VIETNAM NATIONAL UNIVERSITY, HANOI

UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES

FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

§INH THÞ THU TRANG

PERCEPTION OF STUDENTS' PARTICIPATION IN IN-CLASS SPEAKING ACTIVITIES AND SOME INTRINSIC AND EXTRINSIC MOTIVATIONAL FACTORS AFFECTING THEIR PARTICIPATION:

A STUDY ON SECOND YEAR MAINSTREAM STUDENTS AT FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION, ULIS, VNU

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF BACHELOR OF ARTS (TEFL)

HANOI, MAY 2011

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SUPERVISOR: NGÔ VIỆT HÀ PHƯƠNG, MA

HANOI, MAY 2011

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ABSTRACT

In the light of Communicative Language Teaching and the framework of learner- centered approach, students' oral skills and their active participation in class activities have come to take on added importance. However, in the University of Languages and International Studies (ULIS), Faculty of English Language Teacher Education (FELTE), after years of applying the Communicative Language Teaching into practice, it has been noticed that students' active oral participation, particularly in observable speaking classes are not prominent. It was due to students' misconception on active participation as well as some extrinsic and intrinsic motivational factors, leading to their low engagement in the lessons. Due to the fact that this issue has not been thoroughly investigated so far, this paper attempt to justify and compare the perception of students' participation as assessed by students themselves and teachers as well as discover the factors which have an impact on learners' participation. This is also to suggest some implications for teachers by comparing and contrasting students and teachers' preference of motivational strategies. With the help of nearly 100 students and 9 teachers participating in the questionnaires, the observation of 12 speaking lessons and six interviews, it is revealed that students have misunderstood that attending class regularly also means actively participating in the lessons. Students were

most motivated by their awareness of strong English competence, self-confidence and positive teachers' feedback and most inhibited by fear of talking in front of the crowd and competition with other peers. In terms of motivational strategies, group work and effective praise were most favored by both groups. From this reality, some practical implications were proposed with a view to better enhance students' oral participation.

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	Abbreviations	
1.	DM: Double Majors	
2.	FELTE: Faculty of English Language Teacher Education	
3.	L2: Second language	
4.	ULIS: University of Languages and International Studies	
5.	TEFL: Teaching English as a Foreign Language	

CHAPTER 1: INTRODUCTION

This initial chapter states the problem and the rationale of the study, together with the aims, objectives and the scope of the whole paper. Above all, it is in this chapter that the research questions are identified to work as clear guidelines for the whole research.

1.1. Statement of the problem and rationale for the study

With the new framework of learner- centered approach and the advent of Communicative Language Teaching in the realm of teaching English as a foreign language, students' oral skills and their active participation in class activities have come to take on added importance. Following the communicative approach, teachers are anxious to get their students to talk as much as possible in their classes. Studies on what constitutes a 'good language learner' have found that 'learners who raised their hands more and more often responded to teacher elicitations did better on tests than other learners' (Naiman et al. 1978, cited in Breen 2001,p.121). Moreover, in the specific case of students majored in teacher education, research has shown that willingness to actively participate in class will not only influence the view teachers have of their students at school level, but also on how graduate teachers will be perceived by their own students and colleagues (Richmond and McCroskey 1998).

However, in the University of Languages and International Studies (ULIS) , Faculty of English Language Teacher Education (FELTE), after years

of applying the Communicative Language Teaching into practice, it has been noticed that students' active participation, particularly in observable speaking classes are not prominent. Hence, the perception of students' participation as assessed by students themselves and teachers are in need of clarification and comparison. Therefore, the possible gap between teachers' own beliefs and expectation and students' conceptions can be identified. The factors which have an impact on learners' participation must also be discovered so that appropriate methods can be taken to reduce students' reluctance in giving responses in the classroom.

1.2. Aims of the study and research questions

First and foremost, the study aims at finding out the perception of second year mainstream students' participation in in-class speaking activities demonstrated by students themselves and speaking teachers in Division of English II. Afterwards, extrinsic and intrinsic motivational factors, which have influence on students' participation in speaking lessons, will also be investigated, paving the way for several implications for teachers to better design their speaking activities and create a more positive classroom environment. In order to achieve the purposes stated above, the study revolves around the following questions:

1. From the perspectives of second-year mainstream students and teachers, to what extent do students participate actively in in-class speaking activities?
2. What extrinsic and intrinsic factors encourage and discourage their participation in in-class speaking activities as suggested by teachers and students?
3. What are the implications to enhance students' active participation in speaking lessons?

1

1.3. Significance of the study

The findings of this study can draw learners' attention on their attitudes towards classroom participation, thus, making them aware of the factors that promote or inhibit their participation. As a result, they can identify the roots of those obstacles so that they will be able to participate in the classroom discussions successfully.

Besides, the study would serve as a valuable reference for teachers and other researchers alike. To be more specific, through this paper, students' self-assessments will be compared with teachers' grading scale of students' participation in speaking lessons. By understanding the reasons behind students' inactive or active participation, teachers will have a closer look at their students' psychological features and their own needs. In addition, students' suggestions to enhance their own involvement in speaking lessons will also be made known to teachers, who hopefully will initiate possible changes to their in-class activities. Finally, future researchers who share the same interest may find helpful information from this research to conduct further studies into this area.

1.4. Methods of the study

The researcher combined qualitative and quantitative methods to gather data for her research. After observations had been made, a survey with questionnaires and semi-structured interviews were conducted with participants. The data was then processed and implications were made, based on researchers' findings and theoretical base. Lastly, the conclusion was drawn up on the findings.

1.5. Scope of the study

The researchers have no intention of doing an investigation into the students' participation in speaking lessons in general, but just focus on students and teachers' perception of second-year mainstream students, FELTE, ULIS .

This research seeks to find out students' perceptions of their classroom participation in speaking lessons, including answering teachers' questions voluntarily, contributing ideas in class discussions or debates held by teachers or peers, making spontaneous contributions, giving comments for peers' presentations, asking questions and participating in group discussions. It does not include private oral exchanges between students but looks at students' participation as contribution to the class. Besides, it also examines the factors that influence learners' classroom participation. Lecturers' perceptions of the learners' classroom participation are investigated as well. This research only focuses on learners' oral participation during open discussion, which is observable and vocal.

It should also be noted that the sample of the research is limited to 83 second-year main stream students and 9 teachers of speaking at Division of English II, FELTE, ULIS, VNU. Mainstream classes were chosen instead of Fast- Track Group because students in this particular group tend to achieve higher English competence and are expected to have higher learner autonomy and more self-regulation in learning process. Moreover, to enhance the value and reliability, mainstream classes with larger population are chosen to participate in the study.

1.6. Overview of the study

This paper has six chapters:

Chapter I: Introduction describes Rationale, Aims of the Study and Research Questions, Methods of the Study, Scope of the Study, Significance of the Study and Overview of the Study

Chapter II: Literature Review lays the theoretical foundation for the study by discussing Definition of Key Terms and Frameworks, and Some Related Studies Worldwide and in Vietnam.

Chapter III: Methodology details the methods which have been adopted and the procedures which have been followed when researchers conducted the study.

Chapter IV: Results and Discussions present students' perception of their participation in speaking lessons and some motivational factors affected their performance. Implications suggesting possible solutions for teachers to better design speaking activities and create a more positive learning environment will also be discussed in this chapter.

Chapter VI: Conclusion ends the study by summarizing the main points, revealing the limitations, and suggesting further studies.

CHAPTER 2: LITERATURE REVIEW

This second chapter aims to shed light on the literature of the study, specifically the theoretical background and a number of studies related to the

research topic. To begin with, an overview of the theoretical background will be presented starting from definition of speaking, speaking activities, definition of oral participation and motivation in theories, which justify the concept of motivational strategies. The framework for this study will also be discussed. After that, a brief review of the related studies will disclose the research gap and rationalize the aims and objectives of this paper.

2.1. Definitions of key terms
2.1.1. Speaking and principles of teaching speaking
2.1.1.1 Definition of speaking

In the language teaching, speaking is the productive oral skill, which consists of producing systematic verbal utterances. The nature of spoken language was also examined by Brown, D. (1994, p.4) as having the four main points followed. Firstly, speaking does not always involve grammatically correct sentences; in fact, the systems patterns and structures of speaking are slightly different from written language. Secondly, speakers are able to develop diverse strategies on communicating, depending on the purpose of interaction. The next point suggested by him is that "*speaking is an active process of negotiating meaning and of using social knowledge of the situation, the topic and other speakers*" (p.4). Finally, he claimed that transactional and interactional spoken texts have different features and require different skills. Spoken and unrehearsed texts are built spontaneously when communicating within social and linguistic parameters.

Another definition proposed by Ur, P. (1996, p.4) suggests that speaking should be defined as a classroom activity which develop "*learner's ability to express themselves through speech*" (p.4). Byrne, D. (1978) also shared this idea by showing that speaking is a two-way process between speakers and listeners involving the productive skill of speaking and the receptive skill of understanding. However, for this concept, Byrne's major contribution lies in

his revelation of *"prosodic features"* (p.8), namely stress, international, spoken utterances, facial and body movement, which simultaneously help the listener to gain the information, beside the actual speech.

Despite the fact that speaking has always been a well-documented topic in language research, it would not be easy to find a well-rounded definition like Brown, D's work. Four major aforementioned points, namely the flexibility in speaking language in terms of grammar, communicative strategies, the exchange of knowledge and relation between spoken and unrehearsed texts in his literature has been adopted as the core foundation for the development of the research.

2.1.1.2. Teaching speaking according to Communicative Approach

Communicative Language Teaching (CLT), which has been expanded in 1970s, provides the focus on communicative proficiency rather than the mastery of structures. According to Richards (1986, p.66), one of this teaching method's aims is to make communicative competence the goal of language teaching. As a result, speaking has its place in syllabus setting. Because now learners' aims of language learning are to communicate, they develop their oral ability through real communication and other activities. Learners work more independently under the observation and supervision of the teacher, who sometimes plays the role of facilitating the communication process only. The teacher sets up real communication for learners to practice speaking themselves. However, as C. Thaiss and Suhor put forward their theory based on Brown's work (1976) in their work (1984, p.105), students instead of doing "show and tell" and making informal classroom speeches, they should develop communicative competencies in five functional areas important in everyday life, including controlling, sharing feelings, informing – responding, ritualizing and imagining. Therefore, it's the fact that developing communicative competency is not only restricted within the classroom but

also built up through everyday contact as well as social interaction which acts as a good environment for learning to communicate.

2.1.1.3. Principles of teaching speaking

Nunan (2003) noted that teaching speaking is sometimes considered a simple process, which explained why many language schools hire native people with no teaching certification to teach conversational English. Even though speaking is natural; speaking another language is far more complex, which requires teachers to strictly follow its own principles. Among various studies in the same five basic and simple principles below suggested by Nunan (2003) are worth consideration, including:

- Be aware of the differences between L2 and foreign language learning contexts
- Give students practice with both fluency and accuracy
- Provide opportunities for students to talk by using group work or pair work and limiting teacher talk
- Plan speaking tasks that involve negotiate for meaning
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking
  (p. 49)

More specifically, Burns, A. and Joyce, H. (1997, p.105) examined speaking and principles of teaching speaking in a broader and more systematic way. They concluded that as speaking involves a wide range of skills; teachers should consider some vital guidelines as follows:

- Learners need to understand the cultural and social purposes of spoken interactions, which may be broadly classified as transaction or interaction.
- Speaking involves an understanding of the way in which context influences the voice of language made.
- Learning and practicing vocabulary, grammatical structure and pronunciation should be related to the use of the whole contexts.
- Spoken discourse types or text can be analyzed with learners for their typical structures and grammatical patterns. (p.105)

As can be seen, while Nunan provided detailed guidelines for planning a speaking lesson, Burns and Joyce put more emphasis on the role of context

on teaching speaking besides learners' communicative purposes.   By saying that, speaking does not only mean vocabulary and structure recalling but also a kind of expressing individual world of thought, a crucial concept that teachers should always bear in mind on designing speaking activities

2.1.2. Speaking activities and types of speaking activities

2.1.2.1. Definition of speaking activities

Language activities in the classroom play as an environment for students to learn effectively language materials; and activities in speaking lessons are of no exception. Klippel (1984) shares this viewpoint when he defined that activity is used to refer to any operation which is used to consolidate language already taught or acquired and which occurs during the free stage of a lesson or students can produce meaningful and authentic utterances without the controlling influence of the teacher or the course.

In the light of Communicative Language Teaching, Gordon (1984, p.7) proposed that in communicative activities, students are using language as naturally as they could in real situations and are encouraged to work cooperatively. Moreover, they are not parroting the teachers' sentences or doing controlled dialogues from a textbook but are working in pairs or small groups on their own without constant supervision from the teacher.

2.1.2.2.Types of speaking activities

As the purpose of teaching speaking is to provide students with practice in real-life conversations, according to Harmer (2001), speaking activities aimed at communicative end often consist of five types as followed.

a. First, **role-play** involves the teacher giving role cards to students for pair work. Teachers need to give clear instructions, even make samples in order to make sure that all students know what they need to do. It is noted that in this type of activity, paired students are advised to work and persuade each other without causing offense.

According to Ken Jones (as cited by Harmer, p.274), role-play can be defined with three typical characteristics, namely: *reality of functions, a stimulated environment, and structure* (p.274). The role of teacher is also highlighted as the instructor, who needs to give clear instructions and make sure that students all know what they need to do.

b. Second, in **discussion activity**, a brief orientation or introduction to the topics or controversial issues is given to students, that usually provokes more than one solution or complication. Students will discuss in groups to give their opinions and the reasons behind their choices.

This is one of the most commonly used in speaking lesson as it possesses two aims. The primary aim is that student can apply the available knowledge about the issue and the topic, share disparities or interests to defend while the secondary aim is to help students widen their background knowledge from content.

However, Harmer noted one of the reasons why discussion can not involve all students in the class. It is *"when they have nothing to say and are not confident of the language they may use to say it" (p.275)*. He also suggested the idea of "buzz group", in which students can quickly share their ideas in small groups before presenting in public. Therefore, students are given chances to rehearse their ideas before they are asked to speak.

c. Next, an **opinion sharing activity** involves identifying and articulating personal preference, feeling or attitude. Students may use their background knowledge to form arguments and justify their opinions. Not in every situation are students expected to have either right or wrong answers. For controversial topics, students will sit together and discuss from different perspectives.

d. The fourth common type is **a reasoning gap activity**, which involves comprehending and conveying information. Students are asked to derive some new information from the given ones by inferring or deducting.

e. Lastly, in **prepared talks,** students make a presentation on their chosen topics with or without agreement from teachers. Such talks are not intentionally designed for spontaneous conversation and more "writing-like".

However, not all five types of activities mentioned above are applicable in every context. Teachers are encouraged to choose the most suitable activities, depending on the requirements of the course, the students' level, the learning conditions, etc to ensure the success of the speaking lessons.

2.1.3. Students' oral participation
2.1.3.1.The role of students' participation in classroom interaction

The significance of classroom interaction has been in focus of many scholars, teachers regardless of which philosophy of teaching method they are follow. In the light of Communicative Language Teaching, where the aim of learning language is emphasized as to use language in communication, either in its spoken or written forms, classroom interaction is a key to reach that goal. According to Rivers, as cited in Luu, T.T and Nguyen, T.K.N (2010), classroom interaction is *"the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other"* *(p.55).* He also concluded that:

… Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges..."

