

VIETNAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

GRADUATION PAPER

**THE EXPLOITATION OF MOTIVATIONAL STRATEGIES IN
TEACHING SPEAKING BY FOURTH-YEAR STUDENTS IN
THEIR TEACHING PRACTICUM AT ENGLISH DIVISION I : A
MULTI-CASE STUDY AT FACULTY OF ENGLISH LANGUAGE
TEACHER EDUCATION, ULIS-VNUH**

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Academic year: QH2008

HÀ NỘI - NĂM 2012

**ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH**

KHOÁ LUẬN TỐT NGHIỆP

**VIỆC KHAI THÁC CÁC PHƯƠNG PHÁP TẠO ĐỘNG LỰC
TRONG GIẢNG DẠY KỸ NĂNG NÓI DO SINH VIÊN NĂM
THỨ TƯ THỰC HIỆN TRONG KÌ THỰC TẬP: MỘT NGHIÊN
CỨU NHIỀU ĐỐI TƯỢNG TẠI KHOA SƯ PHẠM TIẾNG ANH,
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ -
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ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to my supervisor, Ms. Thái Hà Lam Thủy, M.A for her precious support and helpful instructions on the completion of my study, from who I have received valuable suggestions and critical comments.

Second, I am so thankful to my classmates from group 08.1.E1, especially Hoàng Linh Chi, Nguyễn Lan Anh, Nguyễn Thùy Dương, Phạm Thị Lệ Tuyết and Phạm Thị Anh Phương whose support is immeasurable and timely regardless of anytime. Also, my sincere thanks go to my senior Nguyễn Thanh Thủy for her precious advices and technical support.

Furthermore, I would like to show my appreciation to the participants, including the student teachers and the first-year students who provided me with invaluable assistance in collecting data. Also, I would like to express my sincere thanks to Ms. Phạm Thị Diệu Ánh who gave me allowance to conduct observations and videotape the lessons during the teaching practicum. Moreover, I am so thankful to seven first-year students, namely Nguyễn Trung Hiếu, Nguyễn Thùy Ngân, Nguyễn Thị Vân Hương, Phạm Công Phúc, Phạm Thị Thu Trang, Nguyễn Vân Anh and Đỗ Thị Dung, who actively and enthusiastically joined my piloting questionnaire phase.

I am so obliged to my beloved friends and family, especially my parents for supporting me wholeheartedly during the time I carried out this research paper.

Last but not least, my sincere gratefulness goes to my idol – Darren Criss – for his passions and unstoppable efforts which always motivate and inspire me to move forward and pursuit my dreams.

ABSTRACT

The role of motivation in language learning and of applying motivational strategies in language teaching as well as the fact that it is difficult for young teachers, especially student-teachers to successfully employ those motivational strategies in their classes have become a great incentive for the researcher to conduct this research paper. The researcher aims at firstly, figuring out how many motivational strategies the student-teachers know in teaching speaking; then secondly, the study is conducted to examining what motivational strategies are considered effective in stimulating first-year students' attention and participation as perceived by both the student-teachers and the first-year students.

With a view to gathering the desired for the research questions, 3 student teachers and 22 first-year students were involved in completing the questionnaires. To enhance the quality of information collected from the questionnaire, classroom observation and interview were also employed to help researchers examine and provide more details to the findings.

Based on the data collected, the results show that all the student teachers fully understand and apply a variety of motivational strategies, among which there are 11 most frequently used strategies (i.e. promoting instrumental values, team competition, individual competition, promoting cooperation, neutral feedback, signposting 1, arousing curiosity or attention, class applause, fixed group/pair, scaffolding and social chat). On one hand, three of those most commonly applied strategies receive all positive feedback while on the other hand, the rest receive opposite opinions from the students. Details about how the student teachers apply and perceive about the motivational strategies as well as how the students react to those frequently used strategies with their rationale will be revealed in chapter 4.

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
FELTE	Faculty of English Language Teacher Education
ULIS	University of Languages and International Studies
VNUH	Vietnam National University, Hanoi
EFL	English as Foreign Language
ESL	English as a Second Language
L2	The second language
ELT	English Language Teaching
ELT 2	ESL/EFL classroom techniques and practices (five credits, semester six and seven)
ELT 4	Pedagogical Techniques (two credits, semester eight)

CHAPTER 1: INTRODUCTION

This initial chapter outlines the research problem and rationale for the study together with its aims and objectives, the scope and the significance of the paper. Particularly, it is in this chapter that four research questions are identified to serve as guidelines for the whole study. Finally, the chapter concludes with the organization of the paper to orientate the readers throughout the paper.

1.1. Statement of the problem and the rationale for the study

Having been influenced by Confucian classroom environment where teachers controlled over students in all ways including times to speak and raise their voice, Vietnamese students, have traditionally kept silence during lessons to show their respects to teachers. On one hand, this way helps teachers to successfully manage the class. On the other hand, it gradually turns students into passive ones, which recently has been considered ineffective in teaching foreign languages since students do not have chances to practice in real life situations but just learn by heart rules and words to automatically do exercises. In such a globalization era, emphasis must be put on the communicative function of the foreign language.

Additionally, despite the fact that over the past few years, Communicative Language Teaching (CLT) method has been adopted extensively in Vietnam, Grammar-Translation is still dominated in teaching English at high school since almost high school students only concentrate on passing examinations containing no further communicative skills. As a matter of fact, it is a common problem among first-year mainstream students at FELTE, ULIS that they are reluctant to speak English in the classroom as they have just transformed from grammar-focused lesson in high schools to a more communicative-oriented learning environment in the university which requires them to communicate more in English. Therefore, they need to be more motivated and the role of teachers in motivating them is unquestionably emphasized.

Generally, motivation has been recognized by teachers and researchers as “one of the key factors that influences the rate and success of second/foreign language (L2) learning” (Dörnyei 1998, p.117). Consequently, it is vital for language teachers to make use of motivation in their teaching. One way that helps teachers is to apply motivational strategies defined as “techniques that promote the individual’s goal-related behavior” and referred to “those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect” (Dörnyei 2001, p.27) in language classroom in order to stimulate students’ interest in language learning process. However, it is obviously difficult for young teachers, especially student-teachers who are learning to be teachers, to successfully apply those motivational strategies in their classes due to their lack of experiences. Recently, there are some research papers regarding to the student-teachers and their practicum, varying on the topics. Nevertheless, very few of those studies investigated into applying motivational strategies in teaching speaking. At the first time teaching and managing a large class, how the student-teachers perceive and apply motivational strategies in teaching speaking is still on question.

The above facts have raised the need of the researcher to conduct a study investigating into a context in which the student-teachers who are learning to motivate students and first-year mainstream students who need to be motivated to speak be together. The study is entitled: ***“The exploitation of motivational strategies in teaching speaking by fourth-year students in their teaching practicum at English Division I: a multi-case study at Faculty of English Language Teacher Education, ULIS-VNUH.”***

1.2. Aims and objectives of the study

This study aims at exploring how the fourth-year students exploit the motivational strategies in teaching speaking to the first-year students during their practicum at FELTE, ULIS-VNUH. In order to achieve this aim successfully, the researcher would like to shed light on the following matters. Firstly, the researcher

wants to figure out how many motivational strategies the student-teachers know in teaching speaking. Secondly, the study is conducted to examine what motivational strategies are considered effective in stimulating first-year students' attention and participation as perceived by both the student-teachers and the first-year students.

In sum, the aims of the study can be summarized into four following research questions:

- i. What motivational strategies are most frequently used by the student-teachers during their practicum?
- ii. What do students-teachers perceive about the most frequently used motivational strategies regarding typology, timing to use and situations in which the strategies should be used?
- iii. In what way do those most frequently used strategies motivate students to engage in speaking activities? In what ways do those most frequently used strategies prohibit students to engage in speaking activities?
- iv. What are the students' preferences for motivational strategies of student-teachers?

1.3. Scope of the study

As motivation is a broad aspect with various ways to categorize, within the framework of this study, the researcher does not intend to study all types of motivation but would like to focus merely on the strategies that can be applied to stimulate possible motivations in speaking periods. The reason is that in the lessons of other skills, if students are not motivated, classroom activities can still be carried out to some extent though they will become less interesting and effective. Nevertheless, in speaking lessons, demotivating factors can easily prevent students, especially shy ones, from raising their voice and accordingly speaking activities can hardly be undergone and they cannot improve their skill at all.

Since this study is designed as a multi-case study, the target participants are particularly three student-teachers conducting their practicum at English Division 1, FELTE, ULIS, VNUH and the class which they are in charge of teaching speaking.

1.4. Significance of the study

Once having completed, this research would serve as an investigation into the context of teaching practicum in general and the use of motivational strategies in teaching speaking to first year mainstream students, FELTE, ULIS – VNUH in particular. Therefore, it can be beneficial for teachers, students as well as researchers who are interested in the issue. Specifically, language teachers can consult this to be more aware of their students' attitudes towards the motivational practice, which can lead to ways of adjusting their teaching methods and referring the most useful strategies explored to enhance students' motivation in speaking lessons. Moreover, this research could also be considered as a reference for ELT teachers to make changes to the course to help their students use motivational strategies more effectively. Additionally, the findings from this research could help not only the student-teachers improve their motivating techniques but also the students to be more motivated in speaking lessons and improve their skills. Finally, researchers who have an interest in this issue can refer to this study for a reliable and updated source of information for further studies.

1.5. Organization of the paper

The rest of the paper includes the following chapters:

Chapter 2 (Literature review) provides the theoretical background of the study, including discussions of the key concepts and related studies.

Chapter 3 (Methodology) describes the research setting, participants, instruments of data collection as well as the procedure employed to carry out data analysis.

Chapter 4 (Findings and discussion) presents, analyzes and discusses the results that the researcher found out from the collected data according to the four research

questions. This chapter contains four smaller parts, equivalent to give answers to the four research questions.

Chapter 5 (Conclusion) summarizes the answers to the four research questions, several pedagogical recommendations concerning the research topic, the limitations of the research as well as some suggestions for further studies. Following this chapter are the References and Appendices.

CHAPTER 2: LITERATURE REVIEW

*This chapter, as its name suggested, provides a brief review of the literature related to this study and lays the solid foundation for the development of subsequent parts of the paper. Initially, key terms such as **speaking, motivation and motivational strategies** will be defined together with the related issues such as **approaches to the teaching speaking or the types and sources of motivation in education**. Considerable efforts will be focused on reviewing **various approaches of researching motivation in the second language field and the framework the researcher is going to follow**.*

2.1. Teaching L2 speaking.

2.1.1. Definition of speaking

Florez (1999) defined speaking was “an interactive process of constructing meaning that involves producing and receiving and processing information” (cited in Balley 2005, p.2). It is “often spontaneous, open- ended and evolving”, but it is not completely unpredictable. In other words, “speaking consists of producing systematic verbal utterances to convey meaning”. (Balley 2005, p.2) Moreover, in his own view, Mackey (1965) shows that “oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also a choice of words and inflections in the right order to convey the right meaning”(cited in Bygate 1997, p.5). According to Mackey, for the student who wants to be good at speaking, he or she has to choose the right forms, put them in correct order, sound it like native speaker and even produce the right meanings.

2.1.2. Approaches to the teaching of L2 speaking

2.1.2.1. The Grammar- translation Method

In the Grammar- translation method, students are taught to analyze grammar and to translate from one language to another. The Grammar translation method, therefore, does not really prepare students to speak English, and it is not entirely appropriate for students who want to improve their speaking skills. This method is not

consistent with the goals of increasing English learners' fluency, oral production or communicative competence. In grammar- translation lessons, speaking consists largely of reading translations aloud or doing grammar exercises orally. There are few opportunities for expressing original thoughts or personal needs and feelings in English (Bailey 2005).

2.1.2.2. The Direct Method and Audiolingualism

The Direct method focuses on “everyday vocabulary and sentences” (Richards & Rodgers 1986, cited in Bailey 2005, p.17) and lessons were conducted entirely in the target language. The Direct Method emphasizes speaking in that “new teaching points were introduced orally” rather in writing. Also, lessons emphasize speaking and listening, which were practiced “in a carefully graded progression organized around question and answer exchanges between teachers and students”.

The Direct Method strongly influences the development of the Audiolingual Method. Nunan (2003) points out that in Audiolingualism, speaking is taught by having students repeat sentences and recite memorized dialogues from the textbook. Repetition drills- a hallmark of the Audiolingual Method- are designed to familiarize students with the sounds and structural patterns of the language. Lessons followed the sequence of presentation, practice, and production. (cited in Bailey 2005, p.17).

2.1.2.3. Communicative Language Teaching

Because mentioned methods did not lead to fluent and effective communication in real- life situations, the Communicative Language Teaching (CLT) evoked. The goal of language teaching in the light of CLT is to develop communicative competence. CLT favors interaction among small numbers of learners with a purpose to maximize the time each learner learns and uses languages, shares information and negotiates meaning. Though interaction learners' experience can be modified, many kinds of learning strategies made aware and applied, and especially classrooms move away from teacher- centeredness to learner- centeredness, which is an essential element to raise learners' motivation in language learning. CLT features more interaction- based

activities, such as role- plays and information gap tasks. Pair work and group work are typical organizational features of interaction- based lessons in CLT.

In summary, among some approaches of the language teaching methods mentioned above, CLT is the most appropriate way to teach students to speak L2, which also needs most motivation strategies applied by teachers to get students encouraged and motivated.

2.2. Definition and sources of motivation

Kelly (n.d) raised the idea of motivation's definition as it originated from the Latin verb "move" which is simply the force that makes one do something. Similarly, according to Oxford Advanced Learner's dictionary, motivation means "the reasons for somebody's action."

Besides, motivation is also defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer 2001, p.51, cited in Sebnem 2006). In 2000, another definition of motivation was stated by Ellis as "the attitudes and affective states that influence the degree of effort that learners make to learn an L2" (p.75, cited in To 2008, p.28); which clearly approved the connection between motivation and learner's achievement. All in all, either the internal forces or external drives that encourages and energizes people to achieve their goals is considered motivation; or as Dornyei (2001)'s definition, "a general way of referring to the *antecedents* (i.e. the causes and origins) of action."

Among several ways of categorizing motivation, there is one most well-known classification which is that of *intrinsic* and *extrinsic* motivation, as suggested by Valledrand (1997), reported in Wang (2008). In other words, intrinsic motivation is students' internal attitudes, values, needs and personality factors which motivate them to perform a task. On the other hand, extrinsic motivation is the derivation from the influence of some external factors such as success and rewards, failure and penalties, competition, etc. From the results of several studies of his own, Wang (2008) also raised the awareness of the fact that students will lose their natural intrinsic interest in

an activity if they have to do it to meet some extrinsic requirement such as good grades or the avoidance of punishment. However, there is another idea from Dornyei (1998) argued that under certain circumstances – if they are sufficiently self-determined and internalized – extrinsic rewards can be combined with or can even lead to intrinsic motivation.

2.3. Motivation in psychology

2.3.1. Motivational theories and constructs

2.3.1.1. Future time perspective (FTP)

Future time perspective (FTP) is defined by Husman & Lens (1999) as “the degree to which and the way in which the chronological future is integrated into the present life-space of an individual through motivational goal-setting processes” (p.114). Specifically, a person with a short FTP is likely to set goals in near future while someone with a long FTP tend to set goals in the distant future. Furthermore, those with long FTPs have been found to work more intensively in certain subjects in the classroom, show more determination and perseverance in striving for their goals, and enjoy more satisfaction from achieving them (Husman & Lens 1999).

2.3.1.2. Goal content perspective

Wentzel (1999) defined a goal from a content perspective as “a cognitive representation of what is that an individual is trying to achieve in a given situation (p.77). This author also argued that a goal content perspective is particularly useful for studying motivation within context for two main reasons. Firstly, it allows students to pursue two types of goals at the same time: task goal (academic accomplishment) and social goal (making new friends, having fun, developing a sense of belonging, etc.). Secondly, a goal content perspective acknowledges that a goal can be set by either individual or by the social context. It also recognizes that individual behaviors are closely linked with goals, which allows for the probability that goal striving may be communally regulated as well as self-regulated.

2.3.1.3. Self-determination theory

Self-determination theory (SDT), asserted by Dornyei (2003, cited in Guilloteaux, 2007), is considered one of the most well-known and influential theories in the field of motivational psychology. Deci and Ryan (1985, 2002) pointed out that in SDT, all individuals tend to move toward situations and engage in action that are likely to satisfy three basic psychological needs including the need for competence (opportunities to interact with social environment, to show one's capacities), the need for relatedness (the feeling of belonging, care, respect and connection with others), and the need for autonomy (a sense of unpressured willingness to engage in an activity) ; which are essential to their functioning and well-being. The two authors also define self-determination as autonomy – “a sense of choice and initiating and regulating one's own action” (2000). Autonomy hereby is not the case when one is working under someone else's control but when students work in environmental conditions where extrinsic rewards and punishments are prevalent.

2.3.2. Motivation in second language learning (L2)

Since motivation in L2 is a specific branch of that in psychology, there are several common characteristics between the notion mentioned in the previous and this part. However, as Schumann (1998, cited in Dornyei 1999) portrayed L2 studies “sustained deep learning” and argued that prolonged learning processes of skill/knowledge acquisition that last for a considerable period have unique motivational characteristics, it is consequently a need for the term “motivation” in L2 to be separately discussed.

