviewees showed their interest in cultural aspects of English-speaking countries, the majority of the students showed limited interest in culture while learning English. This finding is rather different from studies by Husseinali (2006), Kong and Shin (2015), Oh et.al. (2022), and Winke and Weger-Guntharp (2006) which identified cultural interest as a major motivation for learning a second language.

Attitudes towards L2 community

When being asked about their attitudes towards the English learning community, the participants were unanimous in the view that their general attitude towards learning English has changed into a much more positive outlook after their first semester learning with the LMS-EOP platform. S#10 reported "*I see that the LMS-EOP created an excellent environment for us to practice our English skills and enrich our vocabulary. In the beginning, I was quite nervous about the requirements to complete all the online exercises. However, later on, I found this helpful for my language competencies, and it fostered my language skills much more than before. I felt more confident in my classroom activities and in my speaking English.*"

Moreover, some interviewees disclosed that even though they acknowledged the importance of the L2 community in their learning English, they still found that it was not as dynamic as they had expected at first sight. "*I strongly believe that LMS-EOP supports students much in their learning English and achieving their learning goals of the courses, I myself think that the platform contains many monotonic kinds of exercises. I do hope that our online part should be more diverse, interactive, and eye-catching to attract us in our online learning.*" (S#11)

In addition, the majority of the interviewed students reported their willingness to join the English club at the university. "*At my university, the English club for students is very well-known and crowded. At first, I thought many students participated in this club so it could be*

very difficult for all students to practice and enhance their speaking skills. However, after joining the club for a few times, I found this practical and effective for first-year students like us to have an L2 community of practice" (S#11).

In short, the student's attitude towards the L2 learning community has changed from skepticism to a more conscientious and intrinsically motivated stance. This finding aligns with those of Chatterjee and Correia (2020) and Baker and Moyer (2019), which highlighted how gradual participation in a language community enhances learners' sense of belonging and motivation.

Learning experiences

Students' learning experiences with the LMS platform were also shaped by their different socioeconomic contexts. Most of the interviewees reported that learning with LMS was no longer new to them because they had to learn online during the COVID-19 pandemic. Meanwhile, they shared their viewpoints about the current LMS platform and discussed their learning experiences in the interviewing part.

Some informants indicated that the current LMS-EOP needs to change to be more interactive and divergent so that students can feel more motivated and engaged in their learning. Specifically, S#12 revealed that "*I lived in Hanoi, the capital of Vietnam, so I have been learning English since I was small with many different kinds of online applications. In my opinion, the platform that we are applying should add more interesting features in doing vocabulary and grammar exercises, such as grabbing the boxes, animated illustrations, and instant chat boxes among teachers and students.*"

This view was echoed by another informant – S#4, who commented that his experiences of learning English via the LMS platforms before entering the university made him more confident and enjoyable with his current English course.

Commenting on the influences of LMS-EOP on learning motivation, three of the interviewees from Chemistry shared their thoughts "*This is our first time learning in a blended approach. We have to self-study with online materials before the class and we find this really helpful. At first, I found it challenging and more difficult than what I had learned before. Gradually, I found this platform more acquainted and supportive. It was useful and allured for students to enhance their self-regulated learning.*" (S#7)

What emerges from the reported results here is that the students' L2 learning motivation is positively affected during their blended learning courses via the LMS-EOP platform. While the students are more motivated when using LMS-EOP to study thanks to relevant online materials to face-to-face lessons and exams, self-paced learning, and user-friendliness, technical students are more motivated due to their computer competence and academic interests. In addition, students suggest LMS-EOP should include diverse tasks and demonstrations, and various interaction modes, such as teacher-student and peer online discussions.

These findings are consistent with those of Bouilheres et al. (2020), who highlight the students' positive perceptions of the LMS platform in enhancing their learning experience. However, the result of positive self-motivational learning with the LMS platform shows a difference from previous studies by Fabriz et al. (2021) which revealed the students' less interaction and heavy workload in their learning. Overall, these intriguing findings may be explained by the fact that students' learning experience plays an important role in being considered when applying the LMS platform to teaching and learning.

Conclusion

In this paper, the results of the study on the students' L2 learning motivational experiences with the application of LMS-EOP have been discussed. More importantly, after 10 weeks of engagement with the LMS-EOP platform, students reported significantly positive changes in both their motivation levels and learning experiences. Notably, the student's perceptions of the LMS-EOP after 10 weeks of learning offer direct insights into how it shaped their self-system motivation and learning engagement. The findings of this study contribute meaningfully to existing literature. While several key factors – such as the major, parental pressures, school requirements, future job requirements, learning attitudes, and attitudes towards the L2 learning community - revealed their influences on the students' L2 learning motivation in learning with an LMS platform, their genders, and cultural interests appeared to exert little influences on their learning motivation. In addition, these results provide further support for the findings that even in different contexts. After the COVID-19 pandemic, the interest and motivation in learning with technology seem to be less different between male and female students than in previous studies. The current study provides a deeper insight into the motivational differences among different academic disciplines besides supporting career motivation, family influence, learning attitudes, and attitudes towards the L2 community. However, the findings extend our understanding of the minor role of cultural interests in learning English in an Asian-based context.