(Rivers, 1987, p.4-5)

The common European Framework of Reference for Languages (Council of Europe, 2004) describes interactions as follows:

In interaction at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than listening to receive and to produce utterances". (p.4)

Overall, learners' participation in class is one of the aspects of classroom interaction (Ellis, 1994). It is a process in which opportunities are created for learners to practice the L2 and to produce output. When the L2 is learned as a foreign language in the classroom, it is one of the few ways to determine how well they learn and one of the rare chances to communicate.

2.1.3.2. Definition of students' participation

Educators at Center for Teaching Excellence [1], University of Waterloo, Canada defined students' participation as a "lengthy conversation with the whole class", which can include short dialogues between instructors and students, or within small groups of students. More specifically, Green, D. (2008) has examined the term "students' participation" as perceived by students and teachers. In her study, students' responses often coincided their class participation, in general, as the act of being involved in the class, including an active intervention and showing interests to classroom's activities. On the other hand, teachers highlighted the aspect of student involvement in class activities by interacting freely with classmates and with the teacher, expressing themselves without inhibitions, completing teachers' thoughts, answering or asking questions, and responding to comments or instructions.

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[1]   Retrieved on 8th December 2010 at

   http://cte.uwaterloo.ca/teaching_resources/tips/promoting_effective_classroom_participation.html

Allwright (1984) also has put forward the theory concerning three types of oral engagement language lessons. In the most frequent type, called '*compliance*', students' utterances are very much dependent on the teacher's management of classroom communication, for example, when they reply to the teacher's questions. In the second type, known as '*navigation*', learners take the initiative to overcome communication breakdowns, as in requests for clarification of what has been said. This may be seen as a simpler type of negotiation of meaning that can help comprehension and may contribute to language development. The less frequent type is '*negotiation*', and when it occurs, the teacher's and the students' roles may become less asymmetrical, and interlocutors attempt to reach decision making by consensus.

According to Luu, T.T and Nguyen, T.K.N (2010), classroom interaction comprises of two types: non-verbal and verbal interaction. The former type refers to students' behavioral response in class, i.e. head nodding, hand raising, eye contact, body gestures, etc. while the later includes written and oral interaction. Written interaction is the style of interaction in which students write out their ideas or thoughts, in other words, they interact with others through written works, documents and so forth. By contrast, oral interaction implies that students communicate with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

In this study, the researcher defines 'students' participation' basing on the concept put by Green, D. (2008) and the work written by Luu, T.T and Nguyen, T.K.N (2010). Specifically, student's participation in this study refers only to students' oral interaction, which includes voluntarily answering teacher's questions, giving opinions about certain topics discussed in class,

making spontaneous contributions, making a commentary, asking questions, participating in group discussions.

2.1.4. Motivation
2.1.4.1. Definition and types of motivation

Conceptions of definition regarding motivation have been well-documented in literature. While Brown (1994, p.34) offered the following definition drawn from a multitude of sources as "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote that pursuit", Moore (1992, p.172) viewed motivation as "forces or drives that energize and direct us to act as we do". Additionally, Good and Brophy (1990, p.360) claimed that motivation is a hypothetical construct used to explain the initiation direction intensity and persistence of goal-directed behavior. It subsumes concepts such as needs for achievement, affiliation, incentives, habit, discrepancy and curiosity.

The definition of motivation sounds simple; however, there is much disagreement over the precise nature of motivation.

To education theorist, as well as psychologists, what motivation means depends much on the particular theory of human nature that is used. Deci and Ryan (1985) distinguish between two broad theoretical orientations: mechanistic and organismic:

Mechanistic theories tend to view the human organism as passive, that is, as being pushed around by the interaction of physiological drives and environmental stimuli, whereas organismic theories tend to view the organism as active, that is, being volitional and initiating behaviours

(Deci & Ryan, 1985, pp 3-4)

From behaviourists' perspectives such as Thorndike and Watson's, motivation was not a very useful conception since it was not immediately observable or measurable. Under the prevailing influence of conditioning theories related to behaviorist psychology in the middle of the twentieth

century, it was believed that "the practice and drilling, positive and negative reinforcement or punishment and praise in learning" also contribute to forming motivation.

The 1960s brought about further considerable changes. Humanistic psychologists proposed that the central motivating force in people's lives is the *self-actualizing tendency*, which is "the desire to achieve personal growth and to develop fully the capacities and talents we have inherited". Accordingly, Maslow (1970) proposed his famous *"Hierarchy of Needs"*, distinguishing between five basics levels of needs from the lower to the higher, namely the physiological needs, safety needs, love needs, esteem needs and finally self-actualization needs.

Self-actualization needs

Esteem needs

Love needs

Safety needs

Physiological needs

Figure 1: Masmalow's (1970) Hierachy of Needs

The most concurrent motivational conceptualization is featured by the *cognitive approach*, which placed the focus on how individual's conscious attitudes, thoughts, beliefs and interpretation of events influence their behaviors. According to this view people's decision to do something is determined firstly by their beliefs about the values of the action and then about their evaluation of whether they are able to confront the challenge and whether the encouragement they are likely to get from the people and institutes around them is sufficient.

In L2 learning, Gardner (1985) defined motivation as a term which is often used with respect to L2 learning as a simple explanation of achievement, which comprised four aspects: " a goal, effortful behavior, a desire to obtain the goal and favorable attitudes toward the activity in question" (p.363). Crooks and Schmidt (1991) suggested motivation to learning a L2 is "the learner's orientation toward the goal of learning a L2" (p.91). Regarding students' motivation, Brophy (2004) stated that it stems from "students' subject experience, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so".

The classification of motivation has also under examination of many scholars. Gardner and Lambert (1972) and Gardner (1985) (as cited in Dornyei, 1994) divided motivation into two basic types: *integrative and instrumental* which influenced a considerable amount of L2- related research. According to Gardner and Lambert (1972), the former refers to language learning for "personal growth" and "cultural enrichment" that is the learner desires to learn a language to "interact with and even become similar to valued members of that community". The latter type is related to "the potential pragmatic and practical gains of L2 proficiency", which means learners are motivated to learn L2 for functional or external reasons.

Though being distinguished, Brown (1994) made the point that both integrative and instrumental motivation are mutually inclusive. Most situations in language learning involve a mixture of each type of motivation.

In the line with Gardner and Lambert, Deci and Ryan (1985), Harmer (1991, p.5) mentioned that there are in essence two types of motivation, namely *extrinsic and intrinsic motivation*, which would be in further discussion later. Intrinsic is greatly decided by the feeling of achievement or the goal set beforehand, which, according to Dobson (1974, p.15) may be

wiped out if acquiring a language is beyond learners' effort. Thus, revising learners' motivation belongs to teachers' responsibility.

2.1.4.2. Intrinsic and extrinsic motivation
Intrinsic motivation is a set of motives, which lay within a person. As Liu (2002, as cited in Luu, T.T and Nguyen, T.K.N, 2010, p.32) claimed, intrinsic motivation refers to "*motivation to perform an activity simply for the pleasure and satisfaction that accompany the action*". Deci and Ryan regard intrinsic motivation as "the innate psychological needs to be competent and self-determining" (1992, p.9). Here, intrinsic motivation is viewed as voluntary and spontaneous in nature, not dependent on reinforcement of biological drives and needing no other reward than the affects and cognitions accompanying the intrinsically motivated activity. Deci (1975, p.23) also suggested that: "*intrinsically motivated activities are one for which there is no apparent reward except the activity itself [..], intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination*". Noels (2001) appeared to agree with formerly views when writing, "Intrinsic orientation refers to reasons for L2 learning that are derived from one's inherent pleasure and interest in the activity". By this opinion, the more one enjoys learning the target language, the more successful they are at it and the better they feel about the task. Deci and Ryan (1985) expanded on this to include "being intrinsically motivated to learn improves the quality of learning and those conditions that are autonomy supporting and informational will promote more effective learning as well as enhance intrinsic motivation and self-esteem.

On the other hand, extrinsic motivation consists of motives that lay outside a person, such as rewards or punishment, etc. According to Brown (1994, p.38), extrinsic motivated behaviors are carried out "*in anticipation of a reward from outside and beyond the self*". Deci and Ryan (1985) identified four types of extrinsic motivation according to the degree in which the motivation is internalized, or is other-regulated or self-regulated: external, introjected, identified, and integrated regulation. Follows is a brief description of these four types of extrinsic motivation accompanied by some typical examples cited in Deci and Ryan's work (1985):

1. *External regulation* refers to behavior initiated by another person, e.g, by means of the offer of a reward or the threat of a punishment. Avoidance of parental confrontation, or the desire to be praised, are examples of external contingencies regulating actions. This is the least self-determined form of extrinsic motivation.

2. *Introjected regulation* involves "internalized rules or demands that pressure one to behave and are buttressed with threatened sanctions or promised rewards" (Deci et al., 1991, p.329). This form of extrinsic motivation is not part of the integrated self, and therefore cannot be considered to be self-determined, or to entail true choice. Deci et al. quoted an example of a student coming to class on time so as not to feel like a bad person.

3. *Identified regulation* occurs when the individuals values the activity and has identified with it. In this form of extrinsic motivation, the behavior has become "more fully a part of the self, so the person does the activity more willingly" (Deci et al., 1991, p. 329). The person now feels a sense of choice or volition about the activity. An example would be a student who does extra work in mathematics because it is important for him or her to be good at math.

4. *Integrated regulation* is the "most developmentally advanced form of extrinsic motivation" (Deci et al., 1991, p.330). It refers to activities which are fully self-determined and primarily part of adult stages of development.

2.1.4.3. Characteristics of motivated learners

Naiman (1978 as cited in Nguyen, 2004) concluded that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain characteristics. Some noteworthy points are stated below.

• *Positive task orientation*	The learner is willing to tackle tasks and challenges, and has confidence in his or her success
• *Ego-involvement*	The learner finds it important to succeed in learning in order to maintain and promote his or her own self-image
• *Need for achievement*	The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do
• *Goal orientation*	The learner is very aware of the goals of learning or of specific learning activities and direct his or her efforts towards achieving them
• *Perseverance*	The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress
• *High aspirations*	The learner is ambitious, goes for demanding challenges, high proficiency, top grades
• *Tolerance of ambiguity*	The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion, he or she can live with these patiently, in the confidence that understanding will come later

Table 1: Some characteristics of motivated learners suggested by Naiman (1978 as cited in Nguyen, 2004)

Dornyei (2003) seemed to agree with the predecessor as he described motivated individuals as following:

The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, make attributions concerning success and/or failure, is aroused, and make use of strategies to aid in achieving goals

Dornyei (2003, p.236)

2.1.4.4. Factors affecting students' motivation

The motivation that brings students to the task of learning L2 can generate from a wide range of factors. It is worth considering what and who these are since they can contributed to forming students' feeling and engagement with the learning process.

Harmer (1991) identified some external sources that can provoke students' motivation. The first one is *the society learners live in*. According to him, some attitudes toward language learning and the English language in particular outside the classroom such as the school situation, the cultural images associated with English can have a profound effect on the degree of motivation the student brings to class. In addition, some significant others close to learners such as their parents, siblings or peers are also sources of students' motivation. Next, *the teacher* is clearly a major factor in the continuance of students' motivation. His/her attitude to knowledge of the language is said to be crucial. Lastly, *the method* is also a starting place of motivation.

However, this proposal seemed to cover only the surface source of motivation, without considering the matter from different perspectives. Dornyei's (1994 as cited in Dornyei, 2001; Ushida, 2005) framework of L2 motivation is said to be classroom-based. According to him, it is vital to separate L2 motivation into three components, including language level, learner level and learning situation level.

LANGUAGE LEVEL	Integrative motivational subsystem

	Instrumental motivational system
LEARNER LEVEL	Need for achievement Self confidence • Language use anxiety • Perceived l2 competence • Causal attributions • Self- efficacy
LEARNING SITUATION LEVEL	
Course specific motivational components	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
Teacher-specific motivational components	Affiliate motive (to please the teacher) Authority type (controlling vs autonomy-supporting) Direct socialization of motivation Modeling Task presentation Feedback
Group-specific motivational components	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic)

Table 2: Dornyei's (1994) framework of L2 motivation

In language level, Dornyei followed Gardner and Lambert's (1972) motivation categorization, which associated with integrativeness and instrumentality. The next level concerns individual characteristics and preferences underlying the learning process. Lastly, the most detailed level, learning situation one presents three motivational components, namely course-specific, teacher-specific and group-specific. This framework is regarded as useful source for teachers and researchers to identify motivational sources and develop motivational strategies.

Next, the approach by William and Burden (1997 as cited in Dornyei, 2001) is worth considering as it categorized motivational factors in L2 learning into two detailed subgroups as demonstrated in table below.

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity • Arousal of curiosity • Optimal degree of challenge Perceived value of activity • Personal relevance • Anticipated value of outcomes • Intrinsic value attributed to the activity Sense of agency • Locus of causality • Locus of control re: process and outcomes • Ability to set appropriate goals Mastery • Feelings of competence • Awareness of developing skills and mastery in chosen area • Self- efficacy Self- concept • Realistic awareness of personal strengths and weaknesses in skills required • Personal definitions and judgments of success and failure • Self-worth concern • Learned helplessness Attitudes • To language learning in general • To the target language • To the target community and culture Other affective states • Confidence • Anxiety, fear Developmental age and stage Gender	Significant others • Parents • Teachers • Peers The nature of interaction with significant others • Mediated learning experience • The nature and amount of feedback • Rewards • The nature and amount of appropriate praise • Punishments, sanctions The learning environment • Comfort • Resources • Time of day, week, year • Size of class and school • Class and school ethos The broader context • Wider family networks • The local education systems • Conflicting interests • Cultural norms • Societal expectations and attitudes

Table 3: William and Burden's (1997) framework of L2 motivation

Even though Williams and Burden's framework provides a solid and scrupulous foundation for the sources of motivation, it does not distinguish

between inhibiting and motivating factors as in Green, D. (2008)'s paper. In her approach, Green investigated factors and their influence on both teachers and students in terms of motivating and inhibiting their in-class performance as stated in the table 2.

INHIBITING FACTORS	MOTIVATING FACTORS
Students • Class size • Fear or negative evaluation • Lack of knowledge about and/or interest in topic • Perceived low level of L2 competence • Teacher's attitude	**Students:** • Knowledge of and interest in opic • Teacher's positive feedback • Personal objectives • Class size (few students) • Class procedures
Teachers • Not being prepared for class • Personality factors • L2 competence • Lack of motivation and interest • Types of activities • Teacher's attitude	**Teachers** • Knowledge of and interest in topic • Being prepared for class (include having time to prepare for class) • Working in pairs or groups • Freedom of expression without fear of negative evaluation • Relaxed atmosphere and rapport with teacher and/or peers

Table 4: Inhibiting and motivating factors on students and teachers' participation

(Green, D. , 2008)

She also demonstrated a detailed list of actions representing participation, including:

- Giving opinions
- Answering questions,
- Making a commentary
- Making a spontaneous and unsolicited contribution
- Asking questions
- Having a dialogue between teachers and students and/or between students
- Following classes with attention
- Being involved in the class
- Listening to others

- Helping teacher to "make her class"
- An attitude a student adopts in class
- Talking about a topic
- Showing interest
- Reading
- Participating in group discussions
- Making a thought public
- Making an intervention

(Green, D. 2008, p.58)

In the context of this paper, on considering the motivational factors affecting students' performance, the researcher would like to put aside *the broader context*, *the class and school ethos* as stated in Williams and Burden's framework and place a stronger focus on students' factors rather than both students and teachers as reflected in Green, D. (2008) . The combination of factors from both studies will be developed into questionnaires to investigate motives driving students' performance in speaking lessons.