The definition of motivation in L2 made by Gardner (1985) is “a term which is often used with respect to second learning as a simple explanation of achievement” (cited in Xiuyan p.204). Moreover, it comprised four aspects: “a goal, effortful behavior, a desire to obtain the goal and favorable attitudes toward the activity in question”. In L2 acquisition context, Gardner and Trembley (1994) defined learning motivation as the combination of efforts and desire to achieve the goal of mastering the language and favorable attitudes towards learning the language. Student

motivation, as Brophy (2004) stated, stems from “students’ subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so” (cited in Xiuyan p.211). It can be referred from this point of view that one of teacher’s responsibilities in class is exploiting motivational strategies to encourage students to engage in activities with motivation to learn.

2.3.3. The importance of motivation in English language teaching (ELT)

Since Gardner and Lambert published their motivation research paper in a social psychological framework in 1972, there have been numerous researchers who put emphasis on the importance of motivation in this area. According to Dornyei (1994), motivation is considered the prominent role in the perspectives of psychology and education. Similarly, several researchers such as Gardner (1985); Svanes (1987); Clement, Dornyei and Noels (1994) (cited in Celik 2004) asserted that the motivation from social-psychological orientation in which attitudes play a significant role is deliberately an affective variable of second language proficiency and behavior. Moreover, Dornyei and Guilloteaux (2008) shared the same opinion with Oxford and Shearing (1994) that motivation yields the principal impetus to initiate second/foreign language learning and then the driving force to sustain the long and normally tedious learning process. Consequently, second/foreign language teachers tend to believe that learning motivation is the most important factor in advancing effective learning (Dornyei 2001).

To conclude, in order to ensure student’s achievement and learning efficiency, it is needed to apply a certain amount of motivation in education in general and in second/foreign language teaching in particular besides the investment on creating appropriate curriculum and good teachers.

2.3.4. Approaches of motivation research on L2 field

Gardner and Lambert (1959) found that aptitude and motivation were the two factors most strongly associated with learners’ L2 achievement. Additionally, Gardner

and MacIntyre (1993) drew together the findings from many studies over several decades and developed Gardner’s “socioeducational model of Second Language Acquisition”.

Representation of Socioeducational Model of SLA (Gardner & MacIntyre, 1993)

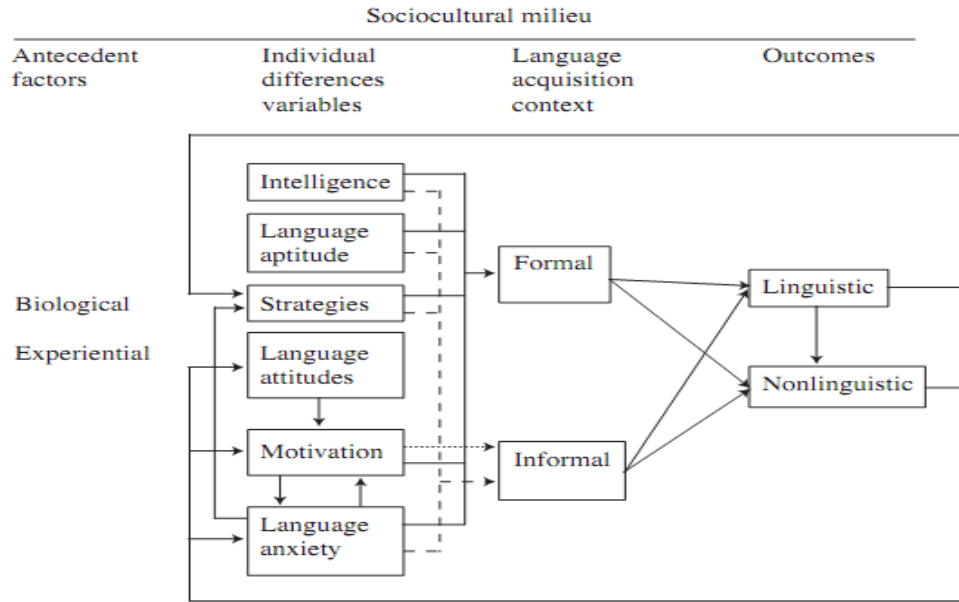


Figure 1: Gardner and MacIntyre (1993)’s socioeducational model of Second Language Acquisition

Another approach was produced by Gardner (2000). In this model, he focused on motivation and language aptitude as the two most influential determinants of language achievement and showed how integrative motivation affects language achievement.

The Role of Aptitude and Motivation in L2 Learning (Gardner, 2000)

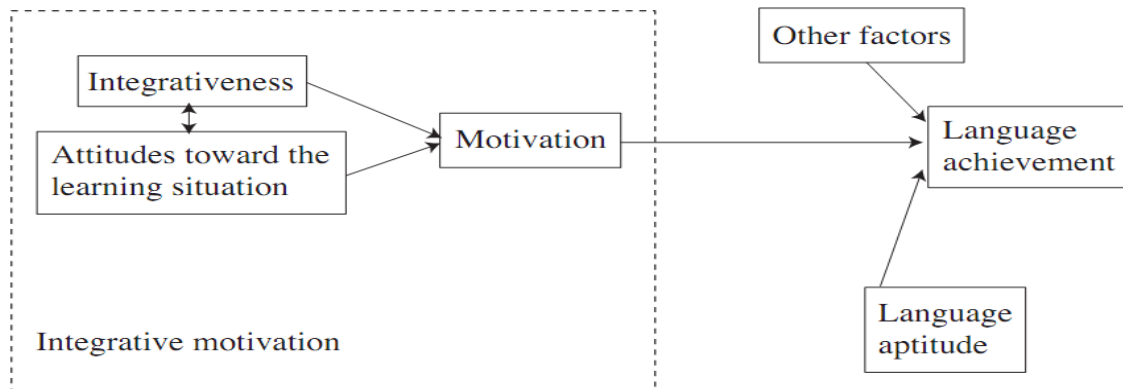


Figure 2: The role of Aptitude and Motivation in L2 Learning (Gardner 2000)

In 1991, a provocative article by Crookes and Schmidt called for a new research agenda involving L2 learning motivation. They criticized Gardner’s socioeducational model for not focusing sufficiently on the L2 instructional context and for being too limited. Moreover, Dörnyei (2001, p.105) claimed that a more “educational orientation in L2 motivation research” is needed. He also found it useful to separate L2 motivation into three motivational components: (a) language level, (b) learner level, and (c) learning situation level.

Figure 3
Components of Foreign Language Learning Motivation (Dörnyei, 1994)

Language Level
Integrative Motivational Subsystem
Instrumental Motivational Subsystem
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
Relevance
Expectancy
Satisfaction
Teacher-specific Motivational Components
Affiliative Motive
Authority Type
Direct Socialization of Motivation
Modeling
Task Presentation
Feedback
Group-specific Motivational Components
Goal Orientedness
Norm and Reward System
Group Cohesion
Classroom Goal Structure

Figure 3: Components of Foreign Language Learning Motivation (Dörnyei 1994)

Williams and Burden (1997, cited in Dörnyei 2001) offered another detailed framework of motivational components:

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity <ul style="list-style-type: none"> ● arousal of curiosity ● optimal degree of challenge 	Significant others <ul style="list-style-type: none"> ● parents ● teachers ● peers
Perceived value of activity <ul style="list-style-type: none"> ● personal relevance ● anticipated value of outcomes ● intrinsic value attributed to the activity 	The nature of interaction with significant others <ul style="list-style-type: none"> ● mediated learning experiences ● the nature and amount of feedback ● rewards ● the nature and amount of appropriate praise ● punishments, sanctions
Sense of agency <ul style="list-style-type: none"> ● locus of causality ● locus of control re: process and outcomes ● ability to set appropriate goals 	The learning environment <ul style="list-style-type: none"> ● comfort ● resources ● time of day, week, year ● size of class and school ● class and school ethos
Mastery <ul style="list-style-type: none"> ● feelings of competence ● awareness of developing skills and mastery in a chosen area ● self-efficacy 	The broader context <ul style="list-style-type: none"> ● wider family networks ● the local education system ● conflicting interests ● cultural norms ● societal expectations and attitudes
Self-concept <ul style="list-style-type: none"> ● realistic awareness of personal strengths and weaknesses in skills required ● personal definitions and judgements of success and failure ● self-worth concern ● learned helplessness 	
Attitudes <ul style="list-style-type: none"> ● to language learning in general ● to the target language ● to the target language community and culture 	
Other affective states <ul style="list-style-type: none"> ● confidence ● anxiety, fear 	
Developmental age and stage	
Gender	

Figure 4: Williams and Burden (1997)'s framework of motivational components

In this construct, L2 motivation was examined from both internal and external influence and within these two categories, a number of subcomponents, following some current themes in educational psychology were distinguished.

Last but definitely not the least, process-oriented approach proposed by Dornyei (2001) is said to have received broad consensus in L2 motivation research. This approach was based on rather neglected aspects of motivation: its “dynamic character” and “temporal variation” (Dornyei 2003). After investigating, he also argued that learners had a tendency to express a fluctuating level of commitment even within a single, let alone over a longer period, the variation of their motivation must be

dramatic. By including a “time dimension” or “temporal axis” this construct can cover the ongoing changes of motivation over time. According to this dynamic process-oriented approach to motivation, in either small or large scale time frames, students’ motivation consists of three stages: preactional, actional and postactional which were demonstrated in details in the next figure.

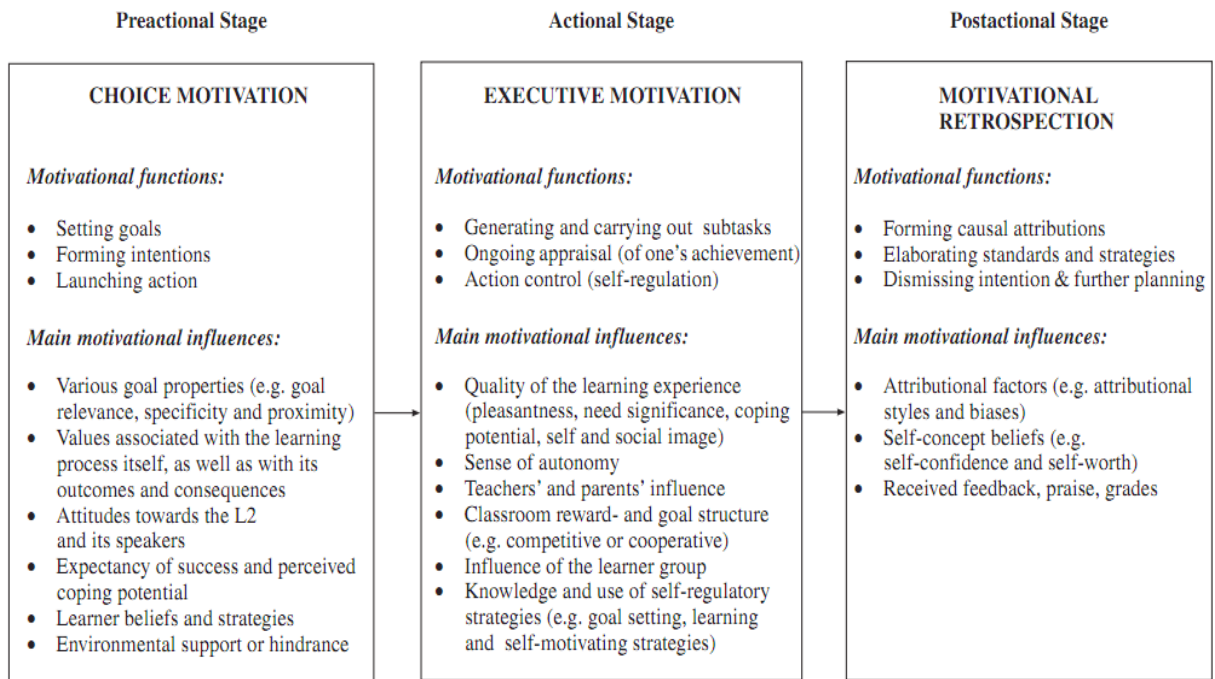


Figure 5: Dornyei (2001)’s process-oriented approach

The main strength of a process-oriented approach, as Winke (2005) concluded, is that it enables to “interpret and integrate” the multifold motivational factors that affect the student’s learning behavior in classroom settings. Exploiting time as “an organizing principle” provides a natural way of ordering the relevant motivational influences into various distinct stages of “motivational sequence along a temporal axis” (cited in Nguyen 2009, p. 26).

Each of three stages of motivation above can be impacted not only by the learner but also the environmental external to the learner including the classroom environment and its relevance such as classroom peers, textbooks, teachers, tasks in

hand, etc. Consequently, with a processing approach to motivation, pedagogical implications associated with learner motivation can be drawn: students cannot only employ self-motivating strategies throughout tasks but teachers too can implement motivational strategies in the classroom to influence the quality and type of motivation that drives foreign language learning.

2.3.5. Framework of motivational strategies

According to Dörnyei (2001), motivational strategies refer to (1) “instructional interventions applied by the teacher to elicit and stimulate student motivation” and (2) “self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation.” The motivational strategies discussed in this research belong to type (1).

There are few of scholars who have published their recommendation for motivational techniques used in L2 learning classroom. Additionally, their works are considered not well-grounded on a theory-based framework (Guilloteaux & Dörnyei 2008). However, the taxonomy proposing a system of four main dimensions made by Dörnyei (2001) is said to fill that limitation. That system includes:

- ✓ Creating the basic motivational conditions
- ✓ Generating initial motivation
- ✓ Maintaining and protecting motivation
- ✓ Encouraging positive retrospective self-evaluation

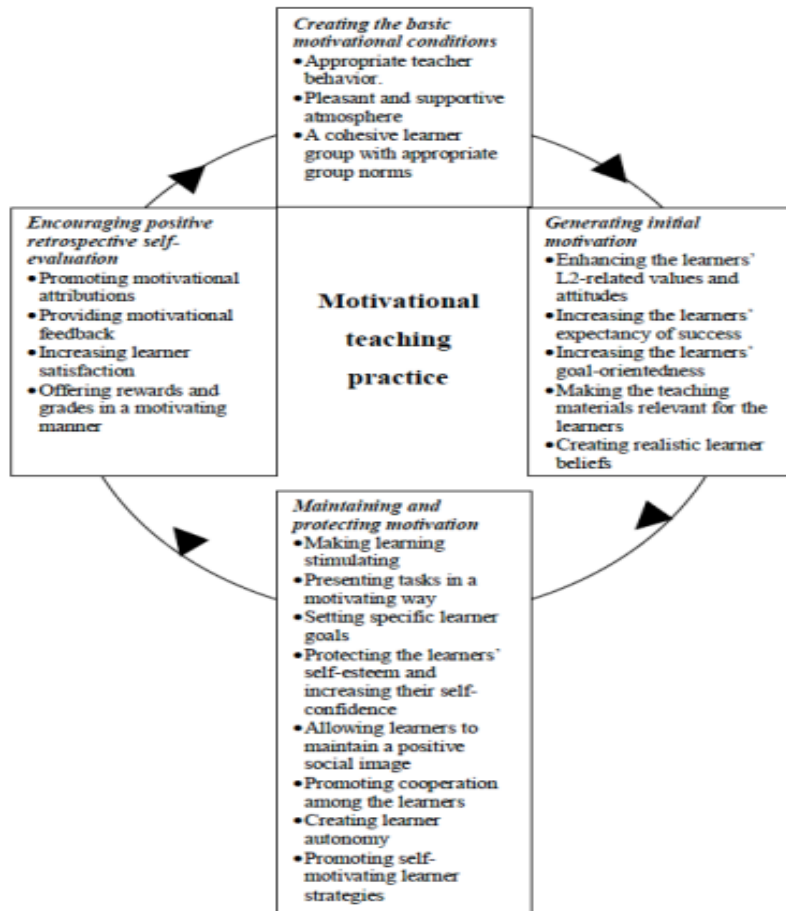


Figure 6: Dörnyei (2001)'s motivational teaching practice

Associated with four dimensions are main macro-strategies which were broken down further into more than 100 specific motivational techniques by Dörnyei (2001) in his published book. The researcher find the motivational strategies categorized by Dörnyei clear and reasonable to follow yet applicable and practical, which leads to the decision of using his framework as the background for the designed questionnaires and classroom observation instruments applied in this research.

Summary: *This chapter has laid the theoretical background for the whole study through defining key terms and reviewing related studies. Particularly important is a framework of motivational strategies that was reviewed and will serve as an instrument for data collection.*

CHAPTER 3: METHODOLOGY

This chapter provides a detailed picture of the methodology of this study by describing and explaining the research design, sampling and participants, data collection instruments (including observation checklist, questionnaires and interview), data collection procedure as well as data analysis procedure.

3.1. Research design

3.1.1. Case study approach

As indicated in the research title, the design of this research is a multiple case study, which possesses numerous benefits. Zonabend (1992) stated that case study is done by giving special attention to completeness in observation, reconstruction, and analysis of the cases under study. In the 80s of the last century, Yin (1984) also mentioned that it is advantageous of case study to convey deeper understanding of a complex issue or object as well as to encompass the findings from foregoing research papers and underline contextual analysis of a limited number of events or conditions and their relationship. More specifically, in this study, a multi-case study is chosen since the researcher attempts to find out how each single case applies their own knowledge of motivation into real class context as well as how students response towards each motivational strategy employed by each trainee teacher.