From a practical perspective, the study would like to suggest the serious concern taken from educational stakeholders about students' L2 learning motivation aspects so that they can be enhanced to learn English as a school requirement. Some practical recommendations were also raised about the interfaces and features of the LMS platform to better motivate students in learning English. In addition, it is suggested that some policies should be implemented nationally and institutionally to support the integration of LMS into EOP learning in higher education. More training programs were implemented in Vietnam during the COVID-19 pandemic to familiarize teachers with the use of LMS (Nguyen & Nguyen, 2021). However, they were still at the institutional level instead of larger scales. It is quite a challenge to apply training policies on a national level due to some limitations (Nguyen et al., 2022). However, in the foreseeable future, training policies about LMS, curriculum alignment, future career orientation, and diverse interface development should be promoted to enhance students' engagement and motivation through technical obstacles.

Despite filling in the research gap, there are still some limitations in this study. The research focuses on first-year technical students' self-system motivation and experience in learning English with the LMS–EOP platform; however, it was only conducted in an Asian-context university with three technical majors. In addition, some limitations still exist with small sample sizes; therefore, it is suggested that further research should be done to investigate this matter on a larger scale. The role of major differences in students' L2 learning motivation and how different dimensions can separately or combinedly influence students' motivation, further work should be carried out on a large scale with more majors in cross-national universities. In summary, the integration of LMS-EOP into English language learning has demonstrated significant potential for improving the students' self-system motivation and experiences. These findings highlight the importance of both technological and pedagogical interventions in fostering more effective and engaging language learning environments.

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APPENDIX

5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree

Items	5	4	3	2	1
I. Parental influences					
1. My parents encourage me to study English.					
2. My parents encourage me to use English as much as possible (e.g., speaking, reading).					
3. My parents encourage me to study English in my free time and attend extra classes.					
4. My parents/family believe I must study English to be an educated person.					
5. Studying English is important to me to bring honour to my family.					
6. I study English to avoid disappointing or being punished by my parents/relatives.					
7. My family puts a lot of pressure on me to study English.					
II. Learning attitudes and cultural interests					
8. I like the atmosphere of my English classes.					
9. I find learning English really interesting.					
10. I always look forward to English classes.					
11. I really enjoy learning English.					
12. I would like to have more English lessons at school.					
13. I feel time passes faster while studying English.					
14. I enjoy learning English because it is fun and rewarding.					
15. Learning English gives me a sense of accomplishment.					
16. I feel proud when I can communicate well in English.					
17. I feel happy when I understand English songs, movies, or books.					
18. I enjoy learning English because it is fun and rewarding.					
19. Learning English gives me a sense of accomplishment.					
III. Attitudes towards the L2 community					
20. I like the music of English-speaking countries.					
21. I like English films.					
22. I like English magazines, newspapers, or books.					
22. I like TV programs made in English-speaking countries.					
23. I like to travel to English-speaking countries.					
24. I like the people who live in English-speaking countries.					
25. I like meeting people from English-speaking countries.					
26. I would like to know more about people from English-speaking countries.					
27. I think learning English helps me learn more about the culture and art of its speakers.					
28. Studying English opens up new opportunities for personal development.					
29. English allows me to connect with more people globally.					

30. Studying English helps me adapt to international environments.					
IV. Future job requirements					
31. Studying English can help me get a good job.					
32. Studying English is important because it can help me make more money.					
33. English proficiency is necessary for future promotion.					
34. English is important because I want to work globally.					
35. I want to study English because I plan to study abroad.					
36. I want to live or work abroad for a longer period, so I need English.					
37. I think I'll need English for further studies and my major.					
38. The things I want to do in the future require English.					
39. Studying English offers a new challenge in my life.					
40. I study English to achieve a special goal (e.g., degree, scholarship).					
41. I study English to attain higher social respect.					
42. I study English to keep updated with recent world news.					
V. School / Academic Requirements (Prevention / Promotion)					
43. I have to learn English to graduate.					
44. I have to learn English to get my degree.					
45. I have to study English to avoid failing courses or getting bad marks.					
46. I study English to avoid poor scores in proficiency tests (TOEFL, IELTS, etc.).					
47. I would be considered a weak student if I didn't know English.					
48. I would feel ashamed if I got bad grades in English.					
41. I study English because I don't want to be seen as poorly educated.					