2.1.4.5. Motivational strategies proposed by Dornyei

According to Dornyei (2001), motivational strategies are techniques to promote individual's *"goal-related behavior"*. They can also be understood as *"motivational influences that are consciously exerted to achieve some systematic and enduring positive effects" (p.28)*.

In his framework, Dornyei categorized motivational strategies into four major components, whose include several macro-strategies. From that foundation, over 100 motivational techniques were developed further.

All components are interrelated with each other and can be followed to fully achieve a motivating learning atmosphere and encourage learner to participate in learning process.

The primary aspect of Dornyei's framework concerns *creating the basic motivational condition,* where he mentions the appropriate characteristics of teacher's behavior, learning atmosphere and learner group for the success of motivating students.

Secondly, *generating initial motivation* is the part where the author mainly discussed about learners' preference, including beliefs and attitude towards L2, expectancy of success, etc.

After generating, the next work should be done is *"maintaining and protecting motivation",* stated in the third category. In this group, a wide

variety of strategies are given in 8 sub-groups with different aims, from the learning to the learner autonomy.

Finally, Dornyei presents motivational strategies to "encourage positive retrospective self-evaluation" as a vital step to help the framework well rounded.

MOTIVATIONAL TEACHING PRACTICE

Creating the basic motivational conditions

- Appropriate teacher behaviors

- A pleasant and supportive atmosphere in the classroom

- A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation

- Promoting motivational attributions
- Providing motivational feedbacks
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Generating initial motivation

- Enhancing the learners' L2 related values and attitudes

- Increasing the leaners' expectancy of success

- Increasing the learners' goal- orientedness

- Making the teaching materials relevant for the learners

- Creating realtistic learner beliefs

Maintaining and protecting motivation

- Making learning stimulating and enjoyable

- Presenting tasks in a motivating way

- Setting specific learner goals

- Protecting the learners' self-esteem and increasing their self-confidence

- Allowing learners to maintain a positive social image

- Creating learner autonomy

- Promoting self-motivating strategies

- Promoting cooperation among the learners

Figure 2: The components of motivational teaching practice in the L2 classroom by Dornyei (2001)

2.1.5. Second year speaking curriculum – Semester II

Speaking curriculum for second year mainstream students has been designed exclusively for two programs running simultaneously in the faculty, namely the Teaching English as a Foreign Language (TEFL program) for students majored in English only and Double Majors Program (DM program) for students majored in English – Finance and Banking, English – Business Administration and English – External Economics.

2.1.5.1. Objectives of the course

For TEFL program, as stated in the Course Guide, after finishing second year studying at FELTE, ULIS, VNU, mainstream students are expected to achieve speaking ability *"equivalent to **level 3** (independent users) of **ALTE** (Assessment in Language Teaching in Europe) **and B2 level of CEF** (Common European Framework)" (p.12).*

Apart from those criteria, students in DM Programs also find themselves pursuing one extra level, namely **BEC (Business English Certificate) Vantage**

Among certain objectives of speaking content, it should be noted that at the end of the semester, students in both programs will be able to:

…describe and express their ideas, opinions and points of view systematically; have good expressions, structures. [..], follow or give a talk on familiar/business topic or keep up on conversation of a fairly wide range of (business) topic; take and pass on most messages that are likely to require attention in everyday situations. (p.12)

Note-worthily, as regards the language, by the end of the course, students will be capable of employing proper communicative strategies in a variety of social situations, tackling unexpected and relying less on fixed patterns of language. It could be seen that these two aims agreed with the aforementioned definition of speaking proposed by Brown , D. (1994). Even

though, DM Program places special attention on the use of business language but students are still communicative – oriented. Thus, the course is designed to put strong focus on students' application of communicative strategies and improvising in social or business conversing contexts.

5.1.2.2. *Speaking activities*

In the Faculty of English Teacher Training, HULIS, VNU, second-year speaking curriculum for **TEFL Program** has been integrated with the listening one to form two courses namely Oral communication IV. For this course, speaking syllabus for second-year mainstream students has been designed, basing on the course book *"Inside out – intermediate – Students' book"*. Each week, students have **3 periods** of speaking skills, equal to 150 minutes per week. For each lesson, activities in each lesson are: News report, Inside Out-based Speaking activities, Pronunciation practice, and Presentation skills on focus. The introduction of movie dubbing and persuasive presentation also varies the speaking activities. The study focuses are developed on the basement of *Inside out - Intermediate - Student's Book*. Details for Speaking assignment can be found in the table below.

Assignment	Objectives	Students' task
Movie Dubbing *(10% of the total assessment)*	• To provide students chance to practice their English pronunciation with a focus on accuracy and intonation • Familiarize students with native speakers' pronunciation in context • Motivate students to use	• In pairs, students have to watch excerpt from one of the assigned movies, paying great attention to actors' pronunciation and intonation •Students will imitate the actor's pronunciation and perform in front of the class as much alike

	audio-visual materials to practice their English pronunciation	as possible.
Exam folder (10% of the total assessment)	• To provide students chance to practice specific sounds in English and enhance their pronunciation • To help students use language in context more accurately and naturally • To build up students' confidence and prepare them for the end term test	• In pairs, students prepare all components of the Speaking End –term test, which comprises of two components: ready-for-performance handout and language reference. These two subparts contain pronunciation of target sounds, individual long turn and two-way discussion of the weekly topics for each. • Students then have to perform those tasks in class as a preparatory step for their exams.

Table 5: Speaking assignments in Second year mainstream speaking curriculum for TEFL program

Meanwhile, students in **Double Major Program** have their Speaking syllabus settled on the course book *Market Leader Intermediate New Edition – Student's book*. Each week, students have **3 periods** of speaking skills, equal to 150 minutes per week. In-class activities can include Market Leader-based speaking activities, sound work and exam practice. Word game and business brief are two major assignments that students have to deal with, which are described in the table below.

Assignment	Purposes	Students' task
Word game	• Widen students' business	In groups of 3 or 4, students

(10% of the total assessment)	vocabulary • Practice vocabulary learning strategies • Sharpen students public speaking skills	have to prepare and host a game to help their classmates learn and practice the key vocabulary items of each unit in the course book.
Business brief (10% of the total assessment)	• Improve students professional knowledge • Develop searching information skills • Practice presentation skills, critical thinking	In groups of 3 or 4, students have to prepare and deliver a short presentation on a business issue relevant to the topic covered in the course book.

Table 6: Speaking assignments in Second year mainstream speaking curriculum for DM program

2.1.5.3. Participation policy

There are no detailed guidelines for teachers and students regarding assessment criteria for participation in both programs. As stated in the Course Guide for DM Program, to get 2 bonus point from participation part, students are expected to be "*very active, creative and talkative in speaking English, contributing ideas and practicing speaking activities in class*". Students pursuing TEFL Program also need to work "*cooperatively and collaboratively with peers, complete all assignments by due date*" but without any rewards

As can be seen, the activities and the content for Speaking IV strictly follow the Communicative Approach and aim at encouraging and improving students' speaking competence. Despite those efforts, it could be observed that not all students are actively participated, which trigger the researcher's

aspiration to explore their perception of participation as well as hidden factors behind their low engagement in speaking lessons.

2.2. Review of related studies

2.2.1. Previous studies conducted in worldwide context

Concerning student' participation, especially oral participation, a number of researches has been developed in worldwide context. The first study to mention is "An investigation into the factors affecting L2 learners' classroom participation" conducted by Liew Hui Choo and Faizah Mohamad Nor in University of Technology Malaysia in 2010. The research aimed at identifying (1) the L2 learners" perceptions of their classroom participation, (2) factors influencing the learners' classroom participation and (3) the lecturers' perceptions of the L2 learners' participation in the classrooms. The researchers invited 35 learners who enrolled in two English classes and two lecturers who taught the classes to be the respondents for the study. The data for this study were obtained via questionnaires, observations, and interviews. The findings of this study demonstrated that a majority of the learners perceived that they were passive in classroom participation. This study also indicated the key factors restricting a majority of the learner's participation including " *students' fear of the lecturers' criticism towards their responses, anxiety, perception of the lecturers as the authority, reluctance to criticize their peers' opinions, fear of the lecturers' possibility of asking for elaboration, learning strategies, and the lecturers' teaching practices and personality"(p.6)* . As for the lecturers, they were aware of students' inactive participation but claimed that the factors, which may have caused the reticence, are the learners' personality and their perceptions of their roles as universities students, not factors from teachers themselves. Next, they reported

that students' participation does not reflect their actual academic ability. Although this framework proposed useful and practical view of students' participation and reasons behind their inactive performance, it has a drawback, which is the lack of comparison and the need to bridge the gap between students and teachers' perspectives.

Another study in factors affecting classroom oral interaction of teacher-learners also gaining consensus was conducted in China by Xu, R. (2006). 143 subjects involved in this study had 3-year learning experience in junior college as English majors and another working experience of at least 3 years as teachers of English. This quantitative study attempts to figure out in L2 motivation perspective the factors that affect the classroom oral participation of the teacher-learners in their further education. The findings obtained after a correlation study of the relationship between the learners' oral participation and the factors in the levels of language, learner and learning situation indicate that self-perceived competence and desire to communicate display greater correlation with participation. Some suggestions on how to improve learners' self-perceived competence and promote their desire to communicate in class were also promoted.

One study that was found closest to the researcher's current study is the one carried out by Green, D. (2008) in Argentina in an English teacher training program. 24 pre-service teacher trainees and 20 teachers collaborated in this study. There were three main objectives have driven the present project: (1) to establish a common ground definition of what is understood by class participation by both teacher trainers and pre-service teacher trainees ; (2) to identify the factors which trainees and/or trainers consider determinant in influencing class participation; and (3) to explore, compare, and contrast trainees' and trainers's voices regarding this question. With reference to

factors that were considered as motivating participation in class, from students' perspectives, Green found out that *knowledge of and interest in topic, teacher's positive feedback, personal objectives* (including overcoming insecurity and anxiety, wanting to give a good image, and a desire to learn and practise), *small class size, and class procedures* (including classes complemented with videos and/or music, provision of theoretical material, and debates with other peers and group work). On the other hand, trainers believed *students' knowledge and interest in topic, being prepared for class, pair and group work, students' freedom of expression without fear of negative evaluation, and a relaxed atmosphere and good rapport with teacher and/or peers* to be the principal factors encouraging trainees to participate in class. It is evident that there is quite a degree of agreement between trainers' and trainees' views. While the number of students in one class receives little attention from trainers (teachers), students are more concerned about this matter. By contrast, students' preparation was placed strong focus by trainers whereas the other group do not mention this factor.

2.2.2. Previous studies in Vietnam

In Vietnam, not many researches concerning the target issues have been developed. A secondary research carried out by Luu, T.T and Nguyen, T.K.N (2010) named "Theoretical Review on Oral Interaction in ELF classroom" demonstrated a comprehensive look at how different scholars approach the term "oral interaction" and the correlation between classroom interaction and L2 acquisition. Beside revisiting two forms of oral interaction in EFL classrooms encompassing teacher-learner interaction (involving Initiation-Response-Feedback pattern and teacher questioning'), and learner-learner interaction (involving pair work and group work, and topic-based and task-

based activities), the researchers also reviewed the related theories proposed by Fawzia (2002), Tatar (2005), Fassinger (1995), Liu (2001), Wilson (1999) and Walsh (2002). Notably, Walsh (2002) found teachers' choice of language and their capacity to control the language use to be crucial to facilitate or hinder learners' participation in face-to-face exchanges. On one hand, teacher verbal behaviors increase the level of learners' participation such as "applying open and direct approaches to error correction, using of real-life conversational language appropriately when giving feedback, allowing extended wait-time for learner responses, scaffolding by providing needed language to pre-empt communication breakdowns and offering communication strategies" to maintain and extend learners' turns. In contrast, teacher verbal behaviors interrupt learners' language use such as latching or completing a learner's turn, echoing or repeating all or part of what learners has said and making learners loose the thread of their utterances.

Within the context of FELTE, ULIS, VNU, while little attempts has been made in exploring students' participation and motivational factors affecting students' performance, motivational strategies were under examination of various researchers. Targeting the group of 11th form students who were claimed to "have the ability of proper cognition", Hoang (2001, p.18) put a strong focus on the relationship between classroom environment and students' motivation in learning English in general. The results revealed that both teachers and students "highly value the importance of their working place" which strongly stimulate students to learn. Based on that, attention for suggested techniques was drawn toward schools' physical condition development as well as teacher's awareness to enrich their teaching techniques. These implications were not effective enough, as they just touched

upon the surface of the problem without giving a detailed picture of the underlying aspects.

Another study of the same topic about classroom environment conducted by Vu (2006) also proposed that classroom atmosphere including teachers-students relationship, instructions, types of classroom activities, classroom discipline and time management play a vital role in generating and maintaining students' motivation for learning.

Also with 11th form students as the target group, Nguyen's study (2001) pointed out several factors that affect learners' motivation in English speaking practice, including teachers' teaching methods and personality, materials/ resources, learning objectives and atmosphere. In the target context, due to the large size of the classes, she also claimed that the most common techniques employed in classroom were pair work and individual work. Students were not found encouraged by techniques and activities employed by the teachers. Nguyen (2001) made some suggestions for the betterment of teachers' teaching techniques, such as tactful and gentle error correction, verbal praises, corrective feedback and various tasks, topics and classroom activities.

Thus, the limit of discussion regarding the students' perception of their participation and extrinsic and intrinsic motivational factors facilitating or inhibiting students' participation have created the major gap that the researcher would like to attempt filling in.

CHAPTER 3: METHODOLOGY

In the previous chapter, the literature on the research topic was reviewed for the theoretical basis of the whole study. On a more practical side, this chapter provides a detailed picture of the methodology as the participants, the instruments (including questionnaires, observation scheme and semi-structured interview) as well as the procedure of data collection and analysis are discussed in detail.

3.1. Participants

In accordance with the targeted research questions and instruments of data collection, there are two groups of participants involving in this research, including group A (students) and group B (teachers).

Group A comprises of 83 second year mainstream students who are currently pursuing their TEFL and Double-Major program, FELTE, ULIS. These participants are supposed to be around 19 years old and their English competence is Intermediate. Second year mainstream students are chosen because they had majored in English for three semesters. As they have had time familiarizing themselves with university studying environment as well as have created certain intimacy with classmates and teachers, and have in some way overcome initial shyness and reticence, the researcher can exclude an important external factor, namely 'familiarity with learning environment', which possibly exerts certain influence on first-year students . Specifically, for observation, students from three classes in second year mainstream are chosen. Due to the academic schedule, the researchers can only arrange time to observe the speaking lessons of these classes.

For the interviews, in order to get a more in-depth and precise responses, from the observed population, six students will be selected to participate in interviews.

Group B includes nine speaking teachers in Division of English II for observation and interviews. Their age ranges from 23 to 25 years old, with 2 to 5 years of teaching experience. These participants are chosen because they are directly in charge of the speaking lessons of four targeted classes in semester II, academic year 2010-2011. Their teaching experience as well as knowledge of the classes will be of great help to the researcher' work and add more reliability to the research. Besides, their comparison between the agreed criteria on marking students' participation and the reality is regarded as one of the most important elements for the success of the study.