3.1.2 Research setting

The research is conducted at Faculty of English Language Teaching Education, ULIS-VNUH which provides numerous English language teachers each year. At the faculty, there are two types of EFL teacher education programs: Fast-track program and Mainstream program. Both fast-track and mainstream students have a 6-week practicum in the last semester of their course. If in the past two years, during the practicum, only the fast-track students were required to take their practicum at English Division I, FELTE, ULIS; in this year, main-stream students with high cumulative grade point average were also given chances to work as trainee teachers of college

level. For the academic year 2011-2012, the teaching practicum took place from 13th February to 23rd March 2012.

During their 6 week teaching practicum, 35 trainee teachers were divided into eleven groups of three and one group of two. There were two mentors for each group, one of whom is in charge of guiding them in teaching pedagogy and the other is responsible for guiding them in class management as form teacher. In the practicum, the trainee teachers are expected to effectively apply their abilities of English language teaching in all of four English skills including Listening, Speaking, Reading and Writing skill; however, not all of them had chances to teach all the skills since they had to depend on their mentor's teaching schedules. Since the study aims at investigating the exploitation of motivational strategies in teaching speaking by fourth-year students in their real classroom, the researcher had selected one group of teacher trainees that were assigned to teach speaking as three cases for the study.

A clearer picture of the participants is presented in the following part.

3.2. Sampling and participants

The study is carried out in the form of a multi-case study so that the researcher could have an in-depth insight into each case. The researcher chooses the appropriate samples for the case study base on her own understanding about each sample. Specifically, among 12 groups of trainee teachers, there were 2 groups whose teaching schedules of speaking skill do not clash the researcher's. This would guarantee the chances of direct classroom observation needed for thorough analysis. Moreover, among those 2 groups, there was one group which the researcher had had chances to observe their performances in teaching speaking at Tutoring Program, launched annually by the Fast-track program; as well as in Micro-teaching sessions in ELT 2 and ELT 4 courses. The researcher had noticed some major points of the trainee teachers in using motivational strategies during some of their earlier performances which will be described in detail in the following parts. So as to figure out how the student-teachers take their knowledge and improvement in motivating students into their practicum, the

characteristics of the trainee teachers' motivational strategies applicability noticed by the researchers were expected to be essential information resulting in potentially crucial findings for this study. Therefore, the researcher decided to choose this group of trainee teachers. As a result, the students from the group which the trainee teachers were allocated to have their practicum with were involved as main participants.

3.2.1. The trainee teachers

In order to keep this study objective and reliable as well as to prevent any problems that might come out from case of being made public, the three trainee teachers selected as three cases are coded as X1, X2 and X3. They were also informed in advance that their real names would be kept confidential so that they could participate honestly and actively in the study.

3.2.1.1. Trainee teacher X1.

X1 is a fast-track student. Before the teaching practicum, she had a few chances to practice teaching a large group of students. Beside two chances planning and delivering lessons to her classmates who had to pretend to be the 10th graders during ELT 2 course and ELT 4 course, she participated in teaching speaking twice and teaching reading once to the second year students in Tutoring Program. Regarding her teaching experience, she has started to give private lessons as a tutor since she was at first year at university. All of her tutees are secondary and high school students whose purpose of learning English is to master the grammar and vocabulary through a variety of exercises so as to pass examinations at school.

X1 highly appreciates the roles of teacher in motivating students to speak in speaking lessons. She always tries to apply the motivational strategies that she has learnt from her teachers during her student time, which succeeded in motivating her to speak more often in the lessons.

As observed from all of her performances on stage of large students, X1 lacks the variety of motivational strategies, self-confidence and self-control to deliver a lesson which can be considered successful in term of students' amount of talking time.

3.2.1.2. Trainee teacher X2

X2 is a fast-track student. She has been working as a tutor since the first year of college. Most of her tutor classes have one or two students from secondary and high school with the purpose of high result at school. Among those classes, there are a few of groups with five to six students studying to train their English skills including writing, listening, reading and speaking skill. Besides, like X1, X2 also had chances to work with students at college level in ELT courses and Tutoring Program. Furthermore, at the third year of college, X2 joined a program in which ULIS juniors gave lessons to exchanged students from English non-major colleges of VNU. She was in charge of a group of 25 students in three months.

X2 is fully aware of the role of teacher in motivating students in speaking classes. She has learnt the motivational strategies through her teachers who inspire her during her in-class time and also from experiences of her each and every performance at class including warm-up activities, facilitation sessions, etc. She recommends that motivating students to speak is not only important and helpful for students but also for teachers themselves since teachers will receive reversed motivation from the fact that students enjoy the lessons and participate excitedly.

From some observations that the researcher had chances to join X2's lessons, some notices about her way of motivating students were drawn. Overall, X2 could create an encouraging and motivating speaking class in which students were given many chances and cheered to speak. However, there were some moments, especially at the beginning of each lesson, when X2 lost control and confidence to motivate students and students had not been warmed up to speak, the class were slightly quiet and despondent.

3.2.1.3. Trainee teacher X3

X3 is also a Fast-track student. She has been teaching as a tutor since the second year of college; however, her tutor classes are mostly one student-one teacher form. Like X1 and X2, X3 had the same chances of teaching large group of students in

ELT courses and Tutoring Program. Nevertheless, it was not until last summer did X3 have an opportunity teaching big classes consisting of many students with big range of ages, jobs, etc. as an internee at an English center.

According to X3, due to the fact that she could only learn effectively when having inspirational teachers, motivating students during lessons' time is a rule that must be obeyed by every teacher of English. She, along with her friends, also conducted a research paper under the theme of the exploitation of motivational strategies last semester; therefore, she read a great number of books and studies which have the same concern. In addition, she always remembers the way her teachers successfully motivate her to apply the techniques and strategies to her working.

Basically, X3's lessons were always full of excitement and cheerfulness. She completely masters the theory of motivational strategies and flexibly applies them into her classroom context.

3.2.2. The first year students

There were 25 students from the first year group, which the trainee teachers were in charge of, participated in the study. These students are studying Double major training, which focuses in both English major and Finance and Banking major. The course book used in Speaking lessons as well as other skills is Market Lear Pre-intermediate. Level of their English proficiency is around Pre-intermediate since there are some students whose level are above and some students whose level are below this range. Their background information regarding their gender and Listening-Speaking 1 course is illustrated in Table 1 below.

Number of students	Gender		Average Listening-Speaking 1 score			
	Male	Female	< 5.5	5.5 - 6.9	7.0 - 8.4	> 8.5
25	3	22	0	11	12	2

Table 1: Background of the first year students

3.3. Data collection instruments

In order to have an insight of the research matter, the researcher uses both quantitative and qualitative approaches to collect data for the study. Specifically, the

triangulation method, a combined data collection process including a classroom observation scheme, survey questionnaires and semi-structured interviews, was fully employed.

3.3.1. Observation

3.3.1.1. Reasons for choosing observation

In the article about research methods, Burgess and Kemp (n.d.) mentioned that naturalistic observation method in which researchers join the session as observers helps them collect “rich descriptions about the nature of the social world” since there is no intervention made by researchers. Agreeing with Burgess and Kemp, Cohen, Manion & Morrison (2000, p.305, as cited in Chu 2009, p.31) also emphasized the role of observation in a study as “observational data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations.” With its nature, classroom naturalistic observation is chosen as the first instrument in collecting data.

3.3.1.2. Observation scheme

It is noticeable that due to the complexity of the research problem and the lack of the researcher’s experiences, the observation checklist was adapted from the Motivation Orientation of Language Teaching (MOLT) observation scheme (Dörnyei & Guilloteaux 2008) which combines Spada and Frohlich’s (1995, as cited in Dörnyei & Guilloteaux 2008) Communication Orientation of Language Teaching (COLT) scheme and Dörnyei’s (2001) motivational strategies framework for foreign language classroom. The observation checklist includes two parts, one of which is about the learners’ motivated behavior and the other is the teacher’s motivational teaching practice.

The learners’ motivated behavior was operationalized as the students’ level of behavioral engagement in instructional events. To be more detailed, it involved the observer’s assessment of the learners’ level of motivated behavior in terms of the proportion of students who paid attention or actively participated during the class. Table ... presents a description of the three variables which belong to the learner’s

motivated behavior cluster. A three level-scale was used: *very low* = a few students, *low* = one third to two thirds of the students, and *high* = more than two thirds of the students.

Variable	Description
Attention	Students appear to be paying: They are not displaying any inattentive or disruptive behavior: they are looking at the teacher and following his or her movements, looking at visual stimuli, turning to watch another student who is contributing to the task, following the text being read or making appropriate nonverbal responses.
Participation	Students are actively taking part in classroom interaction or working on assigned activity. They are also volunteering without the teacher having to coax them in any way.

Table 2: Observational variables measuring learner’s motivated behavior

The aspects of the teacher’s motivated teaching practice included in the MOLT were based on Dornyei’s (2001) model of motivational teaching practice. Twenty five clearly definable and observable motivational variables were selected and presented in Appendix 1. However, instead of grouping these variables into four groups which are: *teacher discourse, participation structure, encouraging positive retrospective self-evaluation* and *activity design*, in the observation checklist, the researcher decided to group them into four components of motivational teaching practice in the L2 classroom produced by Dornyei (2001), previously mentioned in chapter 2. The components are: *creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation* and *encouraging positive retrospective self-evaluation*. The researcher found this way of categorizing easier to follow and notice; moreover, the investigation into motivational strategies should be conducted from the roots of them.

For further details about the observation checklist, please see Appendix 2.

3.3.2. Questionnaires

3.3.2.1. Reasons for choosing questionnaires

James (1997) asserted 3 major strengths of questionnaires which were “economy, uniformity of questions and standardization.” Specifically, according to him, questionnaires not only help reduce expense and time involved in training interviewers and sending them to interview but also yield data more comparable than information obtained through an interview since each respondent receives the same set of questions phrased in exactly the same way. Moreover, the questionnaires can become standardized under the conditions that the questions are highly structured and the answers are controlled. Thanks to those strengths, questionnaires are employed as the second data collection instrument.

3.3.2.2. Questionnaire format and content

There are two set of questionnaires, one of which is for the teacher trainees and the other is for the first-year students. Both two sets began with a brief overview of the research title, the purpose of conducting the questionnaires and a desire for cooperation from the respondents in order to get sincere opinions and objectives assessment. Moreover, the confidentiality of shared information is also confirmed.

Regarding the content of questionnaire for the student-teachers, there are 2 main parts. The first one contains instructions of how to answer two close-ended questions which are about to find out the student-teachers’ perception of motivational strategies in term of typology and their frequency of using each strategy. The second part is presented with the table of 25 motivational strategies combined with spaces for the student-teachers to tick their answers to the two questions.

The second questionnaire was distributed to the first-year students. In order to avoid possible confusion and misunderstanding over technical terms, Vietnamese was effectively employed. The first section of the questionnaire aimed at investigating into students’ personal information namely the student’s name, their phone number (in case the researcher wants to contact to invite them to interview session) and their average Listening-Speaking 1 score. The second section gives the students guidelines to answer three questions concerning their evaluation on the frequency and effectiveness

of teacher trainees' applied motivational strategies as well as their preference towards those strategies. The last section is the table of 25 motivational strategies and spaces for students to answer all the three questions.

The data collected from the questionnaires helps the researcher figure out the answers to the first, the second and the last research questions. The two sets of questionnaire are available in the Appendix 3 and 4.

3.3.3. Interviews

3.3.3.1. Reasons for choosing interviews

Beside observations and questionnaires, semi-structured interviews are applied to obtain in-depth information since the researcher have found it useful in eliciting "additional data if initial answers" were "vague, incomplete, off-topic or not specific enough" (Markey & Gass 2005, p.173, as cited in Nguyen 2011, p.47). Specifically, after the observation and questionnaires are executed, semi-structured interviews were conducted to fulfill the disadvantages of the questionnaires which lead to unreliable and unmotivated respondents as well as to ensure and deepen the data gathered from the observations and questionnaires.

3.3.3.2. Interview format and content

In-depth interviews with the three student-teachers and two prominent students' questionnaire respondents were carried out so that the researcher could enhance the reliability of this research. All interviews were recorded and main points were taken notes of.

Regarding interviews with the student-teachers, there are two main parts, the first of which asked them about their perception of using the most frequently employed motivational strategies in their lessons in terms of timing to use and situations in which they should be used; the other required them to express their opinions about how to prepare and conduct those strategies in class.

About interviews with the students, they had to recall the situations in which one of the most frequently used motivational strategies succeeded or failed to

encourage you to speak in class. After that, their impressions on how each case performed in class were also drawn.

It was worth-noticing that all interviews were done in Vietnamese to avoid possible misunderstandings.

3.4. Data collection procedure

The data collection procedure consisted of three main phases, each of which was taken according to a designed timeline. The three phases are listed as follows:

Phase	Activities		Time
1	Data collection preparation	Designing questionnaires and observation schedule	3 weeks
		Piloting the questionnaire with seven first-year students	1 week
2	Data collection	Delivering and getting back questionnaires for first-year students	2 weeks
		Delivering and getting back questionnaires for the student-teachers	5 days
		Observing and videotaping	4 weeks
		Preparing for interview questions and schedule	1 week
3	Final data gathering	Transcribing observation and videos	1 week
		Conducting and transcribing interviews	1 week

Table 3: Data collection procedure

Phase 1: Data collecting preparation

As indicated in the table, it took the researcher three weeks to prepare for the data collection instruments including one set of questionnaire for the student-teachers and another for the first-year students, preparing observation schedule and piloting the first version of the questionnaire.

Having done with the questionnaire design, the researcher came to the step of piloting the questionnaire with seven first-year students. Wording and content were carefully checked and revised by the researcher.

Phase 2: Data collection

a. Observation procedure

In order to carry on the observation, the researcher asked for permission from the selected teacher trainees, their mentor as well as the first-year students. In total, the researcher conducted 12 observation sessions, in which each teacher trainee had at least 3 sessions observed. Notes of motivational strategies used in these sessions as well as the participation and attention or noticeable reactions of students were carefully taken as useful evidence for this study. Besides, the researcher asked and was permitted to videotape the student-teachers' performance and students' reactions in class. By this way, the researcher could watch these videos many times to gain more insights into the matter of the study and to double-check the information collected from the questionnaires to have reliable findings.

b. Questionnaire procedure

The questionnaires for both teacher trainees and first-year students were distributed after the practicum finished. The researcher's purpose was to give a chance to the participants to refer back to what had happened in class during the whole teaching practicum. The questionnaires were sent to the teacher trainees via email in soft-copied form and directly delivered to the students in hard-copied form. Since the research is in form of a multi-case study with specifically three cases, each student had to do three questionnaires, each of which is for one case.

The researcher received back all three questionnaires from the teacher trainees. However, as for the first-year students, the researcher got back 24 out of 25 questionnaires in which there are two unqualified ones due to incompleteness of the answers. In total, the data was analyzed from 22 questionnaires.

c. Interview procedure

The researcher contacted three chosen student-teachers from the first week of the practicum to ask for their permission to be interviewed. After collecting all questionnaires and observations, the researcher studied these questionnaires carefully to firstly choose some worth-asking students to get permission to interview them and secondly designed a set of guiding questions used in the interview. During the

interviews, it was flexible for the researcher to cut or add any question which was considered necessary.

Data collected from interviews helps solve the three last research questions.

Phase 3: Final data gathering

Follow-up interviews with the three student-teachers and two first-year students who gave special answers in their questionnaires were conducted soon after the basic results from questionnaires had been obtained. To make it easier for the data analysis procedure afterwards, the researcher recorded all of the interviews with the permission of the interviews.

At the same time, interviews' content and videos were transcribed to make it more convenient for the analysis and quoting later. Noticeably, just important points were written down to give clues to the research questions.

3.5. Data analysis procedure

During this data analysis process, content analysis was used as the key method both to gather and investigate data. After the data had been collected, they were processed through two phases.

Phase 1: Data classification

Based on the result of 22 questionnaires from the first-year students and 3 from the student-teachers, the researcher began to classify the data according to four research questions. To be specific, all data gathered from the questionnaires gave answers to research question one (*the most frequently used motivational strategies*), question two (*student-teachers' perception about those most frequently used motivational strategies in term of typology*) and question four (*the students' preferences towards student-teachers motivational strategies*).

Phase 2: Data coding and decoding

Mechanical counting was performed to render specific statistics. These numbers were put in appropriate charts for better illustration and explanations. Moreover, content analysis became helpful when the researcher analyzed data from the

observations and the interviews. To support some point, the researcher often quoted and interpreted the participants' ideas. Consequently, results from these two data collection instruments helped completely give answers to all research questions.

***Summary:** So far, this chapter has justified the methodology applied in this paper by elaborating the setting and the two groups of participants involved in the process of data collection, namely 3 student teachers and 22 first-year students. Furthermore, the combination of three data collection instruments was also clarified in the three-phase process of data collection and the process of data analysis in this chapter. These justifications of the methodology would help make the way for the findings and discussion in the next chapter.*

CHAPTER 4: FINDINGS AND DISCUSSION

In this chapter, all the data collected from the instruments (i.e. observation, questionnaire and interview) will be revealed and discussed in detail, which will be integrated to support each other all in forms of answers to the four research questions. Some details and illustration taken from relevant reference may be appended where necessary in order that the findings will be brought into an in-depth discussion and viewed on a more global outlook.