3.2. Research instruments

3.2.1. Questionnaires

Moore (2006) highlights that questionnaires are relatively easy to administer and they are useful to gather a wealth of data. A survey questionnaire was designed to help students better report their perceptions on their participation in speaking lessons as well as for teachers to look back and reflect their observation on speaking classes and their students 'performance.

The questionnaire is divided into four main parts. In Part 1, a list of actions representing active performance in speaking lessons will be given for students and teachers to present their opinion about active participation, accompanied by number rating scale, ranging from 1, strongly disagree to 5, strongly agree. Next, the frequency in which students perform those action is given, accompanied by a range between 0 to more than 4 times per lesson. The list of action is developed and reworded based on the framework proposed by Green, D. (2008).

In Part 2 and 3 of the questionnaire, a list of intrinsic and extrinsic factors are given with Likert scale. In part 2, the scale ranges from 1, Not motivating at all to 4, Very motivating whereas 1 means Not inhibiting at all and 4 means Very Inhibiting in part 3. The framework suggested by William and Burden in motivation in L2 learning and the table of inhibiting and motivating factors suggested by Green, D. (2008) plays as a key reference for researcher to design question.

Part 4 is a list of some motivational strategies adapted from Dornyei (2001, as cited in Nguyen, 2009) and a numerical rating scale designed to find which strategies that students most preferred and the frequency that teachers applied those strategies in class. Fourteen clearly definable and observable motivational variables were selected and presented in table 7 based on Spada

and Frohlich's (1995 as cited in Guilloteaux and Dornyei, 2008) concept of the primary focus coding convention.

No.	Variables	Description
1. \	Social chat	Having an informal (often humorous) chat in English with students on matter unrelated to the lesson
2.	Stating the communicative purpose or utility of the activity	Mentioning the communicative purpose and the usefulness of the activity
3.	Establishing relevance	Connecting what has to be learned to students' everyday lives
4.	Arousing curiosity or attention	During the presentation of an activity, arousing students' curiosity or attention (e.g. by asking students to guess or by pointing out fun, challenging or important aspects of the activity)
5.	Inconsistent group/pair work	Letting students work in pairs/groups
6.	Tangible reward	Offering students touchable rewards (presents, marks, etc.) for successful taking part in the activity
7.	Personalization	Creating opportunities for students to express their personal feelings/opinions
8.	Elements of interests, creativity, fantasy	Providing activities connecting with students' interests, values, creativity
9.	Intellectual challenge	Providing activities connecting with intellectual challenge (e.g. involve a memory challenge, puzzle solving or finding hidden information)

10.	Individual/ Team competition	Using activities which raise competition among individuals/ groups
11.	Neutral feedback	Checking students' answers carefully, with constructive comments
12.	Elicitation of self or peer correction	Encouraging students to correct their own mistakes or peers' mistakes
13.	Effective praise	Offering praise for effort or achievement that is sincere, specific and appropriate with students' achievement
14.	Class applause	Celebrating a student's or group's success or effort by applauding

Table 7: The 14 Observational Variables measuring Teachers' motivational strategies (adapted from Dornyei, 2001)

3.2.2. Observation

According to Dörnyei (2007, p.178), classroom observation "provides direct information rather than self reported accounts". This is significant in learners' classroom participation as well as lecturers' ways of eliciting learners' feedback which will influence the learning atmosphere. Thus, besides analyzing the self-reported data collected via questionnaires, the observations done also enabled the researcher to gain an insight into the learners' actual participation in the classrooms and the interaction between the lecturers and the learners. Consequently, the observations will enrich the findings of this research.

The researcher has planned to carry out observation in 12 speaking lessons in three classes at semester II, academic year 2010-201. To best record the class procedures and evaluate students' participation and teachers' deployment of motivational strategies, the first part of an observation scheme

has been developed based on the frameworks proposed by Green, D. (2008) and Dornyei (2001). The second part was settled on the 14 observational variables measuring teachers' motivational strategies from Spada and Frohlich's (1995 as cited in Guilloteaux and Dornyei, 2008) concept of the primary focus coding convention.

3.2.3. Interviews

Besides observations, the qualitative data of this study were collected via semi-structured interview as well. According to Best and Kahn (1986), the use of interview yields the advantage in which by building rapport with the interviewees, the interviewer will be able to get some confidential information which they might be reluctant to express through writing. Plus, as the interview is carried out face-to-face, interviewees' difficulties in understanding the questions can be clarified by the interviewer.

The interview served as a medium for them to share their personal points of view regarding their classroom participation, which they might not be able to point out via the questionnaire as well as their internal factors which were unobservable in the classroom.

In sum, the semi- structured interviews ensured comparability of responses across participants as the topic areas to be covered are pre-defined (Dörnyei, 2007). In addition, the interviews, which were carried out after the questionnaire survey and classroom observations, also enriched the final findings as the interviewees were required to provide more in-depth explanation on the discovered patterns (Dörnyei, 2007). In other words, the interviews done played an important role in validating the observation and questionnaire findings of this study

During interviews, detailed notes will be carefully taken. Audio recording devices may also be employed at the participants' permission to aid the data collection process. All the interviews will be carried out in both Vietnamese and English, depending on the interviewees' interest.

3.3.   Data collection procedures

The procedure of data collection consists of four main stages:

Stage 1:

At the teachers' consent, classroom observations were conducted with the use of the pre-designed observation checklist.

Stage 2:

Approximately 100 questionnaires were delivered to second year mainstream students at FELTE, ULIS in person, 83 were returned. Instructions were given clearly; all the terms were clarified to assist participants in understanding correctly the wording in the questionnaires. The researcher was also present to answer any questions arising in the process.

Questionnaires were also sent to nine teachers in person or via emails.

Stage 3:

Interviews were conducted with six participants who were found to be either active or passive during the lessons under the researcher's observation. The interviews were recorded for further examination.

3.4. Data analysis procedures

Questionnaires, observation checklists and interview recordings as the primary data gathered using these instruments will be then collected for analysis.

Regarding the questionnaires, the response of the students and teachers to the questions will be counted, rated in percentage then synthesized and

presented in form of charts and tables to illustrate more clearly students and teachers' conception of active participation as well as extrinsic and intrinsic factors affecting students' engagement in the lessons.

Notes from observations are used to, first, make any necessary changes to the intended questionnaires, and second, prepare relevant questions for the later interviews.

In terms of semi-structured interviews, answers from interviewees are collected and grouped in accordance with the research questions.

Responses collected from teachers and students will then be compared to find out the differences and similarities, from which implications to enhance students' participation are drawn.

CHAPTER 4: FINDINGS AND DISCUSSION

The following chapter provides major findings from the collected data and discussion to reveal the answers to three research questions. Each research question will be justified by two parts: first, the results from the questionnaires, interviews and observation and second, detailed discussion of the findings where comparison between teachers' and students' answers will be discussed. Finally, pedagogical implications will be drawn from the findings of the study.

4.1. Research question 1: The perception of active participation from the perspectives of teachers and students

The following table demonstrates different actions representing active participation according to the framework proposed by Green, D. (2008) and the last two actions belong to students' conventional thoughts withdrawn from researcher's investigation.
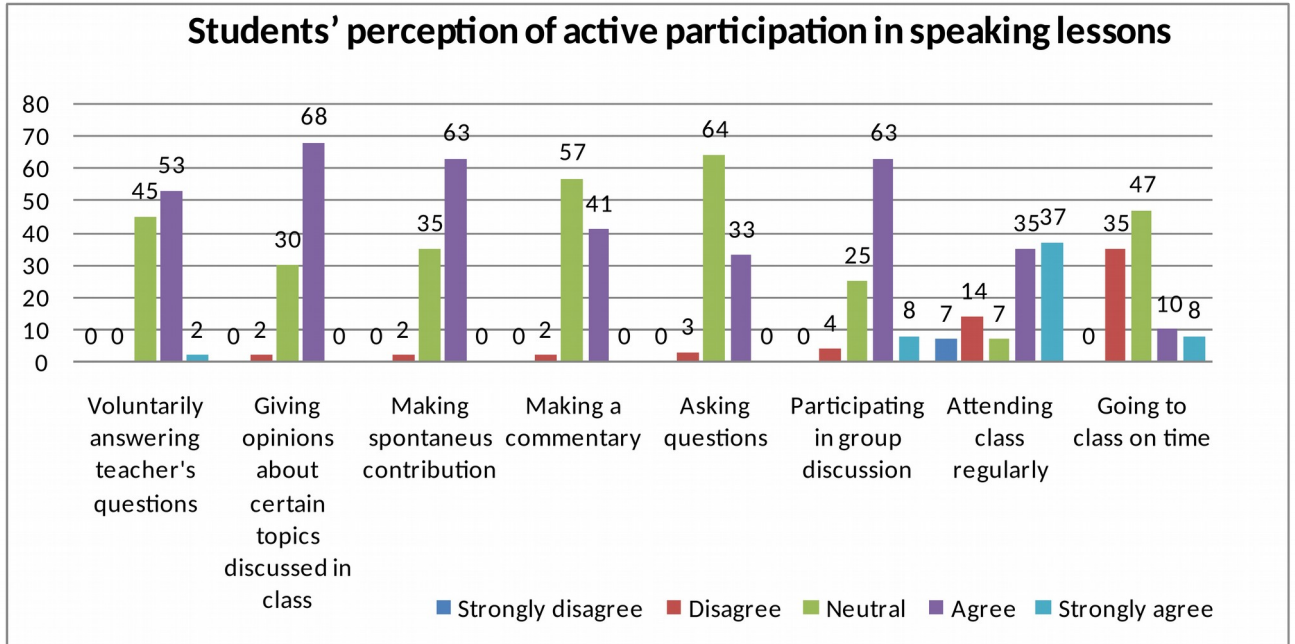
Figure 3: Students' perception of active participation in speaking lessons

Top oral-participating actions at highest ranks as perceived by students	
a. Agreement (=% of students choosing agree and strongly agree)	• Attending class regularly (72%) • Participating in group discussion (71%) • Giving opinions about certain topics (68%)
b. Neutral	• Asking questions (64%) • Making a commentary (57%)
c. Disagreement (=% of students choosing disagree and strongly disagree)	• Going to class on time (35%) • Attending class regularly (21%)

Table 8: Top oral-participating actions at highest ranks as perceived by students

As can be seen from the chart, the majority of students, 72%, claimed that attending class regularly represents active participation. The following

positions fell on the three actions, namely participating group discussion (71%), giving opinion about certain topics discussed in class (68%).

On the other hand, a large percentage of students kept a neutral attitude on whether asking questions is considered to be actively participate in the lesson or not. The action "making a commentary" also receives high level of neutral idea, 57%.

For the last two actions, the opinions of students for "attending class regularly" were more varied. As can be seen, nearly three-quarters of students agreed or strongly agreed that if they attend class regularly, they may be seen as actively involving in the lessons whereas 21% of students stood on the opposite viewpoint. Lastly, the majority of students supported that going to the class on time did not belong to active participation.

Figure 4: Teachers' perception of students' active participation

Top actions at highest ranks as perceived by teachers

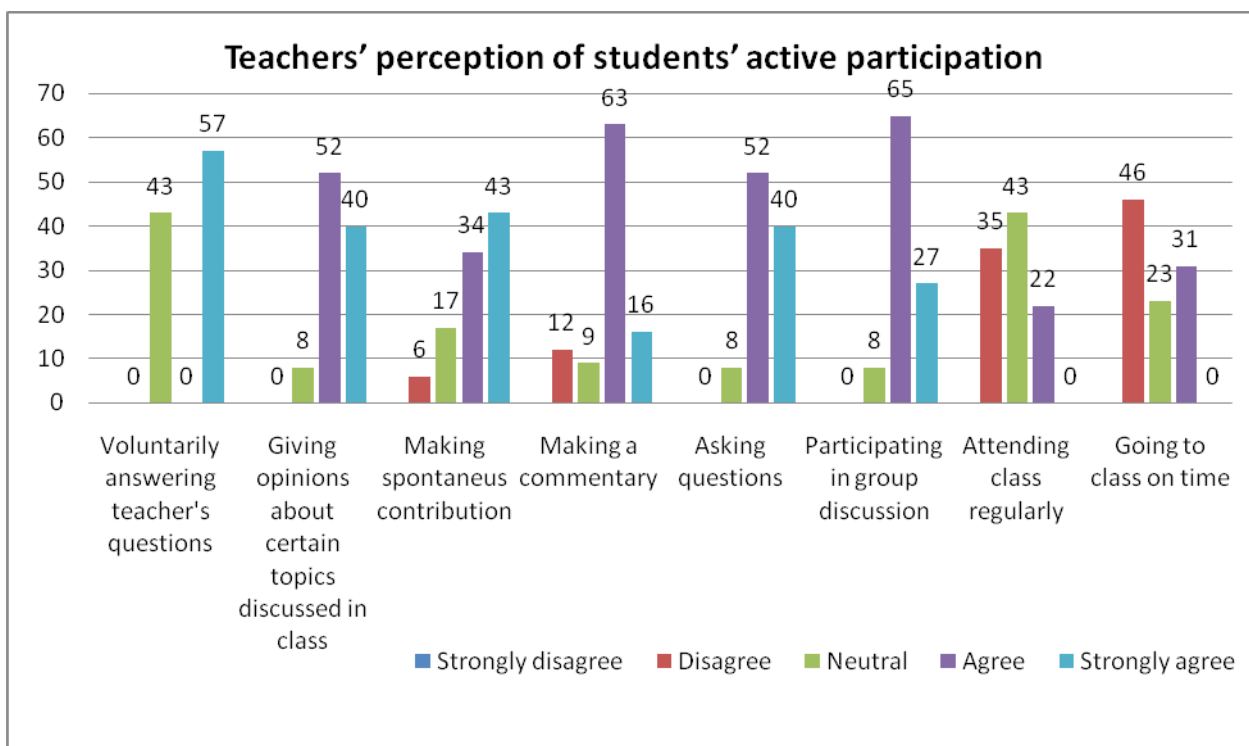| a. Agreement (=% of teachers choosing agree and strongly agree)	• Asking questions (92%) • Participating in group discussion (92%) • Giving opinions about certain topics (92%)
b. Neutral	• Voluntarily answering teachers' question (43%) • Attending class regularly (43%)
c. Disagreement (=% of teachers choosing disagree and strongly disagree)	• Going to class on time (46%) • Attending class regularly (35%)

Table 9: Top oral-participating actions at highest ranks as perceived by teachers

As far as teachers' opinions are concerned, three actions including asking questions, participating in group discussion and giving opinions about certain topics shared the highest rank with 92%. The last two actions was where disagreement from teachers could be found. Teachers appeared to have various attitudes towards "attending to class regularly". As highlighted by the chart and table, 43% of surveyed teachers stood on neutral column while 35% chose to disagree on considering this one to be active participating action. The highest rate of disagreement was recorded in the last action, going to class on time.