As stated in the first chapter – Introduction – the study aimed at exploring how the student teachers exploited motivational strategies in teaching first-year students during their practicum at FELTE, ULIS, VNUH. In order to successfully achieve this aim, the researcher followed a series of research questions which were produced to get insights of the matter. Firstly, the investigation into the student-teachers' frequency of using motivational strategies during their practicum was carried on. Secondly, the perception of the student-teachers about those most frequently used motivational strategies regarding typology, timing to use and situations in which they should be used was found out. Next, how the most frequently used strategies either motivate students or prohibit them to engage in speaking activities would be made clear. Lastly, the students' preference for motivational strategies of student-teachers would be revealed.

The answers to the four research questions take turns to be presented in this chapter.

4.1. Research question 1: What motivational strategies are most frequently used by the student-teachers during their practicum?

In order to collect the data for this question, the questionnaires asked the respondents including both the student-teachers and the first-year students to mark the level of frequency of each motivational strategy in the range from 1 to 5 in which the numbers respectively mean *never*, *seldom*, *sometimes*, *often* and *always*. The

researcher also categorized data into groups of Dornyei’s motivational teaching practice (2001) (i.e. *creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective*) when analyzing. The overview frequency of using motivational strategies of each case is presented first, followed by details from smaller groups. Any dissimilarity between the students’ and the student teachers’ result will be clarified in details. Due to the thesis page limit, only the charts of case X1 are presented in this chapter as a sample for the other cases. The charts of X2 and X3 are shown in Appendix 5 and 6.

4.1.1. Case X1

The bar chart below shows the result of the first-year students’ questionnaires with the mean score indicating the frequency of four groups of motivational strategies used in speaking lessons by X1.

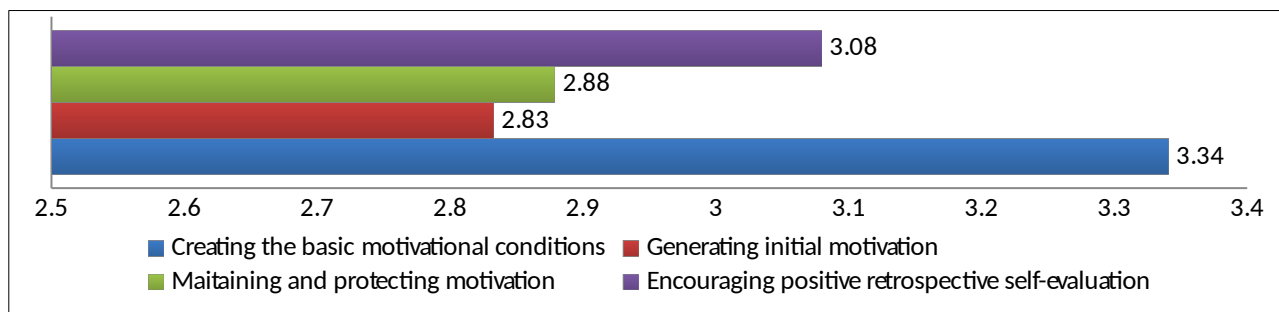


Figure 7: X1’s frequency of using motivational strategies, perceived by first-year students

As observed from the chart, from the first-year students’ perspective X1 uses motivational strategies from group of *generating initial motivation* least frequently and group of *creating the basic motivational conditions* most commonly. The range is from 2.833 to 3.341, which means generally X1 uses various strategies to motivate students in the speaking class during her practicum.

Particularly, insights from each group will be respectively discovered. Below is the chart showing X1’s frequency of using motivational strategies from *creating the basic motivational conditions* group.

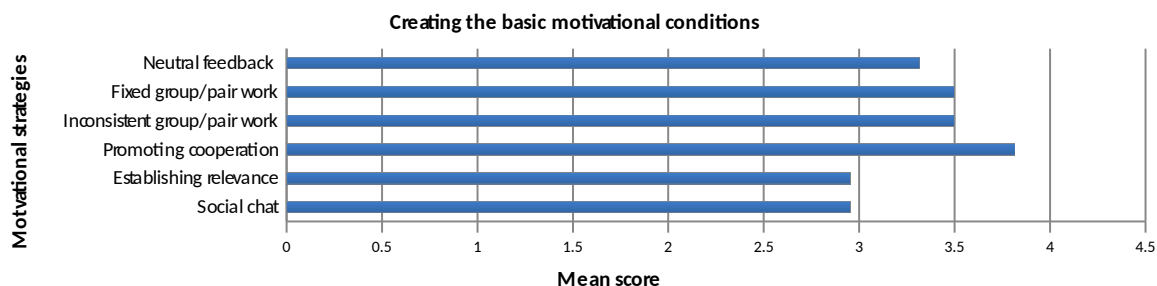


Figure 8: X1's frequency of using strategies in creating the basic motivational conditions, perceived by first-year students

Leading the chart with the mean score of 3.818, *promoting cooperation* is the strategy most frequently used by X1. By this strategy, the class is set up with cooperative learning activities and students are encouraged to help one another. For instant, in one of X1's speaking classes, she let the students discuss some questions about the possible threats and opportunities for foreign investors at Russia in groups after listening to a recording about Russian economy. After a particular amount of time, a group would be called randomly to present their ideas and other groups would listen and add more ideas to fulfill the answer.

Following *promoting cooperation* strategy, *fixed and inconsistent group/pair work* share the second spot with the mean score of 3.5. The next strategy is *neutral feedback*, at third place with 3.318. However, according to the researcher's observation and the teacher trainee's questionnaire, the strategies X1 uses most commonly are *promoting cooperation* and *neutral feedback*. *Neutral feedback* strategy is recognized by the action of going over the answers of an exercise or a question with the class without communicating any expression of irritation or personal criticism. For example, continuing the Russian economy discussion, X1 refused to criticize whether students' answer were wrong or right but let them freely go with their flow of thinking.

If the first group of motivational strategies shows slight difference in X1's frequency of using each strategy, the second one – *generating initial motivation* – has a considerable gap among the strategies.

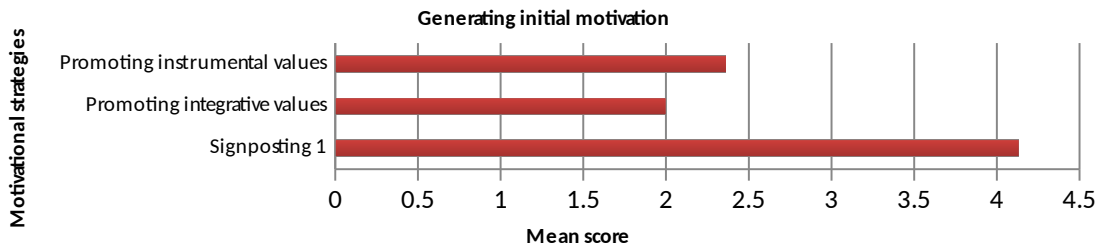


Figure 9: X1’s frequency of using strategies in generating initial motivation perceived by first-year students

All the strategies in generating initial motivation were applied by X1 during the practicum. Among these three strategies, *signposting 1* is considered the most frequently used with identifiably high mean score of 4.136. The researcher has the same results from the sources of student teacher’s questionnaire and observation. At the beginning of each lesson, the objectives were always stated clearly in particular terms of grammar, vocabulary and language skill.

The next chart presents the strategies of *maintaining and protecting motivation* and their frequency of being used in X1’s speaking lessons.

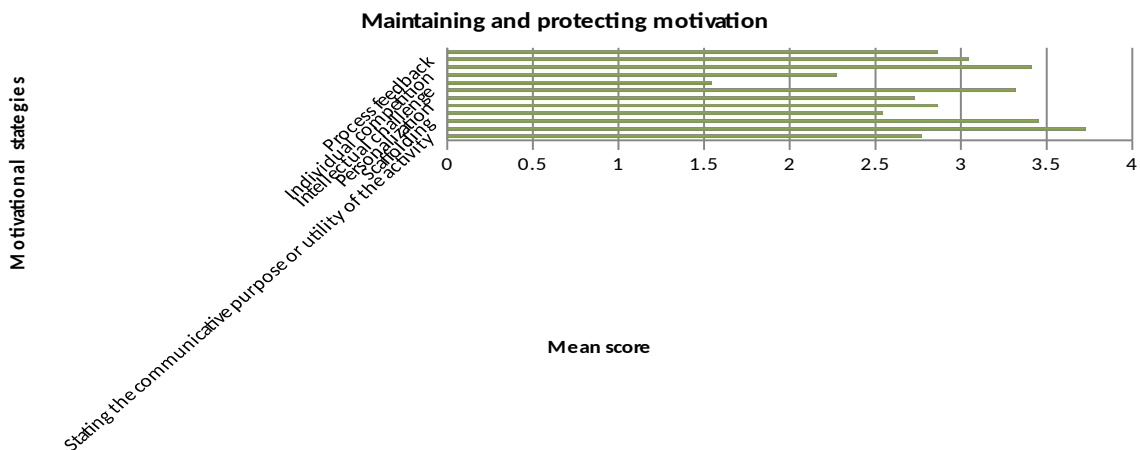


Figure 10: X1’s frequency of using strategies in maintaining and protecting motivation, perceived by first-year students

According to first-year students’ questionnaires results, there are four prominent strategies leading the chart, which are *arousing curiosity or attention*, *scaffolding*, *team competition* and *intellectual challenge*. However, the researcher received

different response from X1, which indicated *arousing curiosity or attention* and *team competition* as the two most commonly used motivational strategies.

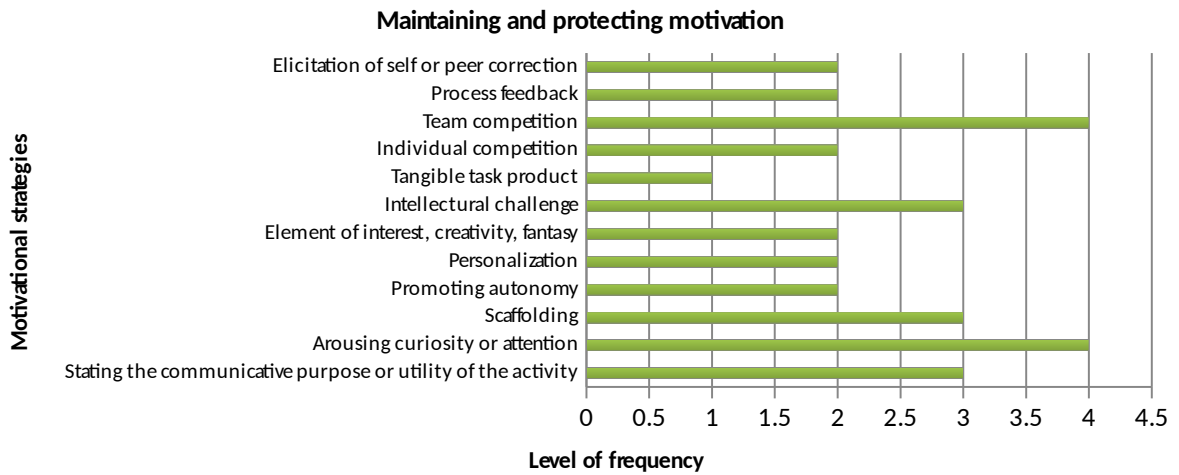


Figure 11: X1’s self-perceive about her frequency of using strategies in maintaining and protecting motivation

From observation sessions, the researcher shares the same opinion with the student teacher. *Arousing curiosity or attention* (i.e. stimulating students’ curiosity or attention during the presentation of an activity) *and team competition* (i.e. using activities which raise competition among groups) were employed most regularly in X1’s lessons. One example of the former strategy is the practice of future forms in which X1 asked the students to watch a short movie of Mr. Bean and guessed what would happen next by using one of the future forms recently learned. The latter strategy, for instant, was once employed under the form of a vocabulary checking game in which two sides of the class had to compete in quickly and successfully describing words for their group’s representatives in order to win the game.

The frequency of the last motivational strategies’ group is illustrated in the following chart.

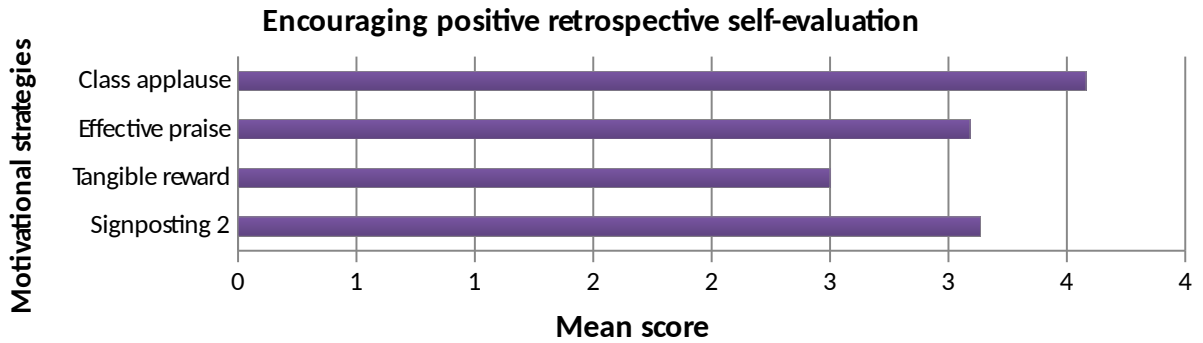


Figure 12: X1’s frequency of using strategies in encouraging positive retrospective self-evaluation, perceived by first-year students

In this case, the students and the teacher trainee have the same result which shows *class applause* as the most commonly used strategy with high mean score. However, as observed from the real classroom, dissimilar result was drawn. *Class applause* is also agreed to be the most usually employed strategy, nevertheless, with lower mean score. Specifically, during the whole practicum, this strategy was applied only two times when none of other strategies in the group (i.e. *signposting 2*, *tangible reward*, *effective praise*) was even employed.

Generally, during the practicum, X1 employed *promoting cooperation*, *neutral feedback*, *signposting 1*, *arousing curiosity or attention*, *team competition* and *class applause* most often.

4.1.2. Case X2

All the charts illustrating X2’s usage of motivational strategies are presented at Appendix 5.

About the overview picture (Appendix 5A), like X1, X2 applied a variety of motivational strategies when the range between the least and the most popular ones in mean score is from 2.742 to 3.102, which is not a big gap. However, unlike X1, it is X2’s usage of strategies in *encouraging positive retrospective self-evaluation* that is most frequently employed.

In *creating the basic motivational conditions* group (Appendix 5B), similarities were drawn when data collected from observation and teacher trainee's questionnaire also share the same result that *fixed group/pair work* and *promoting cooperation* are used most commonly. There are many ways to form a group, however, X2 always let the students work in group or pair with classmates sitting near to them. This strategy can be found in numerous activities, usually a series of activities working in group. In order to give lesson on how to interrupt others, X2 let the class work in four groups in which each group had to match some language structures used to ask for interruption. After that, in the same group, students were required to hold a business meeting on different topic using the structures recently learned. When each group finished their performance, other groups were asked to give comments and further solutions for the group. X2 usually used *promoting cooperation* strategy after group work.

Regarding *generate initial motivation* group, as easily observed from the chart (Appendix 5C), *promoting instrumental values* strategy was considered most commonly used from the students' viewpoints. It is also approved by X2 that she usually used this strategy to motivate students by pointing out the benefits of learning English as well as alternately telling some stories of people who succeeded by studying English during the classes.

The chart of X2's use of motivational strategies in *maintaining and protecting motivation*, perceived by the students (Appendix 5D) shows the domination of three strategies that are *arousing curiosity or attention*, *scaffolding* and *team competition*. In order to introduce the lesson's objectives, X2 let the students watch a comedic clip about two people having problems in making conversations and asked them to identify the problems, some solutions and guess the topic of the lesson that day. As stated above, since X2 usually used group work, it leads to the fact that she also went around the class to assist and help the students when they were having group discussion. Group work activities lead to *team competition* as well, for example, for the activity of

matching X2 put four groups in a competition in which the group finished first and had most correct answers was the winner.

Concerning X2's frequency of using encouraging positive retrospective self-evaluation strategies, *class applause* is also X2's most frequently used motivational strategy in this group (Appendix 5E). However, according to data collected from observation sessions, three other strategies (i.e. *signposting 2*, *tangible reward*, *effective praise*) were not used with such high rate. X2 hardly summarized the progress during the lesson or rewarded students with any touchable prize. When the students finished their work, she only complimented them with some phrases such as "well done" or "good job" which cannot be considered as *effective praise* since this strategy means offering students with sincere and specific praise for their effort or achievement.

In summary, X2's most popularly employed motivational strategies include *fixed group/pair work*, *promoting cooperation*, *promoting instrumental values*, *arousing curiosity or attention*, *scaffolding*, *team competition* and *class applause*.

4.1.3. Case X3

All the charts illustrating X2's usage of motivational strategies are presented at Appendix 6.

It can be easily inferred from the chart (Appendix 6A) that X3 used almost all of the motivational strategies since the mean score of the four groups slightly ranges from 2.788 to 3.182. Three groups which take the lead with faint difference in their frequency of being used are *creating the basic motivational conditions*, *maintaining and protecting motivation* and *encouraging positive retrospective self-evaluation*. *Generating initial motivation* was used least frequently.

In *creating the basic motivational conditions* group, as perceived by the first-year students (Appendix 6B), beside *neutral feedback*, other motivational strategies were all employed very often with no massive differences among them. However, data from X3's questionnaire brings dissimilar result (Appendix 6C). Data from the

observation sessions shares the same result with data from X3's questionnaire. The three most popularly employed strategies are *social chat*, *promoting cooperation* and *fixed group/pair work*. X3's lessons involved a lot of group activities in which the students barely had to move or change the groups but worked with classmates around them. For example, in one of her lessons, the whole class was divided into four groups, each of which was made from 2 tables of each side. The groups had to discuss the answers for reading comprehension questions; after that, in the same groups, X2 let them do an activity named "Next top manager" which allowed students to vote on the most suitable manager of the group. Each "Next top manager" of each group then was assigned with one social situation and together with their group role-played the situation and gave out the solution. *Fixed group/pair work* usually comes with *promoting cooperation* since the follow-up activities of group work in X3's lessons tends to be commenting and sharing sessions among groups so that the students can add their ideas and the whole class can have comprehensive answers from various viewpoints. Alternately in her lessons, X3 asked students some humorous questions or told some fun stories and had the students join the conversation.

In the topic of *generating initial motivation* group, leading the chart with enormous difference (Appendix 6D), *promoting instrumental values* was used most often in X3's lessons. X3 highlighted the potential benefit of learning English by telling true stories about chances to study abroad or to get good jobs to the students.

Regarding *maintaining and protecting motivation* strategies, since the data collected from the students' questionnaires does not categorize the motivational strategies clearly (Appendix 6E), in order to figure out the most frequently used strategies of this group, data from the student-teacher's questionnaire and observation sessions have to be involved (Appendix 6F). After combining the data from three sources, it is approved that *individual competition* and *team competition* were used most often in X3's lessons. *Individual competition* in X3's lessons was usually in the form of games in which students had to raise their hand quickly to get the chance to

answer. *Team competition* was often used when X3 wanted to check the exercises or some language structures.

In the last group of motivational strategies and their frequency of being used in X3's lessons (Appendix 6G), *class applause* is also the most frequently used strategy to motivate the students in X3's lessons. After each one or each group performed on stage, X3 always cheered the class up with having the whole applaud for those who had recently done their jobs. However, towards other strategies in this group, the frequency of using them in X3's classes was not as high as perceived by the students. *Effective praise* was barely employed while *tangible reward* and *signposting 2* were not used at any time.

In general, during the period of her practicum, X3 employed *social chat*, *promoting cooperation*, *fixed group/pair work*, *promoting instrumental values*, *individual competition*, *team competition* and *class applause* most frequently.

To sum up the answer about the student teachers' frequency of using motivational strategies in teaching speaking, it is identical that all three cases are flexible in applying motivational strategies in their lessons. They all employed a variety of strategies to motivate their students to speak in class. Although there is a difference in the direction of motivational strategies (i.e. X1 used *creating the basic motivational conditions* group most commonly; X2 used *encouraging positive retrospective self-evaluation* group most frequently while X3 frequently used all the three groups of *creating the basic motivational conditions*, *maintaining and protecting motivation* and *encouraging positive retrospective self-evaluation*), the three cases all share some common strategies such as *promoting cooperation*, *team competition* and *class applause* as the most frequently used motivational strategies. From time to time, there are some mismatches between the first-year students' and the student teachers' perception. The reason does not come from misunderstanding the description of motivational strategies used in the questionnaire but from their impression on the strategies employed during the lessons. The results from the

interview with the students and student teachers show that the students tend to remember the strategies which they loved while there are some mis-remembrance made by the student teachers since they tend to think they had applied all the strategies which they thought should be applied.

4.2. Research question 2: What do students-teachers perceive about the most frequently used motivational strategies regarding typology, timing to use and situations in which the strategies should be used?

Regarding the most frequently used motivational strategies, before taking part in this study, all the student teachers already knew about those strategies as motivational approach. However, they have different opinions about how the motivational strategies are categorized and about when to use them.

4.2.1. Case X1

Due to the fact that X1 lacks experience of teaching a large class and she just learns how to motivate students through the period of studying with her teacher, X1 does not think about motivational strategies as a whole system but separately individual one.

About *promoting cooperation*, X1 stated that this strategy could be used throughout the lessons, especially after one individual person or group perform or answer some question. Similarly, *neutral feedback* and *class applause* could also be employed after students raise their voice during the whole lesson. These strategies would help students feel less shy and hesitated since they are encouraged by their classmates and teacher. X1 also gave her opinions about how and when to use *signposting 1* and *arousing curiosity or attention*. According to her, she would use these two strategies at the beginning of each lesson since at that time, normally the students just have some break so they do not pay enough attention to the lecture. Stating the objectives clearly or stimulating their curiosity would make them back to the lesson naturally and effectively. Regarding the last strategy – *team competition* – X1 believed this strategy could be effectively used in all stages of a speaking lesson.

By this strategy, atmosphere of the class would be excited and would make students love to talk more.

However, when being asked about how to prepare for applying those strategies in class, X1 admitted that she did not care much about motivational strategies when planning a lesson. “Actually I just applied the activities learnt in ELT2 course into my teaching. I wanted to build a variety of activities to help students master the focused skill of the lesson. I did not think much about how to motivate students. For me, activities are stimulating enough.” (see Appendix 8A)

4.2.2. Case X2

Regarding those most frequently used strategies, X2 knows that they belong to motivational approach, nevertheless, she does not know about how many motivational strategies there could be or how the strategies are categorized.

As stated by X2, she used each motivational strategy with different intention. Since activities in speaking lesson involve a lot of group and pair work, *fixed group/pair work* could be applied in all stages of the lesson. X2 suggested that letting students do the work with a fixed group would help them feel more relaxed and understandable to talk. “They always worked with each other so they understand each other and could produce more ideas than working with other classmates” (see Appendix 8B), she added. Also, in X2’s opinion, *promoting cooperation* and *scaffolding* are “naturally attached with group work” for the reason that working in group results in sharing among members of the group as well as among all the groups; moreover, when students are discussing, it is advisable and necessary for the teacher to go around in order to be sure that the students are working and to give some guidelines when they are losing their way. *Team competition*, on the word of X2, can as well be used in all stages of a speaking lesson. Specially, *team competition* is used when students show some sign of tiredness and bore, which can “raise their attitude and cheerfulness up”. In addition, X2 asserted that *class applause* should be used after the performance of each student or each group throughout the lesson since “*class*

applause help the students receive respect and attention from classmates and the teacher, which definitely make them want to talk more.” *Promoting instrumental values* is suggested to be used interchangeably during the lesson, especially in the introduction to the new skill or when students are found uninspired since “lessons from those who is familiar yet already is successful by seriously studying English would encourage students to try their best...” Finally, *arousing curiosity or attention* can be used at the warm-up session of the lesson and the beginning of presentation stage as at that time, students are not ready enough for the lesson and by this way “students are made more interested and focused.”

When planning for the lesson, X2 pays pretty much attention to how to make activities attracting and interesting for students so that they can find more opportunities to talk. She stated that “some considerations are made to finalize the best way to carry the activities.” X2 also emphasizes the role of teacher’s enthusiasm in motivating students: “if teacher fails to cheer the students up then no one can be motivated to participate in class’s activities.”

4.2.3. Case X3

Since X3 once conducted a research about motivational strategies, she fully knows and understands the categories as well as the groups of teacher’s motivational practice produced by Dornyei (2001). Nonetheless, X3 believes that there is a big gap between theory and application. According to her, “the most important strategy in motivating students is to understand them” (Appendix 8C).

X3 shares that she usually uses *social chat* at the beginning of the lesson when the students are in low mood and at times when the students are losing focus. *Social chat* is practically helpful in “bringing the students excitement and comfort when they feel bored or find the activities hard to complete”, which lead them to focus again and have mood for more speaking. X3 also shares the same idea with X2 about the timing and situations as well as the intention of using *fixed/pair work*, *promoting cooperation* and *promoting instrumental values*. Additionally, X3 suggested that choosing

motivational strategies depends on the focused skill of the lessons and the skills which she wants her students to acquire. She often use *individual competition* when she want the students practice personal skill like “logical thinking skill” and use *group competition* when wanting them to practice working in group and “when there is the activity which cannot be accomplished without discussing in group.” Lastly, X3 shows her high appreciation towards *class applause* and *effective praise* even though she did not use *effective praise* quite often. She emphasizes that after completing performance, the students unquestionably need encouragement from their teacher and classmates. Consequently, when having enough time she would “comment on what the students had done well and what still needs improving, of course, in an encouraging way” and when lacking time, she would let the whole class applaud for them as a spiritual reward.

Overall, X3 has been deeply interested in using motivational strategies in teaching speaking. She completely perceives about each way of motivating and always be flexible dealing with in-class situations.

Generally, all three cases know how and when to apply those motivational strategies reasonably, on the other hand, the degrees of their commitment to motivate students are quite different, which could sensibly lead to findings of the next questions. X1’s connection with motivational strategies is not as remarkable as X2’s and especially X3’s.

4.3. Research question 3: In what way do those most frequently used strategies motivate students to engage in speaking activities? In what ways do those most frequently used strategies prohibit students to engage in speaking activities?

In order to get data for this question, the interview participants were required to share their feelings about whether they are successfully motivated to speak or not when their teacher trainees applied each of those most frequently motivational strategies and their reasons for such feelings. The semi-structured interview session has guaranteed the reliability and freshness of the findings.

Among eleven most commonly employed motivational strategies, there are three strategies receiving all positive feedbacks from the students. All the interviewed students showed high interest towards *promoting instrumental values*, *team competition* and *individual competition*. The students stated that “listening to bright examples’ stories” helped them realize that they need to “work harder to reach the dreams”, therefore, they had a better attitude in class and practiced speaking more seriously. Besides, since they are “young and ambitious”, activities involving team or individual competition always enforce them to “try harder to win over other competitors” (see Appendix 9).

However, other strategies have both sides’ effects on students’ practice of speaking during the lessons. To be specific, each motivational strategy with their effects is going to be presented in details.

Firstly, regarding *promoting cooperation* strategy, to some extends, it helps students to be more open to classmates’ comments and opinions so that they can “understand each other more and produce more ideas”. However, sometimes when the tasks were too difficult for them to raise their voice to comment or to add more ideas and the teacher still insisted them to contribute, they felt “moody and the class’s atmosphere became low and unmotivated.” This feeling may also lead to the hesitation to actively take part in next activities.

Next, about *neutral feedback*, the students also showed two converser trends, one of which is fond of this strategy since they did not have to care about “right or wrong answer” so that they had opportunities to freely express themselves; the other believed that there were definitely flaws in their answer and they needed “suggestions and critical comments from the teacher” so as to improve their speaking skills as well as thinking skills.

Concerning about *signposting 1* strategy (i.e. stating the lesson objectives explicitly), the students showed their confusion in understanding how this strategy could motivate them to speak during the lessons. The reason for that is, stating the

lesson objectives could be helpful for them to be clear about what they needed to acquire, nonetheless, it did not lead to active participation during the whole lesson. Furthermore, if the teachers failed to introduce the objectives to the students, they would possibly “forget about those objectives lately.”

Arousing curiosity or attention, similar to *promoting cooperation*, marks its success in motivating the students by the level of difficulty that the activity provides. “Humorous videos or surprised activities” could make the students feel more engaged and excited to speak and guess the problems. However, if the activities are unclear or too difficult for the students to understand and lately turn out to be unexpectedly simple, they would lose their “interest and attention” for other activities.

On the subject of *class applause*, unlike ordinary conception, this strategy does not always successfully motivate students. “Being applauded by the whole class for the performance is a great feeling”, as a result, once the students are praised with applause, they always “tried to be highly appreciated like that again”. However, sometimes when the students produced a performance which were not persuasive enough for the whole class to cheer for, if the teacher still had students make applause then they would have a feeling of being forced to do so, which led to uncomfortable mood.

When being asked about whether they like working in *fixed group/pair* or *inconsistent group/pair*, the answer is “it depends since each way has their own pros and cons.” The students stated that normally they are close friends to ones sitting near them, consequently, working in *fixed group/pair* would make them feel less shy and hesitated to speak since they “understand, sympathize and familiarize with each other’s speaking style” while working in *inconsistent group/pair* would sometimes prevent them from speaking spontaneously. In contrast, as *fixed group/pair* contains close friends, it is easy for them to “get distracted and gossip with each other instead of completing the task” while since *inconsistent group/pair* contains new mates, task concentration is guaranteed.

Scaffolding (i.e. providing appropriate strategies and/or models to help students complete an activity successfully) effectively helps students speak more in class since guidelines and assistance from teachers are given especially during the time of group work. When the students are stuck at some point on the way accomplishing the task, “teachers’ guidelines are precious and marvelously effective in motivating the students to continue speaking.” Nevertheless, there are some students who feel uncomfortable when having teachers around and “observe their discussion”. Some students do not want to speak in front of the teachers since they are shy or simply they do not want to, so they remain silence until the teachers leave.

Finally, the students raise their ideas about *social chat* strategy. This is so interesting for the researcher to find out that the students agree to be motivated to speak by this strategy, however, in Vietnamese. The reasons are stated out, including content of the teachers’ conversation and the students’ ability of speaking English. “If the topic is boring and out of students’ interest” then the students definitely “do not want to response.” In the same token, when the teachers’ topic is interesting, the students still have problems in expressing their answers since they “do not know how to response in English.” The students tend to speak in Vietnamese in social chat session since they are just familiar with English academic language used in classroom environment, including structures and vocabulary categorized in different skills. When it comes to social context, the students hardly can relate what they have learnt to what they should say in informal situation.

To be concluded, whether one motivational strategy motivates students or prohibits them to engage in speaking activities depends on teachers’ teaching content and students’ learning style. If a student has an open attitude towards the lesson, some minor aspects influencing their motivation to speak such as being hesitated or shy when working with unfamiliar friends or refusing to response to subjects which are not interesting will decrease. However, like sharing from the students:

We all know that in theory, it's our attitude which decides whether we can study well or not but in reality, it's hard to control our mood and to be excited to learn at all time.

(See Appendix 9)

the motivating factor is transferred to the teachers, specifically what and how they plan to teach. Students' in – favor – topics are highly suggested.

4.4. Research question 4: What are the students' preferences for motivational strategies of student-teachers?

With the aim of seeking comprehensive answer for this question, the students were asked to give marks ranging from 1 to 5 (i.e. from completely dislike to completely like) to signify their preference level towards each of the motivational strategy.

The following chart describes how the students prefer the motivational strategies.

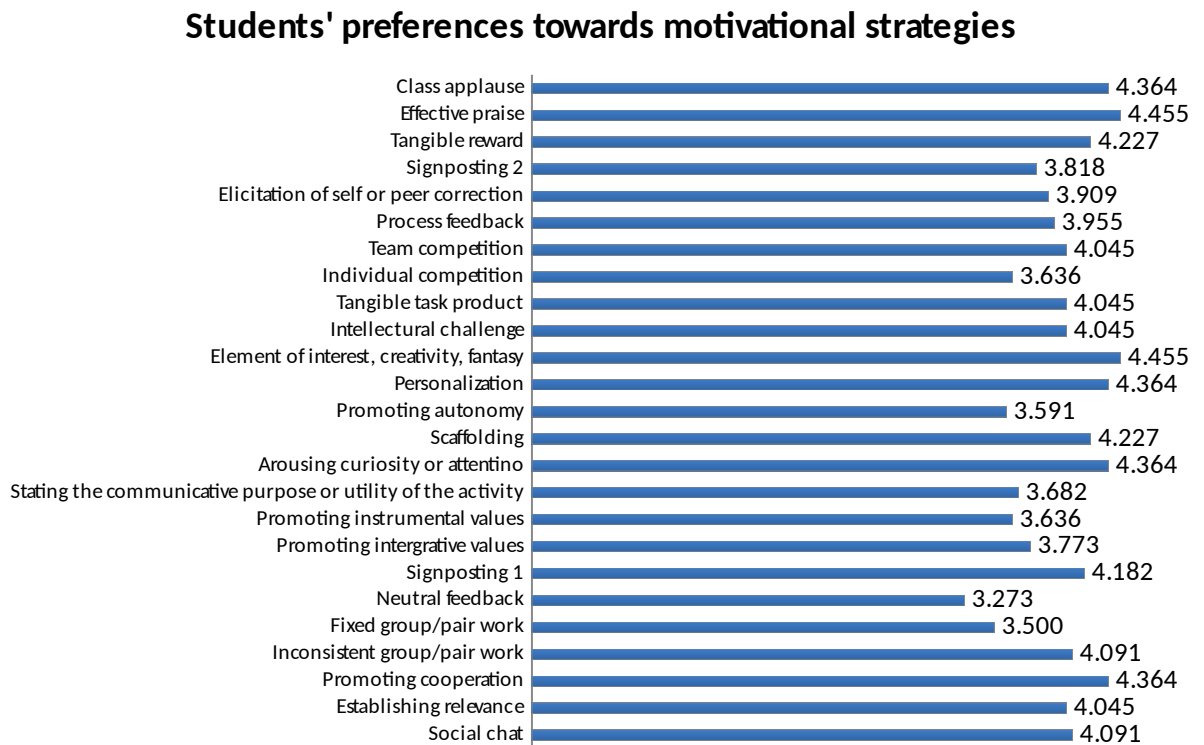


Figure 13: Students' preference towards motivational strategies

As illustrated in the chart, the students show high appreciation towards all the motivational strategies since the range of mean score is from 3.273 out of 5 (*neutral feedback*) to 4.455 out of five (*element of interest, creativity, fantasy and effective praise*), which means there are no absolutely good or bad strategies in motivating students in speaking class. The more motivational strategies are applied, the better the students will like.