Comparison between students and teachers' conception of active participation		
Actions at highest rank showing	As perceived by students	As perceived by teachers

a. Agreement	• Attending class regularly (72%) • Participating in group discussion (71%) • Giving opinions about certain topics (68%)	• Asking questions (92%) • Participating in group discussion (92%) • Giving opinions about certain topics (92%)
b. Disagreement	• Going to class on time (35%) • Attending class regularly (21%)	• Going to class on time (46%) • Attending class regularly (35%)

Table 10: Comparison between students and teachers' conception of active participation

Clearly, in comparison with the participation policy stated in the Course guides for both programs in FELTE, ULIS, VNU (p.32, 2010), some certain similarities and disparities among these rules and perceptions from students and teachers can be recorded. In terms of similarities, it can be seen that both groups of participants supported that participating in group discussion and giving opinions on certain topics representing active participation with high rates of agreement. They also shared the same opinion on the last action "going to class on time" as it did not represent high involvement in the lesson. However, there was one action were where discrepancy arose. The majority of students believed that if they attend class regularly, they would be consider as highly engaged in the lessons. However, students' regular attendance and punctuality were not mentioned in the policy as criteria to assess students' participation. This was to explain high rates of disagreement recorded in teachers' opinions for this action. From the observed classes, the researcher also noticed that even though some students may attend all classes punctually,

they were still silent, did some private works in speaking lessons. This phenomenon may lead to the fact that students just tried to be present at the class as much as possible without learning of the effectiveness of their participation during the lessons. Thus, a stronger focus should be put on student involvement rather than their presence.
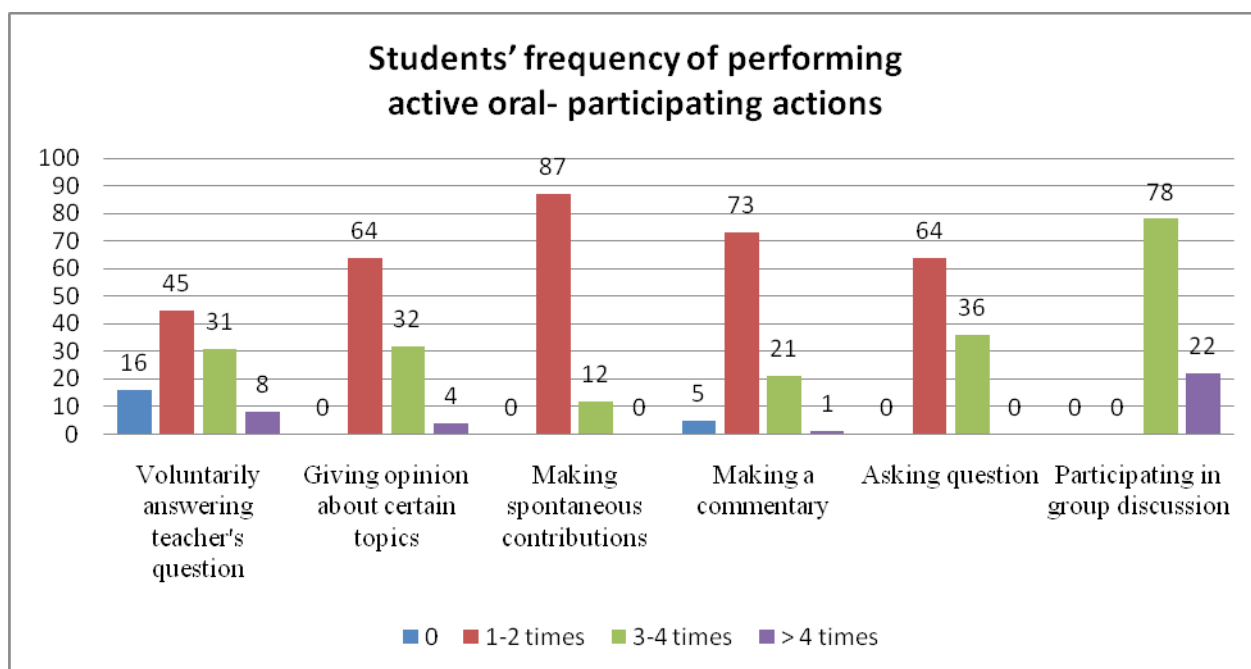
Figure 5: Students' frequency of performing active oral-participating actions

As regards frequency, the chart highlighted that the proportion of students participating once or twice during the 150-minute lesson outnumbered other time indicators. An agreement between the researcher's observation and findings from questionnaires was that students' volunteering to answer teacher's question, the first action, was the least frequent. The majority of students, 87%, claimed that they only answered questions without being called once or twice per lesson. Only some students, who were labeled "active" by teachers in observed classes, continuously involved and followed teachers' queries throughout the lessons while the rest relied on those

outstanding faces and remained silent. Besides, the most frequent action, which means being performed 3-4 times per lesson, belonged to participating in group discussions. This finding coincided with what the researcher recorded from observations, as most students were involved in 3 to 4 discussion-related speaking activities organized by teachers in one lesson. It also can be understood that students are more willing to participate providing that the activities are organized in a micro scale like small groups, not in class as a whole. When interviewed, student B also added that if students speak English in small groups, they will not "*be afraid of losing face*" if they have incorrect answers. Similarly, contributing to the lesson by spontaneous opinions seems to be favored by most students. According to student A, as they "*freely express their opinions without being acknowledged or judged*", students tended to participate in speaking lessons by that way. It also helped them "*avoid talking in front of the crowd*", one of the major factors influencing their speaking confidence, which would be discussed further in later part.

4.2. Research question 2: Extrinsic and intrinsic factors affecting students' participation in speaking lessons

4.2.1. Factors motivating students' active oral participation

4.2.1.1. Intrinsic factors
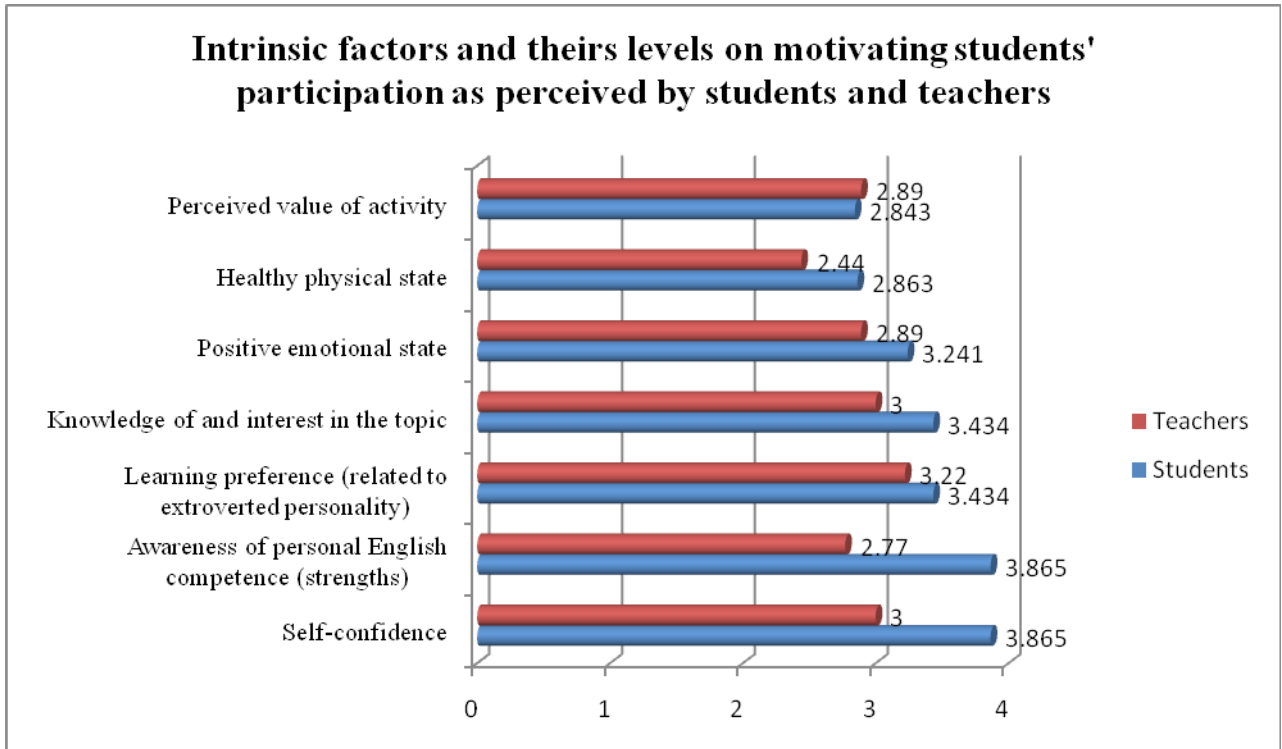
Figure 6: Intrinsic factors and theirs levels on motivating students' participation as perceived by students and teachers

Top intrinsic factors which were perceived to highly motivate students' participation	
Students	Teachers
• Awareness of personal English competence (3.865)	• Learning preference (3.22) • Knowledge of and interest in the

• Self- confidence (3.865) • Knowledge of and interest in the topic (3.434) • Learning preference (3.434)	topic (3) • Self – confidence (3)

Table 11: Top intrinsic factors which were perceived to highly motivate students' participation

As are highlighted by the figure, intrinsic factors exert certain influences on students but learners and lecturers possess various views towards this matter. In terms of similarity, *students' personality, knowledge and interests* were among the factors which highly motivated students as indicated in both groups of respondents. Moreover, the results from questionnaires and interviews were in harmony. All surveyed students claimed that characteristics, either extroverted or introverted play a major role in determining their classroom behaviors. Student C, who were labeled "active" in her class, claimed that her contributions to speaking lessons somehow belonged to her instincts. She said *"I like to speak out what I think. I love sharing with my friends and teachers"*. More importantly, as regards knowledge and interests, a concurrence on its effects and its formation could be found in interviewed students' response. They claimed that to gain knowledge, which leads to motivation to participate in lessons, students must be well prepared before coming to the class. Besides, they must attach what they learn to reality, especially students in Double-Major Program, in order to build up interests in the subject.

The physical condition seemed to be the least influential factors among the mentioned ones as they retained the lowest rank in both figures. Students can still overcome their own physical problems, here only refers to eyesight or hearing but not other severe symptoms. On the other hand, self- confidence

and awareness of good English competence were the most visible instance in terms of discrepancies between the two groups of participants. Those factors stood at the highest rank, 3.865, in students' mind whereas from teachers' perspectives, they only received 3 and 2.77 out of 4.

Self-confidence was also considered as one of the most important factors driving students to involve in the lessons, as reflected in students' response in interviews. Student D said that when she spoke English, she did not care about whether she would lose her face or receive possible negative evaluation. "It's not really about confidence or not, it's just the matter of willingness", she shared frankly with the researcher. However, it seemed that for "awareness of good English competence", the results from questionnaires did not reflect the actual situation. Six out eight interviewed students knew little about their competence or even claimed little attachment between their English competencies to the active participation. Student E said that "*Even though I knew that I made a lot of grammar mistakes in my speech, I still wanted to answer teacher's questions or make comments after my peers' presentation*". None of them concurred that they were good at English already.

4.2.1.2. Extrinsic factors
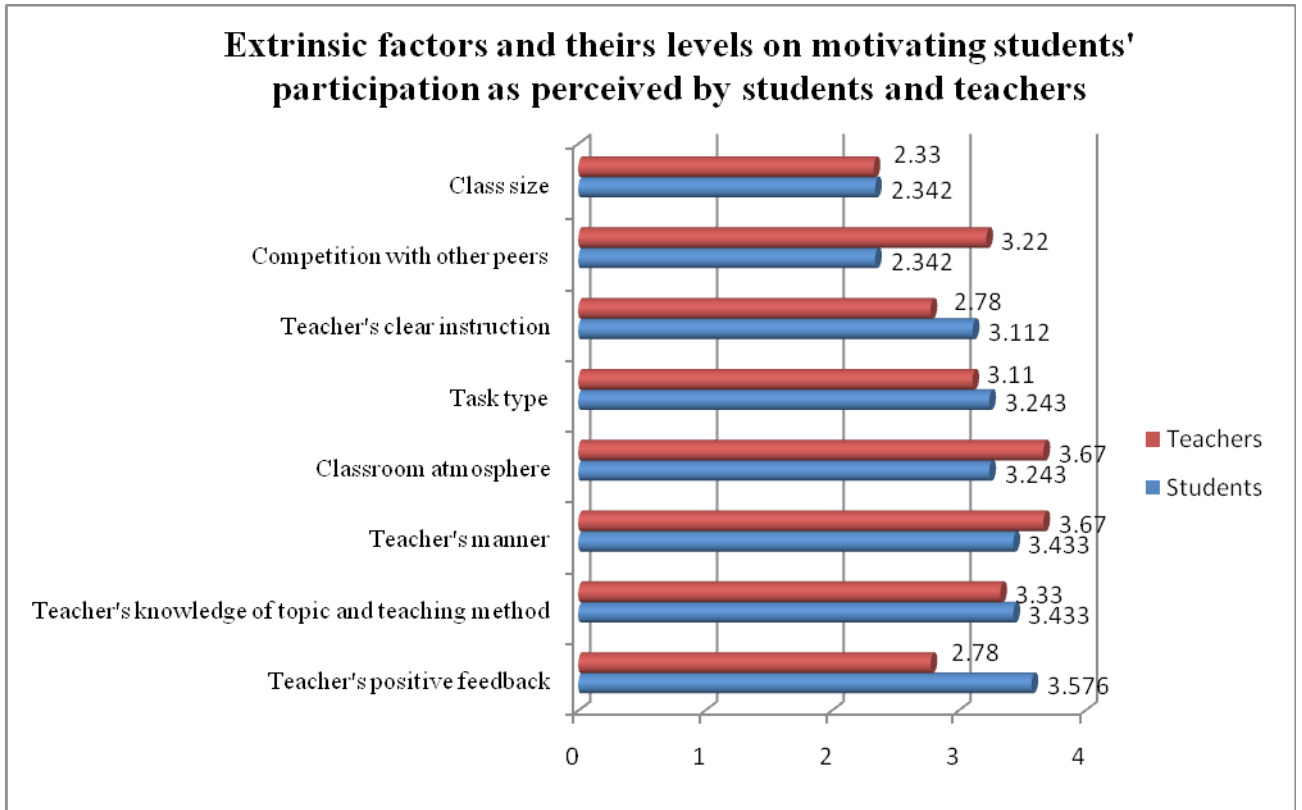
Figure 7: Extrinsic factors and theirs levels on motivating students' participation as perceived by students and teachers

Top extrinsic factors which were perceived to highly motivate students' participation	
Students	Teachers
• Teacher's positive feedback (3.576) • Teacher's knowledge and teaching method (3.433) • Teacher's manner (3.433)	• Classroom atmosphere (3.67) • Teacher's manner (3.67) • Teacher's knowledge and teaching method (3.33)

Table 12: Top extrinsic factors which were perceived to highly motivate students' participation

As far as extrinsic factors are concerned, it can be seen that, students valued most teachers' positive feedback and teacher's pedagogical skills

among the given factors. While students appreciated teacher's positive feedbacks, like complimentary, and placed this factor in the highest position with 3.576 out of 4, teachers only labeled it by 2.78. Student E recalled her memory when she was praised for her thoughtful opinions in a speaking lesson: *"At that time, I was really proud of myself; even though it could be just minor thing to others, it's still an achievement to me"*. Learners also valued teachers' knowledge and teaching methods as the major source of their motivation, which was marked 3.433 out of 4. Student A confessed, *"I really like the way my teacher deliver new knowledge via games or discussions. She also demonstrated her broad knowledge as well as her findings from consulting other sources to help us understand more about the topics"*. Likewise, her peer, who majored in DM program admitted that had it not been for teacher's thorough explanation, they could not have enjoyed and learnt much from lessons over the difficult terms in the business-related speaking lessons.It can be drawn from the observations that students appeared to be more enthusiastic when they participated in role-play, discussion or competitive activities. Clear instructions also made its roles as students were all able to follow the teachers' guide and knew what they had to do to acquire knowledge.