After having recognized that there is no significant difference among the motivational strategies, the researcher asked the students to evaluate the student teachers' lessons in term of successfully motivating them to speak. The evaluation was taken with 10-point scale.

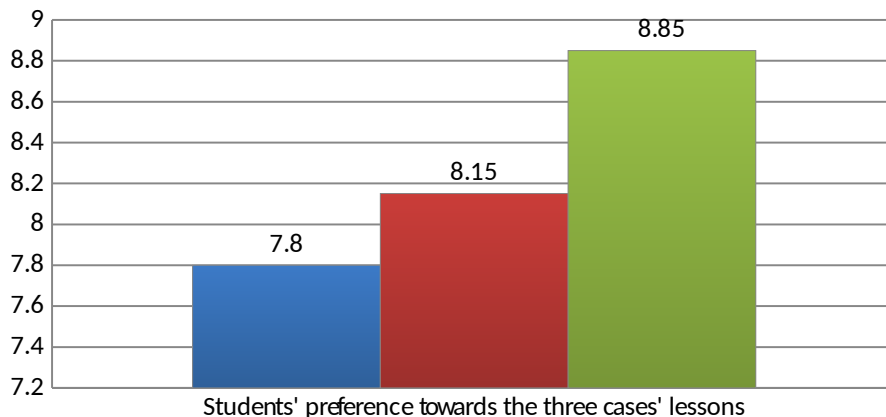


Figure 14: Students' preference towards the three cases' lessons.

It can be easily observed from the chart that the students were most fond of X3's lessons. Referring to question 1's answer, X3 is the one that used the motivational strategies most equally among three student teachers; accordingly, it shows that the students appreciate each and every effort that the teachers use to give a useful and effective lesson.

When we see how hard the teachers put themselves to the lessons, we always try to make a good class so that the teachers' effort will not be wasted

Moreover, the students also judge the teachers' manner and as one of the factors motivating them to speak in the lessons.

We, students in general, find it hard to motivate ourselves so we need teachers to encourage us. When we are down with depression, if the teacher is cheerful and enthusiastic, we will be more ready and willing to study and to speak. Conversely, even when we are excited already, if the teacher shows no excitement and joy, we cannot maintain excited all the time. When we studied with X3, she was always cheerful and she knew how to raise the atmosphere up and we had a lot of fun studying with her. The other X1 and X2 were not as fun as X3. Especially X1, she hardly showed her feelings.

Besides, the teachers' language skill is also considered on important reason encouraging the students in class.

Between the other two student teachers, we like studying with X2 more because her skill is better than X1. X1 speaking skill is not good so we felt demotivated at times.

In conclusion, the students do not prefer a group of particular motivational strategies but the whole combination of teachers' skills and ways to apply those strategies. The motivational strategies do not make a motivating class without teachers' enthusiasm and professional knowledge and skills.

Summary: *In the fourth chapter, the findings and discussions of the collected data have been presented in order to provide answers to each research question. The above findings will be summarized in the next chapter.*

CHAPTER 5: CONCLUSION

The previous chapters have presented the introduction, the literature review, the methodology as well as the findings of the research. Finally, this chapter will summarize and evaluate the outcomes of the whole paper by summing up the findings, providing the pedagogical implications, followed by the limitations of the study and suggestions for further studies.

5.1. Major findings of the study

Generally speaking, the study explored the exploitation of motivational strategies by fourth-year students during their practicum at FELTE, ULIS – VNUH. Through the in-depth analysis of the data collected from two sets of questionnaires, observation and interviews, significant findings for four researcher questions are summarized as follows.

First and foremost, all of the student-teachers applied a variety of motivational strategies in their lessons. The most frequently used strategies include *social chat, promoting cooperation, fixed group/pair work, promoting instrumental values, individual competition, team competition, class applause, arousing curiosity or attention, scaffolding, neutral feedback* and *signposting* 1. Secondly, regarding these most commonly employed strategies, all three student-teachers are well-perceived about when and how to apply each of the strategies. However, the commitment and interest into the motivational strategies differ from each of the student-teachers. The response of students towards the situations in which they are motivated and demotivated to speak is shown as the next finding. It can be implied from the finding that it is the learning style of the students and the content of teachers' lessons that decide whether the students are motivated to speak or not. Lastly, the students' preference towards the motivational strategies is also presented, in which the students show high respect to all the strategies. More importantly, they express their opinions

about the factors making a lesson motivating, which is the combination of the motivational strategies and the teacher's enthusiasm and professional knowledge.

5.2. Pedagogical implications

Based on the research findings, the researcher could come up with some recommendations for both teachers and students to enhance and take full advantage of motivational strategies in class.

The result of the interviews with the student-teachers shows that all of them learn about motivational strategies through their in-class studying with their teachers. There is no official course or unit training students to apply the motivational strategies in teaching context. Therefore, the researcher suggest that there should be a part of ELT courses which introduces, emphasizes and educates students of FELTE about motivational strategies so that they would have a comprehensive perception towards this matter.

As for the student-teachers, there are some worthy experiences drawn from this study. Firstly, at the first time teaching a large group of students, it may be hard for the teacher trainees to motivate the student in the activities. The recommendation is spending some time talking and making friends with them. In order to motivate the students, it is advisable to understand them so that the student-teachers will have some information about those students including their identities, their interest and common things, which can lead to suitable and exciting activities in later classes. More importantly, from the findings of this study, it is noticeable that the motivational strategies cannot make a motivating class themselves, the teachers can. Furthermore, the students are sensitive enough to recognize teachers' enthusiasm and professional knowledge and skills. As a result, if any of the student-teachers want to follow teaching career, it is recommended that they should build up not only their knowledge but also their manners in teaching since teaching career requires long-term commitment and enthusiasm.

5.3. Limitations

Despite the fact that the study was seriously and carefully carried out, limitations are unavoidable.

Firstly, as stated in the title, this study aims at exploring the exploitation of motivational strategies by fourth-year students in their practicum at FELTE, ULIS – VNUH. However, the time, human resource and thesis length limit did not allow the researcher to conduct the survey questionnaires, classroom observation and interviews among all of 35 student-teachers. Although the data collected from the instruments could ensure the sufficiency, reliability and validity of the findings, the researcher expected to conduct this study at bigger scope with more participants. The more participants the study could involve, the more applicable the findings could be.

The second limitation of this study is that the study could not involve the mentor of the cases in the teaching practicum. Since she was very busy commenting and observing their student-teachers' performances, the researcher decided not to disturb their comment sessions. If the study had had chance to invite her to participate in the study, the exploitation of student-teachers' motivational strategies would have been evaluated by the one who had a great amount of experience as well as specialized knowledge; consequently, the findings would have been more accurate and comprehensive.

5.4. Suggestions for further studies

After conducting this study, the researchers have recognized some approaches which may be useful for those who are interested in the issue.

Firstly, a study which investigates the exploitation of motivational strategies by fourth-year students in teaching other English skills like Reading, Writing and Listening may be conducted. Also, how motivational strategies have been employed in different stages of a lesson can be another direction of research.

Secondly, there were only 35 student-teachers conducting their teaching practicum at English Division 1, FELTE while the majority of fourth-year students practiced teaching at different high schools. As a result, how the fourth-year students

apply motivational strategies in teaching at high-school is also another interesting direction.

***Summary:** So far, the research's majors findings, the pedagogical implications and the contributions of the research have been discussed in the final chapter. Also, future researchers can consider the current study's limitations and suggestions to implement further investigations into the issue.*

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APPENDICES

APPENDIX 1. Motivational variables and their descriptions

No.	Variables	Description
1	Social chat	Having an informal (often humorous) chat with students on matters unrelated to the lesson.
2	Signposting 1	Stating the lesson objectives explicitly
3	Signposting 2	Giving retrospective summaries of progress already made during the lessons
4	Stating the communicative purpose or utility of the activity	While presenting an activity, mentioning its communicative purpose, its usefulness or the way it fits into the sequence of activities planned for the lesson.
5	Establishing relevance	Connecting what has to be learned to the students' everyday lives (e.g. giving interesting examples linking to students' personal experience or hobbies)
6	Promoting integrative values	Promoting contact with L2 speakers and encouraging students to explore the L2 culture and community
7	Promoting instrumental values	Highlighting the role that L2 plays in the world and how knowing the L2 can be potentially useful for the students themselves
8	Arousing curiosity or attention	During the presentation of an activity, raising the students' expectations that the upcoming activity is going to be interesting and/or important
9	Scaffolding	Providing appropriate strategies and/or models to help students complete an activity successfully
10	Promoting cooperation	Setting up a cooperative learning activity or explicitly encouraging students to help one another
11	Promoting autonomy	Offering students a choice of activities, involving them in making decisions regarding the timing of an activity, having them use the Internet or do research
12	Inconsistent	The students are mingling, working in fluid

	group/pair work	pairs/groups (simultaneously or presenting to the whole class)
13	Fixed group/pair work	The students are working in fixed pairs/groups (simultaneously or presenting to the whole class)
14	Tangible reward	Offering students tangible rewards (e.g. candy, stickers) for successfully taking part in an activity
15	Personalization	Creating opportunities for students to express personal meanings (e.g. experiences, feelings, opinions)
16	Element of interest, creativity, fantasy	The activity contains ambiguous, paradoxical, problematic, and controversial or connects with students' interests, values, creativity and fantasy
17	Intellectual challenge	The activity presents an intellectual challenge (e.g. it involves a memory challenge, problem or puzzle solving, discovering something, overcoming obstacles)
18	Tangible task product	The students are working on the production of a tangible outcome (e.g. a poster, a brochure)
19	Individual competition	The activity involves an element of individual competition
20	Team competition	The activity involves an element of team competition
21	Neutral feedback	Going over the answers of an exercise or a question with the class without communicating any expression of irritation or personal criticism
22	Process feedback	Focusing on what can be learned from the mistakes that have been made and from the process of producing the correct answer
23	Elicitation of self or peer correction	Encouraging students to correct their own mistakes, revise their own work, or review/correct their peers' work
24	Effective praise	Offering praise for effort or achievement that is sincere, specific (i.e. more than merely saying "Good job!") and commensurate with students' achievement

25	Class applause	Celebrating a student's or group's success, risk-taking or effort by applauding (either spontaneously or following the teacher's lead)
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APPENDIX 2. Observation checklist

The observation checklist is broken to the next page because of its landscape format

A. CLASS PROFILE

Name of the student-teacher:

Date:

B. OBSERVATION AND ASSESSMENT OF MOTIVATIONAL STRATEGIES

MOTIVATIONAL STRATEGIES	FREQUENCY OF USE	STUDENTS' MOTIVATED BEHAVIOR	
		ATTENTION	PARTICIPATION
1. Having an informal (often humorous) chat in English with students on matter unrelated to the lesson.			
2. Stating the lesson objectives clearly at the beginning of the lesson.			
3. Giving summaries of progress already made during the lesson.			
4. Mentioning the communicative purpose and the usefulness of the activity.			
5. Connecting what has to be learned to students' everyday lives (e.g. giving interesting examples, linking to students' personal experience or hobbies)			
6. Promoting contact with native speakers.			
7. Highlighting the role of second language in the world and its potential usefulness for the students			

themselves.			
8. 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)			
9. Providing models and/or assistance (e.g. brainstorming ideas, reminding previously learned knowledge) to help students complete activities successfully.			
10. Setting up a cooperative learning activity or encouraging students to help one another.			
11. Offering students to choose activities, have them use the Internet or do research (e.g. for oral presentation, projects, etc.)			
12. Letting students work in inconsistent pairs/groups.			
13. Letting students work in fixed pairs/groups			
14. Offering students touchable rewards (e.g. presents, marks, etc.) for successful taking part in an activity.			
15. Creating opportunities for students to express personal meanings (e.g. experiences, feelings, opinions)			

16. Providing activities connecting with students' interests, values, creativity and fantasy.			
17. Providing activities presenting intellectual challenge (e.g. involve a memory challenge, puzzle solving or finding hidden information, etc.)			
18. Getting students work on the production of a touchable outcome (e.g. a poster, a magazine, a brochure)			
19. Using activities which raise competition among individuals.			
20. Using activities which raise competition among groups.			
21. Going over the answers of an exercises/a question with the class without communicating any expression of irritation or personal criticism.			
22. Focusing on what can be learned from the mistakes that have been made and from the process of producing the correct answer.			
23. Encouraging students to correct their own mistakes revise their own work or review/correct their peers' performance.			
24. Offering praise for effort or achievement that is sincere, specific and appropriate with students'			

achievement.			
25. Celebrating a student's or group's success or effort by applauding.			

APPENDIX 3. Questionnaire for student-teachers

The questionnaire is broken to the next page because of its landscape format

QUESTIONNAIRE FOR STUDENT-TEACHERS

I am Tran Duc Phuong Anh from 08.1.E1. I am doing a research on “*The exploitation of motivational strategies in teaching speaking by fourth-year students in their teaching practicum at English Division 1: a multi-case study at FELTE, ULIS - VNUH.*” I would like to have your opinion on this topic basing on some aspects mentioned below. Your responses to the following questions are highly appreciated. It is guaranteed that all the information you give will be kept completely confidential and not be used for any other purposes.

Thank you so much for your help!

QUESTION 1:

Before doing this questionnaire, have you ever thought of this strategy as a motivational approach? Tick Yes or No for each strategy.

QUESTION 2:

Your frequency of using motivational strategies in your speaking lessons

1	2	3	4	5
Never	Seldom	Sometimes	Often	Usually

MOTIVATIONAL STRATEGIES	1.1.		1.2. Frequency of use				
	Yes	No	1	2	3	4	5
1. Having an informal (often humorous) chat in English with students on matter unrelated to the lesson.							
2. Stating the lesson objectives clearly at the beginning of the lesson.							
3. Giving summaries of progress already made during the lesson.							
4. Mentioning the communicative purpose and the usefulness of the activity.							
5. Connecting what has to be learned to students’ everyday lives (e.g. giving interesting examples, linking to students’ personal experience or hobbies)							
6. Promoting contact with native speakers.							
7. Highlighting the role of second language in the world and its potential usefulness for the students themselves.							

8. 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)							
9. Providing models and/or assistance (e.g. brainstorming ideas, reminding previously learned knowledge) to help students complete activities successfully.							
10. Setting up a cooperative learning activity or encouraging students to help one another.							
11. Offering students to choose activities, have them use the Internet or do research (e.g. for oral presentation, projects, etc.)							
12. Letting students work in inconsistent pairs/groups.							
13. Letting students work in fixed pairs/groups							
14. Offering students touchable rewards (e.g. presents, marks, etc.) for successful taking part in an activity.							
15. Creating opportunities for students to express personal meanings (e.g. experiences, feelings, opinions)							
16. Providing activities connecting with students' interests, values, creativity and fantasy.							
17. Providing activities presenting intellectual challenge (e.g. involve a memory challenge, puzzle solving or finding hidden information, etc.)							
18. Getting students work on the production of a touchable outcome (e.g. a poster, a magazine, a brochure)							
19. Using activities which raise competition among individuals.							
20. Using activities which raise competition among groups.							
21. Going over the answers of an exercise or a question with the class without communicating any expression of irritation or personal criticism							
22. Focusing on what can be learned from the mistakes that have been made and from the process of producing the correct answer.							
23. Encouraging students to correct their own mistakes revise their own work or review/correct their peers' performance.							
24. Offering praise for effort or achievement that is sincere, specific and appropriate with students' achievement.							
25. Celebrating a student's or group's success or effort by applauding.							
26. Others (<i>please specify</i>):							

Adapted from *Motivation Orientation of Language Teaching* (Dörnyei & Guilleaux 2008)

APPENDIX 4. Questionnaire for first-year students


The questionnaire is broken to the next page because of its landscape format

PHIẾU ĐIỀU TRA DÀNH CHO SINH VIÊN NĂM NHẤT

Tôi là Trần Đức Phương Anh, sinh viên lớp 08.1.E1. Hiện tôi đang thực hiện nghiên cứu về “Việc sử dụng các cách khuyến khích sinh viên nói nhiều hơn trong giờ học kỹ năng nói tiếng anh của sinh viên năm thứ tư trong kỳ thực tập tại tổ tiếng Anh 1, khoa sư phạm tiếng Anh – ĐHNN – ĐHQGHN.” Rất mong bạn hoàn thành bản điều tra dưới đây. Mọi thông tin trong phiếu điều tra này sẽ được giữ hoàn toàn bí mật. Sự hợp tác của bạn sẽ đóng góp rất lớn vào thành công của nghiên cứu này.

Tôi xin chân thành cảm ơn!

1. Họ và tên sinh viên:
2. Số điện thoại:
3. Điểm tổng kết môn Nghe – Nói 1:
4. Tên giáo sinh:

5. Trong bảng dưới đây, bạn hãy đánh dấu vào **một mức độ duy nhất trong thang điểm đánh giá từ 1**  **5** tương ứng với 3 câu hỏi và các cách khuyến khích sau.

Câu hỏi 5.1: Bạn hãy cho biết tần suất sử dụng từng cách khuyến khích sinh viên nói tiếng anh nhiều hơn trong giờ học kỹ năng nói tiếng anh, thực hiện bởi giáo sinh trong thời gian thực tập.

1	2	3	4	5
Không bao giờ	Hầu như không	Hiếm khi	Thỉnh thoảng	Luôn luôn

Câu hỏi 5.2: Bạn có đồng ý với câu nói sau: “Cách này khuyến khích bạn nói tiếng anh nhiều hơn trong giờ học kỹ năng nói tiếng anh”, tương ứng với mỗi cách được liệt kê trong bảng dưới đây?

1	2	3	4	5
Hoàn toàn không đồng ý	Không đồng ý một phần	Trung lập	Đồng ý một phần	Hoàn toàn đồng ý

Câu hỏi 5.3: Bạn thích các giáo sinh thực hiện cách khuyến khích này?

1	2	3	4	5
Không thích chút nào				Rất thích

** Các cách khuyến khích trong bảng dưới đây được dựa trên “L2 motivational strategies framework” của Dornyei (2001)

Các cách khuyến khích sinh viên nói tiếng anh nhiều hơn	4.1. Tần suất sử dụng từng cách khuyến khích.					4.2. “Cách này khuyến khích bạn nói tiếng anh nhiều hơn trong giờ học kỹ năng nói tiếng anh”					4.3. Bạn thích các giáo sinh thực hiện phương pháp này.				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

1. Nói chuyện thân mật, hài hước bằng tiếng anh với sinh viên về những vấn đề không liên quan đến bài học.														
2. Nêu rõ mục tiêu của bài học khi bắt đầu giảng dạy.														
3. Tóm tắt tiến trình, những gì đã sinh viên đã đạt được trong quá trình bài giảng.														
4. Đề cập đến mục đích giao tiếp và tính hữu dụng của các hoạt động luyện tập kỹ năng nói trong văn cảnh ngoài lớp học. (ví dụ như giới thiệu với sinh viên rằng “việc luyện tập kỹ năng trao đổi thông tin qua điện thoại hôm nay rất có ích cho công việc chuyên môn về kinh tế của các em sau này”...)														
5. Liên hệ những gì đã được học đến cuộc sống đời thường của sinh viên (chẳng hạn như đưa ra những ví dụ thú vị, liên kết với những kinh nghiệm hoặc sở thích cá nhân của sinh viên)														
6. Tăng cường sự liên hệ với người bản ngữ và khuyến khích sinh viên khám phá về cộng đồng và văn hóa của các nước nói tiếng Anh														
7. Nêu bật vai trò của tiếng Anh trên thế giới và sự hữu dụng của tiếng Anh đối với bản thân sinh viên.														
8. Trong bài thuyết trình của một hoạt động, khơi dậy sự tò mò chú ý của sinh viên (ví dụ như yêu cầu sinh viên phải đoán xem mình sẽ phải làm gì tiếp theo hay chỉ ra những khía cạnh quan trọng, vui nhộn hoặc thách thức của hoạt động đó)														
9. Đưa ra những bài mẫu hoặc hướng dẫn và hỗ trợ để giúp sinh viên hoàn thành các hoạt động.														
10. Tổ chức các hoạt động học tập mang tính hợp tác hoặc khuyến khích sinh viên giúp đỡ lẫn nhau.														

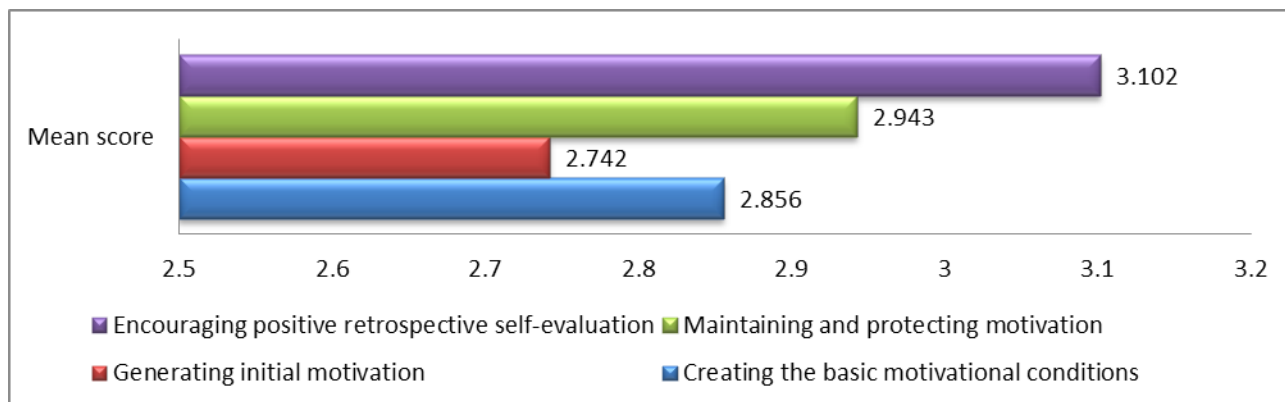
11. Đưa ra cơ hội cho sinh viên tự lựa chọn hoạt động mà quyết định tùy vào thời gian dành cho hoạt động đó, sinh viên có thể dùng Internet hoặc làm nghiên cứu (ví dụ như bài thuyết trình, các dự án, v.v)															
12. Để sinh viên làm việc theo những cặp hoặc nhóm khác nhau.															
13. Để sinh viên làm việc theo cặp hoặc nhóm cố định.															
14. Đưa ra phần thưởng cho học sinh hoàn thành tốt hoạt động (ví dụ như quà tặng, điểm, v.v)															
15. Tạo cơ hội để sinh viên thể hiện ý nghĩa cá nhân (ví dụ như kinh nghiệm, cảm xúc, ý kiến)															
16. Xây dựng những hoạt động liên quan đến sở thích, giá trị, tính sáng tạo và khả năng tưởng tượng của sinh viên.															
17. Xây dựng các hoạt động mang tính thách thức về trí tuệ (ví dụ như trò chơi trí nhớ, giải ô chữ hay tìm kiếm thông tin ẩn, v.v)															
18. Cho học sinh làm việc để sản xuất ra một sản phẩm vật chất nào đó (ví dụ như một tấm áp phích, một tờ tạp chí hay một cuốn sách giới thiệu, v.v)															
19. Sử dụng các hoạt động mang tính cạnh tranh giữa các cá nhân.															
20. Sử dụng các hoạt động mang tính cạnh tranh giữa các nhóm.															
21. Lướt qua các câu trả lời của bài tập hoặc các câu hỏi với cả lớp mà không thể hiện sự khó chịu vì sinh viên trả lời đúng hay sai; cũng không đưa ra những lời nhận xét mang tính phê phán/phản biện (critical feedback)															

22. Tập trung khai thác những bài học từ các lỗi sai hoặc từ quá trình đi tìm câu trả lời đúng.														
23. Khuyến khích sinh viên tự sửa lỗi cho mình, nhận diện và sửa lỗi cho bạn bè.														
24. Đưa ra những lời khen ngợi với sinh viên một cách chân thành, cụ thể và phù hợp.														
25. Ghi nhận sự thành công hoặc nỗ lực của một hay một nhóm học sinh bằng những tràng pháo tay.														
26. Những cách khác (xin ghi rõ):														

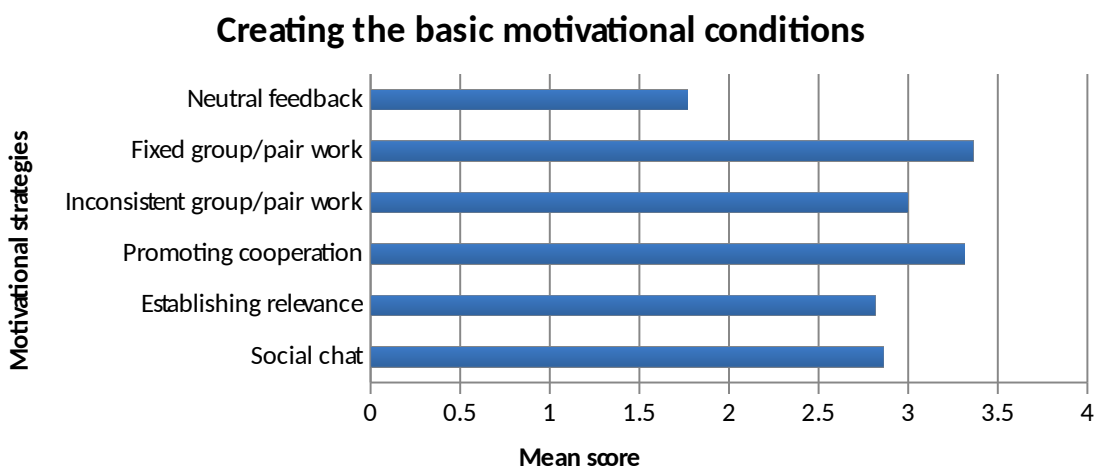
APPENDIX 5.

X2's charts illustrating her frequency of using motivational strategies.

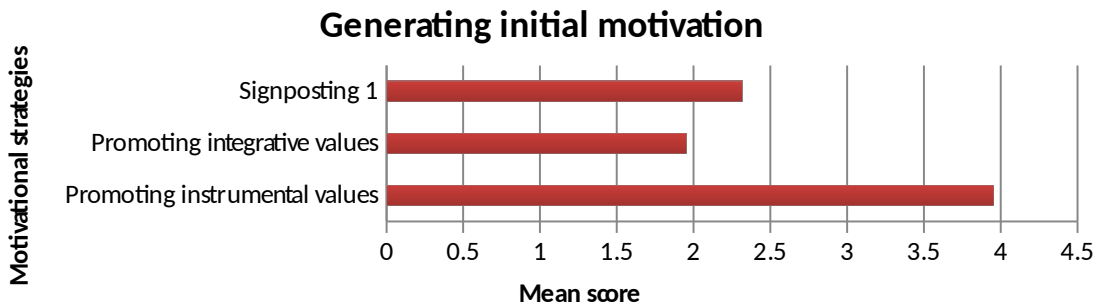
APPENDIX 5A. X2's frequency of using motivational strategies, perceived by first-year students



APPENDIX 5B. X2's frequency of using strategies in creating the basic motivational conditions, perceived by first-year students



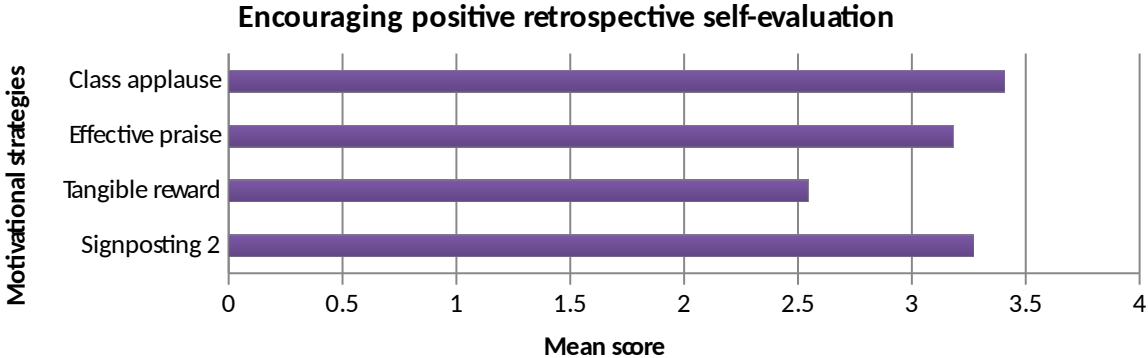
APPENDIX 5C. X2's frequency of using strategies in generating initial motivation, perceived by first-year students



APPENDIX 5E. X2's frequency of using strategies in maintaining and protecting motivation, perceived by first-year students



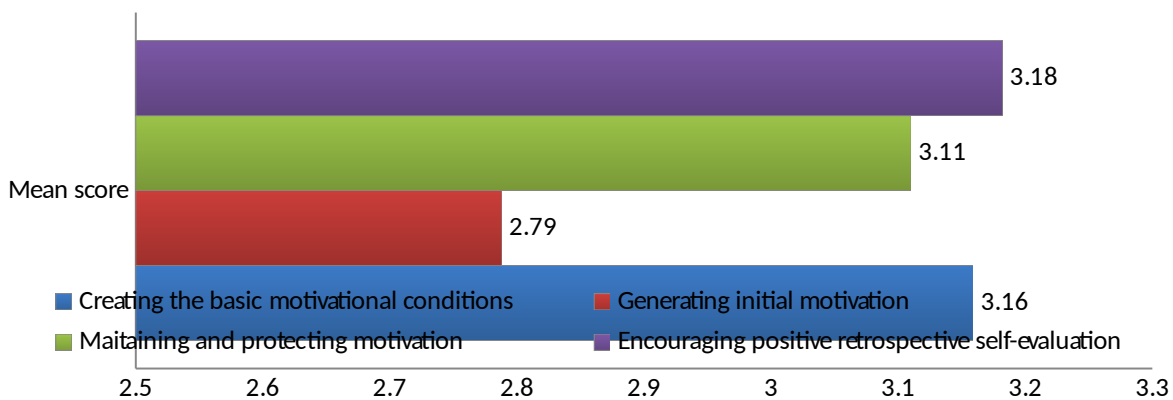
APPENDIX 5F. X2's frequency of using strategies in encouraging positive retrospective self-evaluation, perceived by first-year students



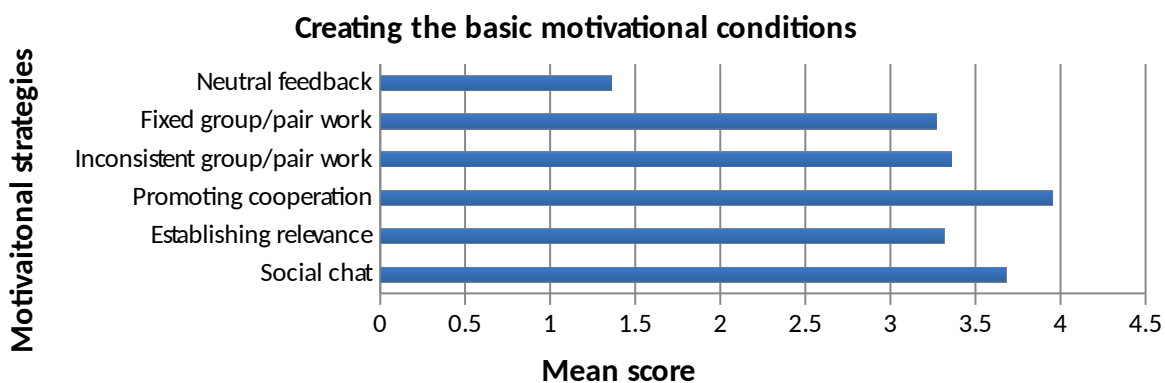
APPENDIX 6.

X2's charts illustrating her frequency of using motivational strategies.

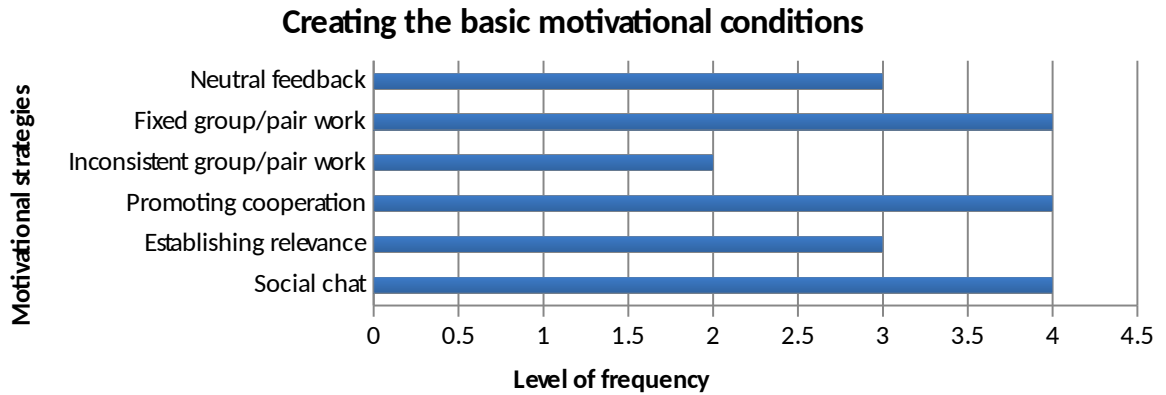
APPENDIX 6A. X3's frequency of using motivational strategies, perceived by first-year students



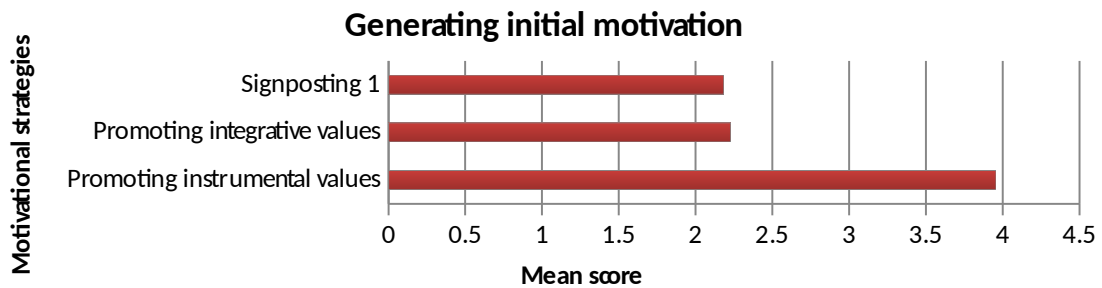
APPENDIX 6B. X3's frequency of using strategies in creating the basic motivational conditions, perceived by first-year students