On the other hand, teachers evaluated classroom atmosphere and competition among students higher than students reported. It could be seen that, both groups of participants were aware of the importance of teachers' manner in a lesson. Representing students' 3.434 score out of 4, one student shared with the researcher: *"My teacher was always cheerful and smiled a lot, which brought a relaxing atmosphere to the class. Students like me felt easier to raise our voices"*. Answering the question whether they still acquired the knowledge or let the lesson fly away with laughter, that student denied the

negative effect of smiling. She believed that smiling just create a better environment for students to speak rather than being a distraction to them. This also partly explained why classroom atmosphere was given high marks in both students and teachers' assessment, 3.243 and 3.67 respectively. Creating a positive classroom atmosphere does not entirely belong to teacher's responsibility and ability as well. The general characteristics of members in one class also decide the success of teacher's strategies. For example, teacher A described his class as "energetic and hard-working", which really helped the lesson plan run smoothly and effectively.

In terms of competition with peers, a wide disparity can be recognized from students' and teachers' responses in questionnaires. Students seemed to underestimate this factor, indicated by only 2.342 out of 4. Teacher, on the other hand, appeared to contemplate on the positive rivalry among students and gave it 3.22, making this factor one of the most motivating features affecting students' performance from teachers' perspectives. Compared to the findings from interviews, it seemed that students had more various opinions regarding this issue. While two students claimed that they were self-motivated and are not easily influenced by others, two remained neutral attitude, the rest expressed their source of motivation came from peers' pressure, i.e: having lower study results than their friends'. The last group of students was asked to elaborate more on how they were influenced by their friends. One of them said that competition between classmates does not only occur in speaking lessons but also other subjects. In individual scale, students may come from similar backgrounds, have the same study results at high schools, and the same level of exposure to English but their study results could be different at university. That the way freshmen and sophomores approach knowledge is dissimilar to that of high-school students requires students to adapt to new environment and

establish their own study method. Whoever fails to do so may feel the urge to compete with other classmates. In group scale, the competition may also arise between groups. It now could not be explained by the adaptability of students but by the general psychological law. When working as a group, members consider themselves as only one participant. The pressure may be harder as they do not only work for themselves but for the whole. The level of competitiveness also increases, which comes as a source of motivation. According to Dornyei (2001, p.43), when working in groups, students shared an increased responsibility for achieving group goals, they "pull each other along" and the positive relation among them make the learning process more enjoyable. Thus, it is comprehensible that positive competition plays a key role in motivating students to study.

Class size was the last to mention. It was suggested from the findings that teachers and students' teaching and learning were not influenced much by this factor as it only received around 2.3 out of 4. All interviewed students agreed that because they have familiarized with each other for more than three academic terms, class size was just a minor factor in determining whether students participate in the lesson or not.

4.2.2. Factors inhibiting students' active participation in speaking lessons
4.2.2.1. Intrinsic factors
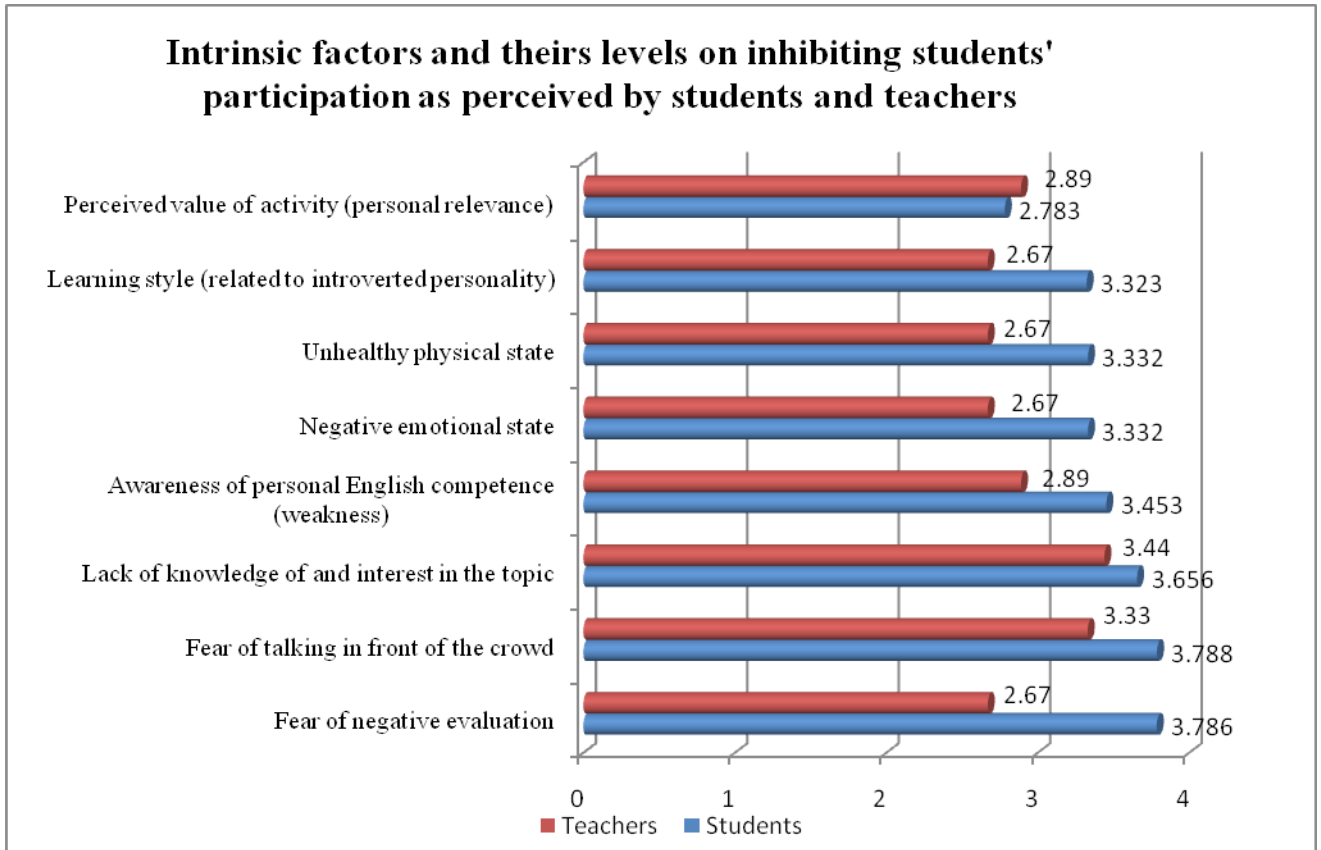
Figure 8: Intrinsic factors and theirs levels on inhibiting students' participation as perceived by students and teachers

Top intrinsic factors which were perceived to highly inhibit students' participation	
Students	Teachers
• Fear of talking in front of the crowd (3.788) • Fear of negative evaluation (3.786) • Lack of knowledge of and interest in topic (3.656)	• Lack of knowledge of and interest in topic (3.44) • Fear of talking in front of the crowd (3.33) • Awareness of weak English competence (2.89)

Table 13: Top intrinsic factors which were perceived to highly inhibit students' participation

Regarding intrinsic factors inhibiting students' performance, the most striking feature in this figure was that students evaluated those features mostly higher than teachers' assessment, all over 3 out of 4. It also meant that all given factors were confirmed to exert negative effects on students during speaking lessons.

First of all, one of the major factors that drove students passive in speaking lessons was fear of talking in front of the crowd, receiving the highest rank in both groups, 3.788 and 3.33 out of 4, respectively. Both teachers and students appeared to be well aware of the influence of this factor. As once observed in a class, one reticent student stood up and shared with the class her fear of talking in front of the class, which came from various sources: lack of confidence, difficulty in controlling her breath and voice, forgetting all prepared notes, etc. Then teacher did praise her for her courage to express her feelings and encourage her to practice more. When interviewed, some "inactive" students also share the same experience as the previous one. It was noted that even "active" students, marked by teachers, also suffered this fear despite their usual confidence and awareness of good English competence. Student D claimed that controlling her nervosity was not an easy task, she tended to tremble and get confused whenever she was about to make an presentation or being called. Nevertheless, this apprehension just happened some times and student D could overcome this fear by taking deep breath, closing her eyes and read the notes again.

Students' silence in class may also be justified by her fear of negative evaluation, possibly like many of her peers. As can be seen, with 3.786, this factor was the second highest inhibiting one from learners' views, compared to only 2.67 in teachers' assessment. According to Horwitz, Horwitz, and Cope (1991), this is one of the components of foreign language anxiety. Defined by

these authors as 'apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively' (1991, p.31), comments regarding fear of evaluation by both teachers and peers in class have been made in students' interviews, as well as fear of making mistakes in front of the class. It can be concluded that fear of peer evaluation is very noticeable and much more frequent than fear of teacher evaluation. To explain the wide disparity between students and teachers' evaluation, from the observed classes, no teachers were found to have negative evaluation or unconstructive comments for students in front of the class. The students also said that even when some made mistakes in class, all their trainers were patient, friendly and always willing to help students. However, "*the real problem is that other students also listen, and they may have depressing judgment on me*", one interviewee noted.

Next, high conformity could be found between learners and lecturers' perspectives on the influence of "the lack of knowledge of and interest in topic" in discouraging students' involvement. The absence of prepared information also meant the lack of input for students before taking part in the activities. It was not only the responsibility of teachers for assigning and organizing tasks to relate students' experience to lesson but also the learner autonomy. Without proofreading the course book or doing home tasks, students would not have familiarized themselves with the topics, related terms, etc.

Students' interests in the topics also depended on their perceived value of the activities, whether they are practical or attached to their own preferences or not. The rates for this factor stayed at similarly low levels in teachers' and students' indicators, compared to the previous one. From the interviews, it can be concluded that students hardly attempted to explore the

relation of activities to their own liking or disliking. The majority of learners claimed that they naturally followed teachers' instruction for each activity without considering further. Certainly, it would be unnecessary for students to study every activity carefully before executing them, but if teachers can connect the aims of the activity with students' beliefs and values, they would see the practical side of matter.

The next factor fell on students' awareness of weak English proficiency where teachers only labeled 2.89 and students gave 3.453. As illustrated by the figure, students were more conscious about how their English competence inhibited their participation. Student A and F believed that their difficulty in expressing their thoughts logically and clearly enough and some erroneous ways of pronunciation caused hesitation in voicing their opinions in class discussion.

The next factor related to introverted personality was ranked at 3.323 by students and 2.66 by teachers. From the interviews, some students reflected their characteristics clearly via their answers. Student A admitted, "*I followed all instructions given by teachers, but I am not willing to voice my opinion, it's not me*". Another student also shared the same habit, as she preferred to watch her friends contribute to the lessons rather than herself.

In terms of mental and physical condition, both students and teachers ranked these factors equally but in different levels. While teachers valued these two factors even higher than "fear of negative evaluation", 3 to 2.66, students only labeled them with 3.332. This rank meant learners admitted the state of being unhealthy physically and spiritually affected their speaking willingness. "*Of course, when I felt sick or depressed by some private stuffs, I could not concentrate on the lessons, either speaking or any other subjects*",

at least three students claimed to experience being distracted from participating by their personal problems.

4.2.2.2. Extrinsic factors
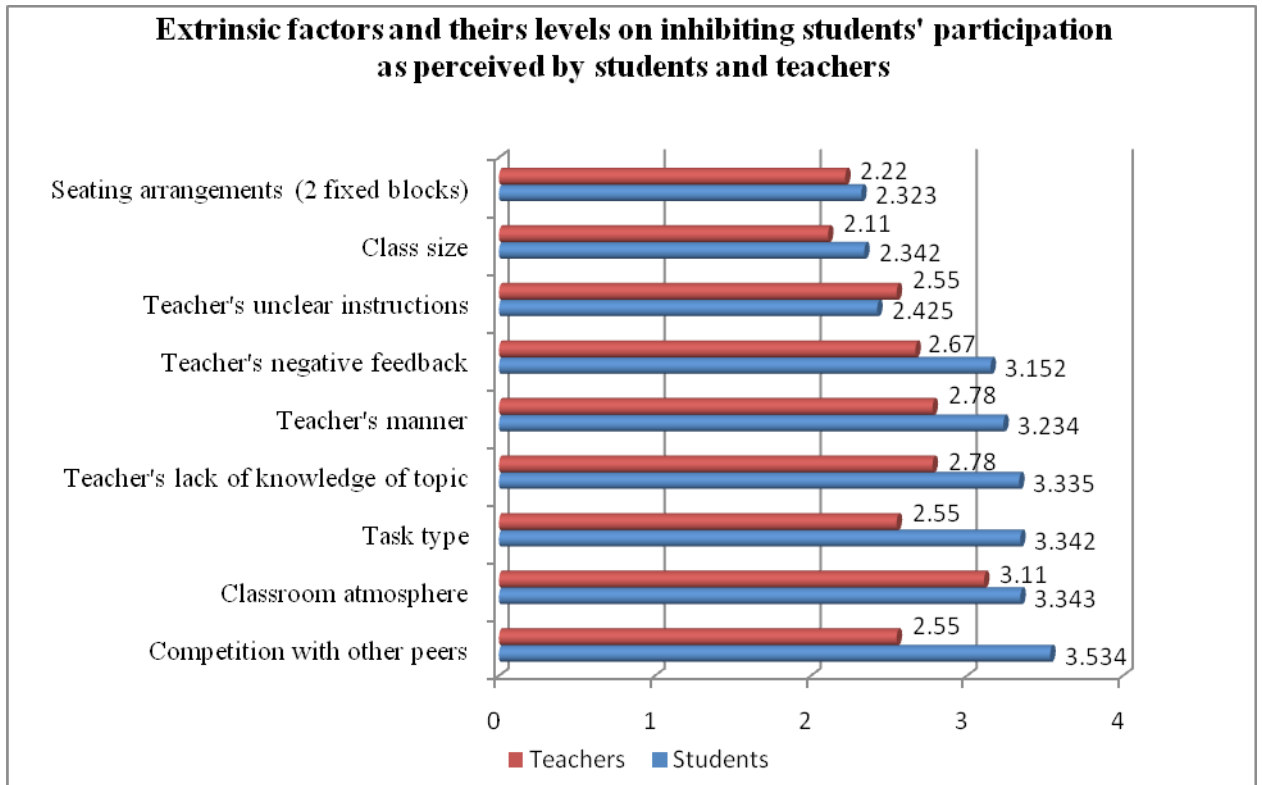
Figure 9: Extrinsic factors and theirs levels on inhibiting students' participation as perceived by students and teachers

Top extrinsic factors which were perceived to highly inhibit students' participation	
Students	Teachers
• Competition with other peers (3.534) • Classroom atmosphere (3.343) • Task type (3.342)	• Classroom atmosphere (3.11) • Teacher's manner (2.78) • Teacher's lack of knowledge and feedback (2.78)

Table 14: Top extrinsic factors which were perceived to highly inhibit students' participation

Standing at the highest rank in students' perception was "competition with other peers" with 3.534. As mentioned previously, students appeared to concern how they were evaluated in peers' eyes rather than teachers'. Besides, some students, who were observed to be reticent in their classes, confessed that they felt the gap between them and top students. Student C shared that "*I knew that I was not able to speak fluently and correctly as best students do*". Moreover, according to student F, she was impressed that her own opinion would always be stupid idea or not as perfect as her peer's opinion. It also explained her hesitation in voicing answers to questions or commentary in front of the class.

Classroom atmosphere shared the same high conformity between teachers and students. This factor stood at 3.343 out of 4, compared to 3.11 in teachers' evaluation. Both "active" and "passive" interviewed students agreed that the speaking environment created by both teachers and students themselves were of importance. "*I feel more relaxed and willing to answer teachers' questions when teacher can stir up the atmosphere*", were according to student D. Teacher's manner, task type and teaching methods were vital to bring positive speaking atmosphere for students

As regards task type, a rigid distinction between the rank of students and teachers could be recognized. While teacher underestimated this factor by giving them only 2.55, students retained agreement on its effects on their willing to participate. It is observed that some types of activities were repeated at times, possibly causing boredom among students. However, they all were necessary preparatory tasks for the exams, such as sound work, or exam focus.

The next four factors, from teacher's unclear instructions and negative feedbacks, to teachers' manner, students seemed not to contemplate them too much whereas teachers ranked them at the similar level, from 2.6 to 2.78. The results from the questionnaires and the interviews along with the observations agreed that teachers often succeeded in giving instructions thanks to the help of Power Point slides. Negative feedbacks, poor preparation for the lesson or unfriendly manner, all of them were absent in most classes, so it was understandable why students were not inhibited by those factors.

Last but not least, class size and seating arrangements were received similar ranks. The target population of the research was second-year mainstream students, who studied at A2 building, HULIS, VNU. Observably, with around 20 students per class, it was ideal number of students to study foreign language. All classes had more seats and tables than needed and was organized into two fixed blocks, which would decrease students' active participation in some physical activities like warm up. However, it was clear that teachers took this factor into serious consideration, so it had little influence on teaching and learning tasks. Students themselves felt quite comfortable with the available seating arrangement and class size.

4.3. Research question 3: Students and teachers' preference of motivational strategies
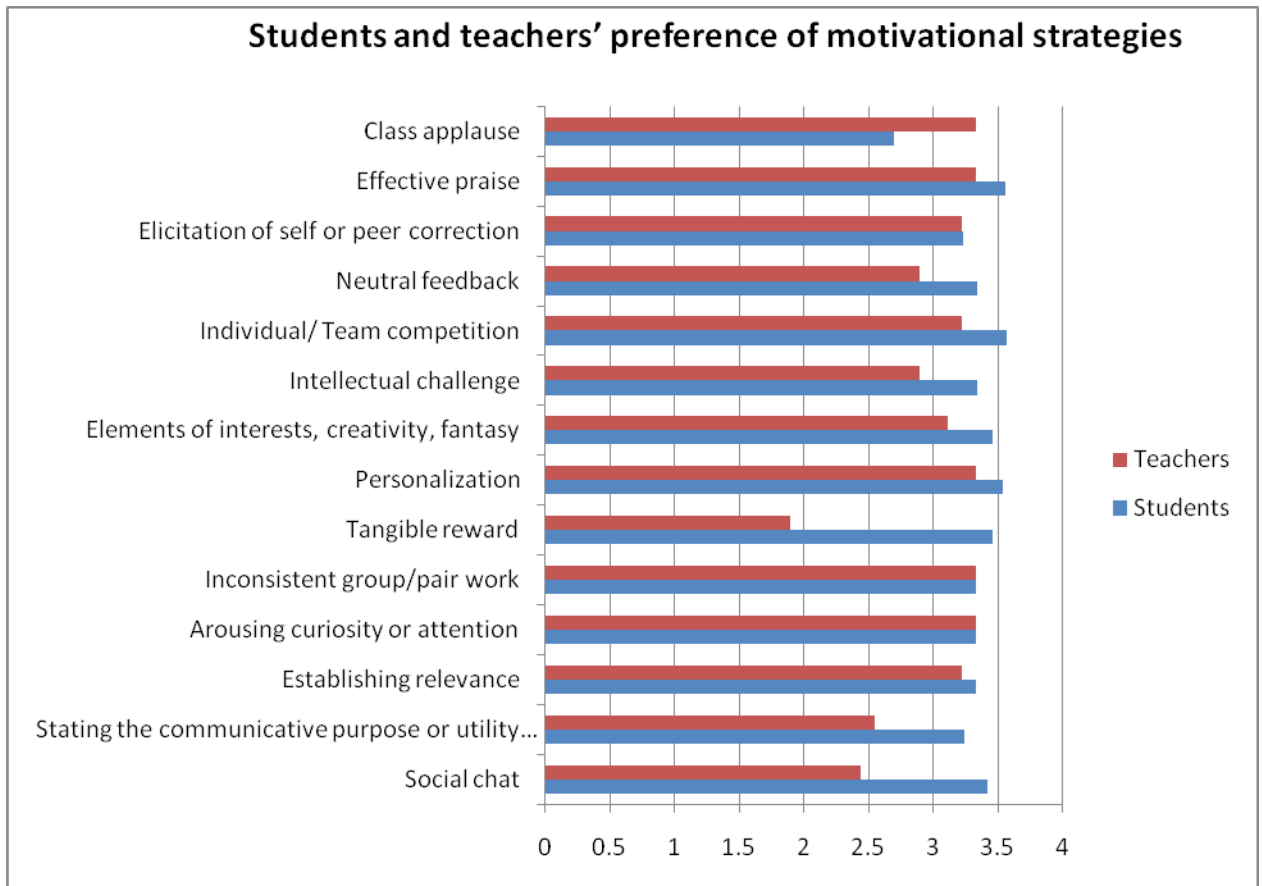
Figure 10: Students and teachers' preference of motivational strategies

Regarding comparison between students and teachers' preference in motivational strategies, it can be suggested that students had positive attitude towards almost all motivational strategies applied in their classes since all strategies were ranked at higher level than 3, meaning "*prefer*".

As illustrated by the graph, four motivational strategies that were enjoyed by both students and teachers were *effective praise, elicitation of self or peer correction, inconsistent group or pair work, arousing curiosity or attention and establishing relevance*. All of the above-mentioned strategies were ranked at high levels, around 3.25. For some strategies like social chat, tangible reward, class applause, some certain discrepancies between the choices of students and teachers can be realized. First, social chat were not in favor of teachers and got only nearly 2.5; but students, by giving it 3.5,

seemed to be interested in those stories much. From researcher' observation, it was clear that students were even more attentive to social chat than scheduled lessons. However, as one teacher reasoned, social chat only brought an easy, relaxing atmosphere to the class and bridged the gap between learners and trainers. This double-edged strategy should only be used once or twice per semester as it was time-consuming and students did not learn much academically from it.

Tangible reward were also not preferred by teachers, receiving only 1.89 in the scale. It can explained by the financial cost and the fact that teachers could not prepare those rewards in every lesson. In ELT, it is considered impractical action; only create short-term motivation for students.

On the other hand, class applause, seemed to be one of the most favorite strategies of many teachers, scoring well over 3.5. However, students tended to take this action for granted, which limited its influence on students' motivation to participate. Some students shared that class applause were the most frequent strategy applied in their class, but gradually, it lost the initial effect on students' performance.
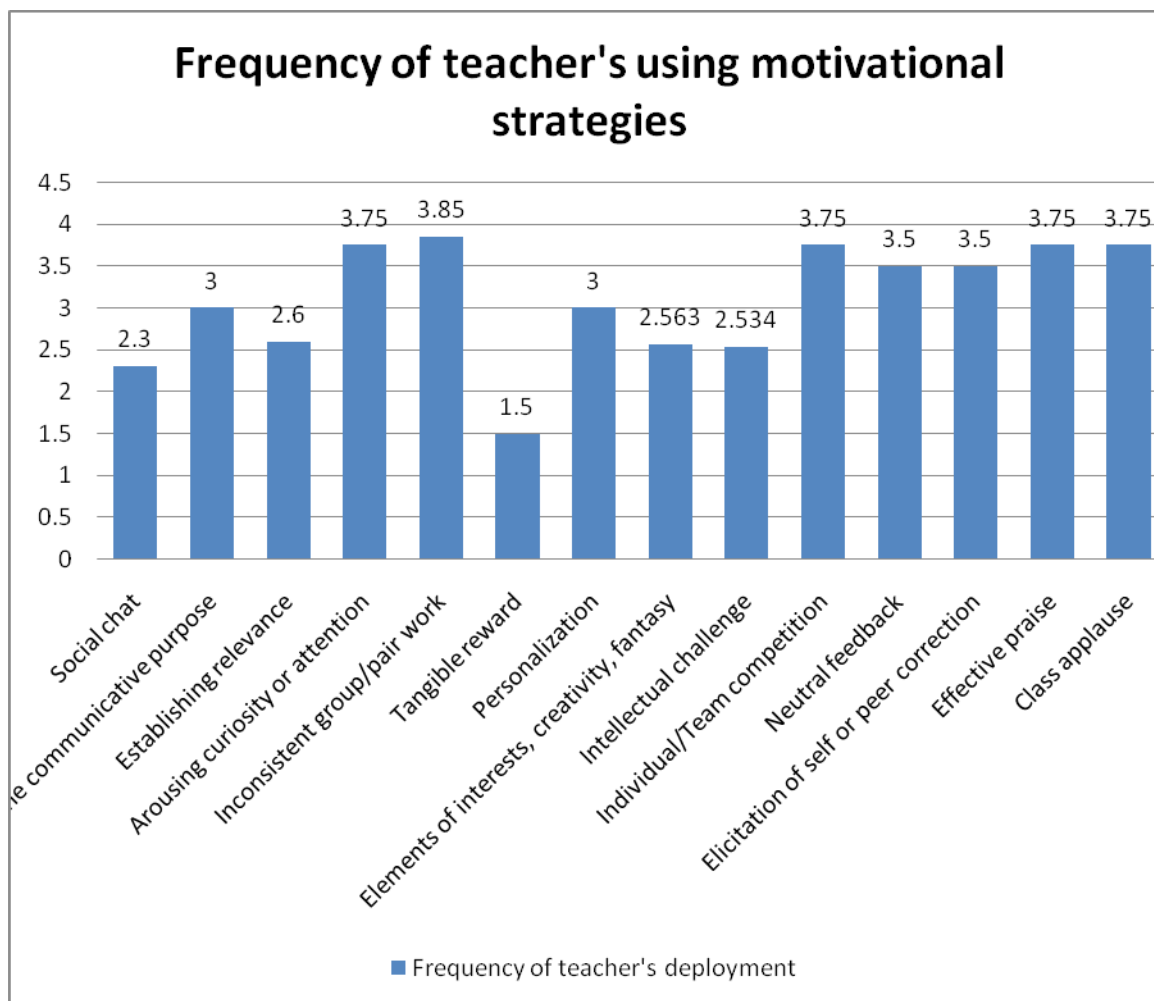
Figure 11: Frequency of teachers' deployment of motivational strategies

Top motivational strategies that teachers employed most frequently
Inconsistent group/pair work (3.85)
Arousing curiosity or attention (3.75)
Individual/team competition(3.75)
Effective praise (3.75)
Class applause (3.75)

Table 15: Top motivational strategies that teachers employed most frequently

Considering the level of preference and frequency of using motivational strategies from teacher's side, the most popular strategy used by teacher at

ULIS in speaking lessons for second year students was inconsistent pair or group work. With the figure of nearly 4, group work has been applied in all observed classes, regardless of the programs, ELT or Double-Majors. The teachers usually divided the class into different groups and assigned each group a different or similar task. Whether it was a discussion or a brainstorming activity, students always appeared to be highly energetic and engaged in almost every observed class.

Individual or team competition stood at the second highest position among the most frequently employed strategies in speaking lessons for second year students. Certainly, the first and second strategy had strong connection to each other. When teachers organized the activity as a game or competition, class atmosphere would be boosted and students could be more excited in taking part in the activity. The desire to be the winner and fear of being the loser hidden in every member, which explained one of their source of motivation.

Effective praise was the third most frequently used strategy to motivate 2nd year students at ULIS to speak English. This result was predictable as students are always encouraged to do the tasks if they know they will be praised for what they have done well. Effective praise also highlighted in the classes that the researchers observed. It was quite popular among all the observed teachers though their lessons held a lot of differences in terms of topics, tasks and purposes. They always started their feedback session with a praise, either on students' manner, language or the choice of ideas, which was really a big encouragement to students.

On the other hand, it could be seen that not all preferred actions were regularly employed in the lessons, when and how they were applied in the lesson were determined by some other conditions. For example, in the

previous figure, teachers marked "elements of interests, fantasy, creativity", "intellectual challenge" with over 3.3, but those actions were not used regularly in order to avoid boredom among students. Teachers also expressed their wants to vary motivational strategies, so that they can see which ones were the most effective to their students.

4.3. Pedagogical implications

The results from the questionnaire and observation come in accordance with each other, thus they yield similar pedagogical implications for educators.

In terms of student' s participation, the teachers could insist on participation policy stated in the Course Guide as well as put a stronger focus on students' involvement and learning attitude, not just count their attendance. Teacher may also repeat the assessment criteria for participation to remind students of what they should and should not do, emphasizing that regular attendance is just one criterion to evaluate their in-class participation. Teachers may also explain to students actions representing active involvement in speaking class, namely voluntarily answering teacher's questions, giving opinions about certain topics discussed in class, making spontaneous contributions, making a commentary after peers' presentation, asking questions when confused and participating in group discussions.

Regarding the extrinsic and intrinsic factors, the obvious implication of this study is to provide teachers and learners a comprehensive index of elements encouraging or inhibiting students' willingness to participate in speaking lessons. Besides, concerning intrinsic factors, students may acquire a deeper understanding of their psychological features, and build up proper study method. For instance, students may pre-read the course book and consult other sources before coming to class, not only to gain more knowledge

but also increase interests in the lesson. As for teachers, knowledge of students' psychological movements would be of assistance in understanding students' behaviors, their learning anxiety, so that teachers can provide students with useful advice or encouragements to help them overcome personal difficulty. For instance, student's fear of talking in front of the crowd could be addressed under teachers' guidelines and occasional practice.

In terms of extrinsic factors, especially those related to teachers themselves like giving instructions, feedbacks, manner, knowledge of topics and teaching method, teachers will be more aware of how their in-class performance affecting students' motivation to study and seek ways to progress professional competency in the future.

Last but not least, it can be withdrawn from the survey and observational data that the current motivational strategies applied in the class had positive reaction from students. However, teachers should also notice that some factors like class applause seemed to lose its effectiveness so the variation and experiment in motivational strategies are recommended for teachers. Although each strategy may prove itself in different contexts and to different types of learners, there are still some common conclusions we can draw from this research that teachers in other divisions can base on to create a motivating classroom. For example, it emerged from both the questionnaire and observation that team competition and group work are two most popular and most effective motivational strategies, as perceived by teachers of speaking and second year mainstream students at ULIS. Therefore, team cooperation and competitiveness should be given a considerable attention by teachers of English in order to motivate their students to raise their voice and enhance their positive motivated behaviors in speaking lessons.

CHAPTER 5: CONCLUSION

This final chapter will summarize and evaluate the outcomes of the whole paper by summing up the major findings as regards students and teachers' conception on active participation and extrinsic and intrinsic motivational factors influencing students' performance. Finally, the

limitations of the research will be pointed out, paving way to several recommendations for further researches.

5.1. Summary of findings

On a whole, this paper has looked in students and teacher's conception of participation, some extrinsic and intrinsic factors affecting students' involvement either encouraging or inhibiting as well as a comparison between teachers and students' preference of motivational strategies.

First, the study managed to identify the gap between students and teacher's conception of participation. While students tend to rely on their regular attendance, it is not an actual base for teachers to assess their participation mark. The most popular actions that students perform to participate in speaking lesson are making spontaneous contributions and involving in group discussion.

Secondly, the researcher also attempted to discover some motivational factors affecting students' performance as stated in the table below

	Intrinsic factors		Extrinsic factors	
	Students	**Teachers**	**Students**	**Teachers**

| Motivating factors | • Awareness of personal English competence (3.865)
• Self- confidence (3.865)
• Knowledge of and interest in the topic (3.434)
• Learning preference (3.434) | • Learning preference (3.22)
• Knowledge of and interest in the topic (3)
• Self – confidence (3) | • Teacher's positive feedback (3.576)
• Teacher's knowledge and teaching method (3.433)
• Teacher's manner (3.433) | • Classroom atmosphere (3.67)
• Teacher's manner (3.67)
• Teacher's knowledge and teaching method (3.33) |
| Inhibiting factors | • Fear of talking in front of the crowd (3.788)
• Fear of negative evaluation (3.786)
• Lack of knowledge of and interest in topic (3.656) | • Lack of knowledge of and interest in topic (3.44)
• Fear of talking in front of the crowd (3.33)
• Awareness of weak English competence (2.89) | • Competition with other peers (3.534)
• Classroom atmosphere (3.343)
• Task type (3.342) | • Classroom atmosphere (3.11)
• Teacher's manner (2.78)
• Teacher's lack of knowledge and feedback (2.78) |

Lastly, the study managed to identify the most regularly used motivational techniques among the targeted group of teachers, namely *Group work, Effective praise, pair work and individual/ team competition*, in the order of frequency. Even though all 14 strategies have been employed but due

to teacher's preference and the wants of varying strategies, the teachers seemed to put more emphasis on those which are convenient and effective to students.

5.2. Limitations of the study and suggestions for further research

Despite the researcher's great efforts and her supervisor's appreciable supports, the research still bears a number of shortcomings.

Firstly, research methodology carries huge importance and determines the success of the study. Due to the lack of time and researcher's time allocation, questionnaires, interviews and observation were employed as main tools. However, had the research been carried out sooner, case study would have been chosen to ensure the validity and reliability of the research. Observation would only be the tool to select the subjects for case study.

Next, the scope of the research was relatively small, only 83 students and 9 teachers were invited to be respondents. Thus, further investigation on the studied issue could be made with larger population, the other types or groups would be tested.

Finally, the research gathered and studied all possible extrinsic and intrinsic factors influencing students' participation. Future studies may only focus on some specific factors only, such as learner anxiety or competition with peers and their role in foreign language acquisition.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR STUDENTS

Dear my fellow students, my name is Dinh Thi Thu Trang, from class E1K41. Currently, I am conducting my graduation paper on "***Perception of students' participation in in-class speaking activities and some intrinsic and extrinsic motivational factors affecting their participation: A study on second year mainstream students in Faculty of English Language Teacher Education, HULIS, VNU***". Your assistance in responding to the following questions is highly appreciated. The contents of your answers in this questionnaire are absolutely

confidential and information identifying the respondents will not be disclosed under any circumstances.

Thank you very much for your kind cooperation!

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A- Perception of students' oral participation in speaking lessons

1. **To what extent do you agree that the actions listed below demonstrate students' active participation in speaking lessons**? *Please circle the numbers that best reflect your answers*

1 – Strongly disagree   2 – Disagree   3 – Neutral   4 – Agree   5 – Strongly agree

a. Voluntarily answering teacher's questions	1	2	3	4	5
b. Giving opinions about certain topics discussed in class	1	2	3	4	5
c. Making spontaneous contributions	1	2	3	4	5
d. Making a commentary	1	2	3	4	5
e. Asking questions	1	2	3	4	5
f. Participating in group discussions	1	2	3	4	5
g. Attending class regularly	1	2	3	4	5
h. Going to class on time	1	2	3	4	5

2. **How often** do you **perform those actions** in a speaking lesson?
Please circle the number of time(s) that best reflect your answers

Actions	Frequency			
1. Voluntarily answering teacher's questions	0	1- 2	3- 4	>4
2. Giving opinions about certain topics discussed in class	0	1- 2	3- 4	>4
3. Making spontaneous contributions	0	1- 2	3- 4	>4
4. Making a commentary	0	1- 2	3- 4	>4
5. Asking questions	0	1- 2	3- 4	>4
6. Participating in group discussions	0	1- 2	3- 4	>4

B – Motivational factors

1. What factors **motivate you** to participate in speaking lessons?

Please circle the numbers that best reflect your attitude toward each factor

1 = Not motivating at all; 2 = Somewhat motivating; 3= Motivating   4 = Very motivating

Factors	Evaluation			
1. Knowledge of and interest in topic	1	2	3	4
2. Perceived value of activity (personal relevance)	1	2	3	4

Intrinsic factors		Evaluation			
	3. Awareness of personal English competence (strengths)	1	2	3	4
	4. Self - confidence	1	2	3	4
	5. Learning preference (related to extroverted personality)	1	2	3	4
	6. Positive emotional state (happy…)	1	2	3	4
	7. Healthy physical state (good eye sight, hearing,..)	1	2	3	4
Extrinsic factors	1. Task type (individual/group work/pair work)	1	2	3	4
	2. Teacher's clear instructions	1	2	3	4
	3. Teacher's positive feedback	1	2	3	4
	4. Teacher's knowledge of topic and teaching method	1	2	3	4
	5. Teacher's manner	1	2	3	4
	6. Classroom atmosphere	1	2	3	4
	7. Competition with other peers	1	2	3	4
	8. Class size (few students)	1	2	3	4

2. **What factors** that **inhibit** (discourage**) you** to participate in speaking lessons?

Please circle the numbers that best reflect your attitude toward each factor

Please circle the numbers that best reflect your attitude toward each factor

1 = Not inhibiting at all; 2 = Somewhat inhibiting; 3= inhibiting   4 = Very inhibiting

	Factors	Evaluation			
Intrinsic factors	1. Lack of knowledge of and interest in topic	1	2	3	4
	2. Perceived value of activity (personal relevance)	1	2	3	4
	3. Awareness of personal English competence (weakness)	1	2	3	4
	4. Fear of negative evaluation	1	2	3	4
	5. Fear of talking in front of the crowd	1	2	3	4
	6. Learning style (related to introverted personality)	1	2	3	4
	7. Negative emotional state (depressed...)	1	2	3	4
	8. Unhealthy physical state (bad eye sight, hearing…)	1	2	3	4

Extrinsic factors	1. Task type (individual/group work/pair work)	1	2	3	4
	2. Teacher's unclear instructions	1	2	3	4
	3. Teacher's negative feedback	1	2	3	4
	4. Teacher's lack of knowledge of topic	1	2	3	4
	5. Teacher's manner	1	2	3	4
	6. Classroom atmosphere	1	2	3	4
	7. Competition with other peers	1	2	3	4
	8. Class size (too many students)	1	2	3	4
	9. Seating arrangements (2 fixed blocks)	1	2	3	4

C – Motivational strategies

Which motivational strategies that you preferred teacher to use in speaking class?

Please circle the numbers that best reflect your attitude toward the strategy

1 = not preferred at all; 2 somewhat or fairly preferred; 3= preferred; 4= most preferred;

Note: If your teacher does not use any strategies listed here, please put a tick in NA (Not

Applicable)

Motivational strategies used by teachers	Level of preference				NA
1. Having an informal (often humorous) chat in English with students on matter unrelated to the lesson	1	2	3	4	
2. Mentioning the communicative purpose and the usefulness of the activity	1	2	3	4	
3. Connecting what has to be learned to students' everyday lives	1	2	3	4	
4. During the presentation of an activity, arousing students' curiosity or attention (e.g. by asking students to guess or by pointing out fun, challenging or important aspects of the activity)	1	2	3	4	
5. Letting students work in pairs/groups	1	2	3	4	
6. Offering students touchable rewards (presents, marks, etc.) for successful taking part in the activity.	1	2	3	4	
7. Creating opportunities for students to express their personal feelings/opinions	1	2	3	4	
8. Providing activities connecting with students' interests,	1	2	3	4	

values, creativity					
9. Providing activities connecting with intellectual challenge (e.g. involve a memory challenge, puzzle solving or finding hidden information)	1	2	3	4	
10. Using activities which raise competition among individuals/ groups	1	2	3	4	
11. Checking students' answers carefully, with constructive comments	1	2	3	4	
12. Encouraging students to correct their own mistakes or peers' mistakes	1	2	3	4	
13. Offering praise for effort or achievement that is sincere, specific and appropriate with students' achievement	1	2	3	4	
14. Celebrating a student's or group's success or effort by applauding	1	2	3	4	

Thank you very much for your cooperation!

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APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

Dear teachers, my name is Dinh Thi Thu Trang, from class E1K41. Currently, I am conducting my graduation paper on *"Perception of students' participation in in-class speaking activities and some intrinsic and extrinsic motivational factors affecting their participation: A study on second year mainstream students in Faculty of English Language Teacher Education, HULIS, VNU"*. Your assistance in responding to the following questions is highly appreciated. The contents of your answers in this questionnaire are absolutely confidential and information identifying the respondents will not be disclosed under any circumstances.

Thank you very much for your kind cooperation!

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B- *Perception of students' oral participation in speaking lessons*

3. **To what extent do you agree that the actions listed below demonstrate students' active participation in speaking lessons?**

Please circle the numbers that best reflect your answers

1 – Strongly disagree   2 – Disagree   3 – Neutral   4 – Agree   5 – Strongly agree

	1	2	3	4	5
a. Voluntarily answering teacher's questions	1	2	3	4	5
b. Giving opinions about certain topics discussed in class	1	2	3	4	5
c. Making spontaneous contributions	1	2	3	4	5
d. Making a commentary	1	2	3	4	5
e. Asking questions	1	2	3	4	5
f. Participating in group discussions	1	2	3	4	5
g. Attending class regularly	1	2	3	4	5
h. Going to class on time	1	2	3	4	5

B – Motivational factors

3. In your opinion, what factors **motivate your students** to participate in speaking lessons?

Please circle the numbers that best reflect your attitude toward each factor

1 = Not motivating at all; 2 = Somewhat motivating; 3= Motivating   4 = Very motivating

	Factors	Evaluation			
Intrinsic factors	1. Knowledge of and interest in topic	1	2	3	4
	2. Perceived value of activity (personal relevance)	1	2	3	4
	3. Awareness of personal English competence (strengths)	1	2	3	4
	4. Self - confidence	1	2	3	4
	5. Learning preference (related to extroverted personality)	1	2	3	4
	6. Positive emotional state (happy…)	1	2	3	4
	7. Healthy physical state (good eye sight, hearing,..)	1	2	3	4
Extrinsic factors	1. Task type (individual/group work/pair work)	1	2	3	4
	2. Teacher's clear instructions	1	2	3	4
	3. Teacher's positive feedback	1	2	3	4
	4. Teacher's knowledge of topic and teaching method	1	2	3	4
	5. Teacher's manner	1	2	3	4
	6. Classroom atmosphere	1	2	3	4
	7. Competition with other peers	1	2	3	4

	8. Class size (few students)	1 2 3 4

4. **In your opinion, what factors** that **inhibit your students** to participate in speaking

   lessons?

   Please circle the numbers that best reflect your attitude toward each factor

1 = Not inhibiting at all; 2 = Somewhat inhibiting; 3= inhibiting   4 = Very inhibiting

	9. Seating arrangements (2 fixed blocks)	1 2 3 4

Motivational strategies used by teachers	Level of preference	Frequency of using NA
1. Having an informal (often humorous) chat in English with students on matter unrelated to the lesson.	1 2 3 4	0 1- 2 3- 4 >4	
2. Mentioning the communicative purpose and the usefulness of the activity	1 2 3 40	0 1- 2 3- 4 >4	
3. Connecting what has to be learned to students' everyday lives	1 2 3 40	0 1- 2 3- 4 >4	

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	1	2	3	4	0	1- 2	3- 4	>4	
4. During the presentation of an activity, arousing students' curiosity or attention (e.g. by asking students to guess or by pointing out fun, challenging or important aspects of the activity)	1	2	3	4	0	1- 2	3- 4	>4	
5. Letting students work in pairs/groups	1	2	3	4	0	1- 2	3- 4	>4	
6. Offering students touchable rewards (presents, marks, etc.) for successful taking part in the activity.	1	2	3	4	0	1- 2	3- 4	>4	
7. Creating opportunities for students to express their personal feelings/opinions	1	2	3	4	0	1- 2	3- 4	>4	
8. Providing activities connecting with students' interests, values, creativity	1	2	3	4	0	1- 2	3- 4	>4	
9. Providing activities connecting with intellectual challenge (e.g. involve a memory challenge, puzzle solving or finding hidden information)	1	2	3	4	0	1- 2	3- 4	>4	
10. Using activities which raise competition among individuals/ groups	1	2	3	4	0	1- 2	3- 4	>4	
11. Checking students' answers carefully, with constructive comments	1	2	3	4	0	1- 2	3- 4	>4	
12. Encouraging students to correct their own mistakes or peers' mistakes	1	2	3	4	0	1- 2	3- 4	>4	
13. Offering praise for effort or achievement that is sincere, specific and appropriate with students' achievement	1	2	3	4	0	1- 2	3- 4	>4	
14. Celebrating a student's or group's success or effort by applauding	1	2	3	4	0	1- 2	3- 4	>4	

D- Further explanation

Your detailed answers for the following questions would be of great help to my graduation paper. Again, the contents of your answers in this questionnaire are absolutely confidential and information identifying the respondents will not be disclosed under any circumstances.

1. Of the above motivational strategies, which one that you used most in your speaking lesson?

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2. Would you please explain for your choice of using that strategy? Does it serve certain purposes? Could you please specify your reasons?

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3. If you have used any strategies which are not listed above, could you please specify and give reasons for your choice?

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Thank you very much for your kind cooperation!

APPENDIX 3: OBSERVATION SCHEME

Class: **Teacher:** **Topic:** **Week:** **Date:**

General characteristics of class as perceived by teacher:

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	Category	Act. 1	Act. 2	Act. 3	Observer's note
Students' Assignment	Type of task				
	Participant organization				
	Students' tasks				
Students' participation	1. Voluntarily answering teacher's questions				
	2. Giving opinions about certain topics discussed in class				
	3. Making spontaneous contributions				
	4. Making a commentary				
	5. Asking questions				
	6. Participating in group discussions				

(Number of students perform those actions)	7. Being involved in the class activity				

Teacher's deployment of motivational strategies	**Frequency of teacher's using strategies**			Observer's note
	<1	**1-3**	**>3**	
1. Having an informal (often humorous) chat in English with students on matter unrelated to the lesson.				
2. Mentioning the communicative purpose and the usefulness of the activity				
3. Connecting what has to be learned to students' everyday lives				
4. During the presentation of an activity, arousing students' curiosity or attention (e.g. by asking students to guess or by pointing out fun, challenging or important aspects of the activity)				
5. Letting students work in pairs/groups				
6. Offering students touchable rewards (presents, marks, etc.) for successful taking part in the activity.				
7. Creating opportunities for students to express their personal feelings/opinions				
8. Providing activities connecting with students' interests, values, creativity				
9. Providing activities connecting with intellectual challenge (e.g. involve a memory challenge, puzzle solving or finding hidden information)				

10. Using activities which raise competition among individuals/groups				
11. Checking students' answers carefully, with constructive comments				
12. Encouraging students to correct their own mistakes or peers' mistakes				
13. Offering praise for effort or achievement that is sincere, specific and appropriate with students' achievement				
14. Celebrating a student's or group's success or effort by applauding				