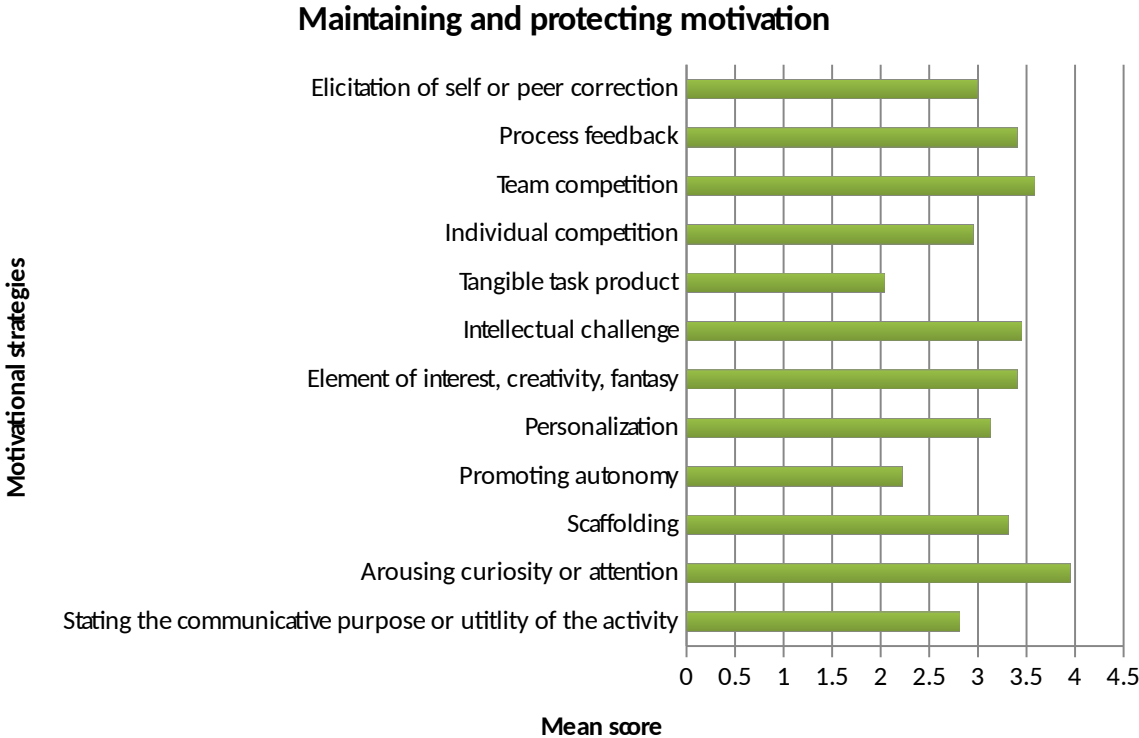
APPENDIX 6C. X3's self-perceive about her frequency of using strategies in creating basic motivational conditions



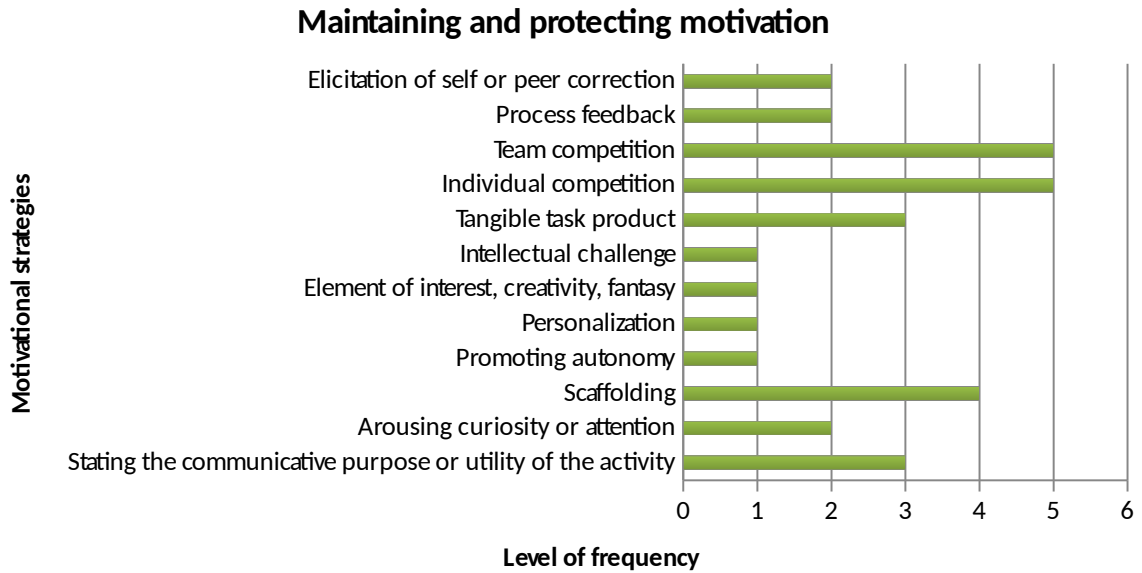
APPENDIX 6D. X3's frequency of using strategies in generating initial motivation, perceived by first-year students



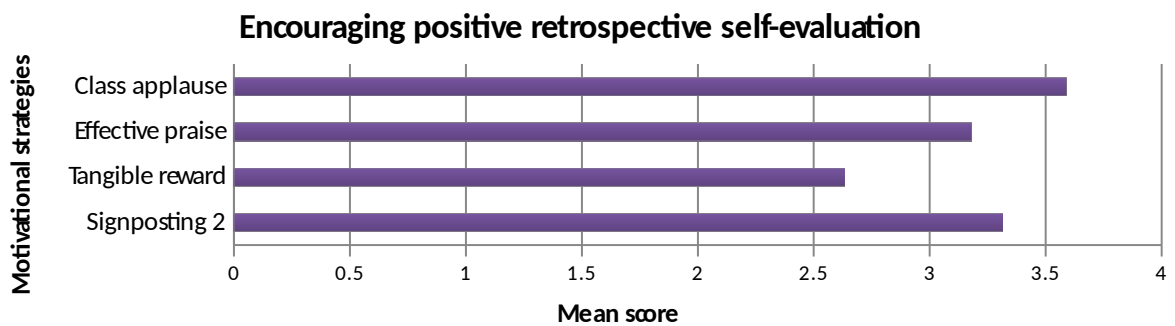
APPENDIX 6E. X3's frequency of using strategies in maintaining and protecting motivation, perceived by first-year students



APPENDIX 6F. X3's self-perceive about her frequency of using strategies in maintaining and protecting motivation



APPENDIX 6G. X3's frequency of using strategies in encouraging positive retrospective self-evaluation, perceived by first-year students



APPENDIX 7. Interview guiding questions

APPENDIX 7A. Interview guiding questions for the student-teachers

APPENDIX 7B. Interview guiding questions for the first-year students.

APPENDIX 7A. Interview guiding questions for the student-teachers

1. Do you think it is important for teachers to apply motivational strategies in teaching speaking?
2. Where did you learn about motivational strategies and how to apply them from?
3. Regarding your most frequently used strategies, please clarify the timing and the situations in which each of those motivational strategies should be used? How do think each those strategies would help student speak more often in class?
4. How do you often prepare for using motivational strategies before and during your lessons?

APPENDIX 7B. Interview guiding questions for the first-year students.

1. Is there any time that you feel motivated or demotivated when your student teacher use this strategy? Why?
2. Among three student teachers, who do you love studying with most?
3. What do you think about the role of teachers in motivating you to speak more often?
4. What do you think are the characteristics needed in a teacher to motivate you in speaking class?

APPENDIX 8. Student teachers' interview transcript

APPENDIX 8A. Student teacher X1 interview transcript

R: Researcher

X1: Student teacher X1

R: Do you know about the category of the motivational strategies? I mean each group of motivational strategies has their own intention. Do you know that?

X1: This is the first time I've heard about it. I just know some activities can motivate students.

R: Okay, after analyze your questionnaire and the first-year students', I have some result about your most frequently used motivational strategies. Now I need you to give your own opinions about when and how to use them in specific situation. Shall we start one by one?

X1: Sure.

R: Okay. The first one, about *promoting cooperation*, what do you think?

X1: I think that with this strategy, I can use it in the whole lesson. It means it can be used in warm up session, presentation stage, bla bla. In sum, I can use it whenever I want. About specific situation, I think this strategy could be suitably applied when someone or some group just answer or just role play, for example. stated that this strategy could be used throughout the lessons, especially after one individual person or group perform or answer some question.

R: What about *neutral feedback*?

X1: I use this strategy when the students raise their ideas. And used during the lesson, at any time the students raise their ideas.

R: Why do you think this strategy would help students to speak more often?

X1: Because you know, the level of first-year students is not high, so we cannot expect them to be good enough to answer everything fluently and reasonably. I don't want to fix their mistakes right in class because I think it would help them feel less shy due to the feeling of giving wrong answers and would make them feel free to answer because I don't care about right or wrong.

R: Okay. I get it. What about *class applause*?

X1: Hmm. I could be used like *neutral feedback*. At any time when someone or some group performance in front of class. I could also help students feel less shy and hesitated.

R: Okay. Here we have *signposting 1*, *arousing curiosity or attention* and *team competition* left. What do you want next?

X1: Haha you're so easy on me. Hmm okay. Maybe *signposting 1* and *arousing curiosity or attention* first.

R: Both the two of them?

X1: Yes. Because I think they are similar. I use both of them at the beginning of the lesson or the periods. Because you know, at that time, students just have a break so they usually talk loudly and noisily. It's so hard to take them back to the lesson right away. So I often state the objectives clearly for them and use some games or activities stimulating curiosity so that they would find the lesson interesting enough to come back.

R: Yes. And the last one?

X1: Ok let me think. *team competition*... Maybe it can be used in all stages. yes, in all stages since it can appear in warm up under the form of games or in presentation stage under the form of language checking. Yes. In all stages.

R: And why do you think this strategy would help students speak more often?

X1: Because when they are competing, they have to try so hard to win. And the atmosphere would become super excited and of course they will feel more eager to speak to each other.

R: Thank you. So can you tell me from where did you learn those strategies?

X1: I remember how I feel motivated during my own lessons with my teachers. So I recall those memories to find out how they can make me interested in learning and then apply them.

R: How do you prepare for using motivational strategies in your class?

X1: When planning for the lessons, I don't care much about those strategies. Actually I just applied the activities learnt in ELT2 course into my teaching. I wanted to build a variety of activities to help students master the focused skill of the lesson. I did not think much about how to motivate students. For me, activities are stimulating enough.

APPENDIX 8B. Student teacher X2's interview transcript

R: Researcher

X2: Student teacher X2

R: Do you know about the category of the motivational strategies? I mean each group of motivational strategies has their own intention. Do you know that?

X2: Hmm. I don't know about the category thing but I use the motivational strategies with different intention.

R: That's nice. Can we start one by one among your most frequently used strategies?

X2: Go ahead.

R: Okay. So it will be more convenient for you if I list here all the strategies you used most commonly and let you start with one you like. We have *Promoting instrumental values, arousing curiosity or attention, class applause, team competition, scaffolding, promoting cooperation, fixed group/pair work.*

X2: Okay. Maybe fixed group/pair work first. Is it okay.

R: Sure

X2: Speaking means speak to each other so activities in speaking lessons have to involve a lot of group and pair work. As a result *fixed group/pair work* could be applied in all stages of the lesson. I think if they work in fixed group, it means they always worked with each other so they understand each other and could produce more ideas than working with other classmates.

R: That's right.

X2: And after that, I mean after group work, I usually use *promoting cooperation* and *scaffolding* because they are naturally attached with group work. You know that, when working in group, they have to share their ideas in group then after that, they have to

share their group's ideas to the whole class. So it is promoting cooperation already. When students are discussing, it is advisable and necessary for the teacher to go around in order to be sure that the students are working and to give some guidelines when they are losing their way. I usually use *team competition* as well. It can be used in all stages of a speaking lesson. Specially, *team competition* is used when students show some sign of tiredness and bore, to raise their attitude and cheerfulness up.

About *class applause*, I think it should be used after the performance of each student or each group throughout the lesson because when students finish some task, *class applause* helps the students receive respect and attention from classmates and the teacher, which definitely make them want to talk more.

R: So we have only two left: *Promoting instrumental values* and *Arousing curiosity*.

X2: Hmm Promoting instrumental values. It depends. I mean there is no fixed timing for this strategy. It can be used in the introduction to the new skill or just simply when students are found uninspired. This strategy would help them feel more motivated because lessons from those who is familiar yet already is successful by seriously studying English would encourage students to try their best. You know, first-year students are innocent so it is easy for them to idolize someone and try their best to be like their idols.

R: You mean, now we are not innocent??

X2: I don't mean that. I just want to say that this strategy is helpful for motivating the first-year students.

R: Okay. I'm just kidding. Now, the final one?

X2: I think *arousing curiosity or attention* can be used at the warm-up session of the lesson and the beginning of presentation stage as at that time, students are not ready enough for the lesson and by this way students are made more interested and focused.

R: That is the end of part 1. Now I want to ask you how do you often prepare for using those strategies in class?

X2: Firstly, I try to design the activities so that they are attracting and interesting and can give students more opportunities to talk. Then I imagine about how the reality would go and some considerations are made to finalize the best way to carry the activities.

R: Do you think it is important for the teacher to motivate students?

X2: No doubt about that. If teacher fails to cheer the students up then no one can be motivated to participate in class's activities and then the class would become a disaster.

APPENDIX 8C. Student teacher X3's interview transcript

R: Researcher

X3: Student teacher X3

R: Do you know the category of the motivational strategies in the questionnaire?

X3: Yes of course. I conducted a research on this issue last semester. There are a lot of ways to categorize but I followed Dornyei's way which divides them into 4 groups. Is that true? Do you also follow his way?

R: Yes. Do you remember each group?

X3: Hmm. I don't remember exactly. But there is one about the conditions. A class must have motivational conditions.

R: That's right. It's called Creating the basic motivational conditions.

X3: Yes. And then we have something like making initial motivation. Ah, I remembered. Making initial motivation and Protecting motivation and Encouraging self- evaluation.

R: That's awesome. Your memory is brilliant. Is the research helpful for your practicum?

X3: Nah. There is a big gap between theory and application.

R: Okay. We will find out how you apply it through your most frequently used motivational strategies I've analyzed here. We have social chat, fixed/pair work, promoting cooperation, promoting instrumental values, individual competition, group competition and class applause. What do you want to start first? Tell me about when and how you use that particular strategy?

X3: Maybe social chat first. I use it at the beginning of the lesson and sometimes during the lesson when students are losing focus. When chatting with students, it would be helpful in bringing the students excitement and comfort when they feel bored or find the activities hard to complete, which lead them to focus again and have mood for more speaking.

R: Sounds reasonable. Go on please.

X3: Hmm. I frequently use *fixed/pair work* and *promoting cooperation* at all stages of the lesson. Because you know, in a speaking lesson, most of the activities involve pair and group work. And I think letting them doing in fixed group or pair would make them feel more relaxed and comfortable because they are used to working with each other. And during that process, it is promoting cooperation as well. Because they have to raise their ideas, listen to their friends' ideas as well.

R: Okay. What's next?

X3: I think *promoting instrumental values* is interesting. I can use it any time. When I find the class at lower mood or lack the necessary attitude, I can tell them a story about how people pursuit their dreams by learning English seriously, kind of that. And that would make them more focused and serious in their studying.

R: Yes. What else?

X3: That's all for promoting instrumental values. Hmm, okay. The next is about competition. Actually, these two kinds of competition depend on the skills I want the students to acquire. For example, I use *individual competition* when I want the students practice personal skill like logical thinking skill and use *group competition* when wanting them to practice working in group or when there is the activity which cannot be accomplished without discussing in group.

R: And when do you use that strategy?

X3: Oh, I forgot. They can be used at all stages.

R: Okay. We only have *class applause left*.

X3: You know. Even now when you and I are studying and we raise some ideas or perform something in front of the class, the feeling of being applauded is totally awesome. So when we are teaching the students, when they complete the performance, they also need encouragement from their teacher and classmates. Normally, when I have time, I will comment on what the students had done well and what still needs

improving, of course, in an encouraging way and when I don't have much time, I will let the whole class applaud for them so that they still feel motivated.

R: So how do you often prepare for using motivational strategies in class?

X3: Hmm. Actually, because I am used to teaching a large group of students, so I can flexibly change the strategies so that they suit the students. But most importantly, we teachers have to be sensitive to recognize what the students need.

APPENDIX 9. The first-year students' interview transcript

R: Researcher

S1: First-year student 1

S2: First-year student 2

R: After analyzing the data, I have 11 most frequently used motivational strategies by all the three student teachers. Now we will go step by step and you will tell me whether you feel motivated or demotivated when the student teachers apply the strategy. Is it clear?

S1: Yes

S2: I understand.

R: Okay. The first one is promoting cooperation.

S1: I like this strategy. Because when the whole class together build up the ideas for a question, we will have different answers or ideas. Some are good but some are not. Listening to other friends would help me be more open to others and would help us understand each other more and produce more ideas.

S2: Yes. I agree. But sometimes, for example, when studying with X1 and she just insistently ask us to comment or give feedback on the matter that we ourselves are not clear, we felt uncomfortable. The whole class became moody and the class's atmosphere became low and unmotivated. And we even don't want to participate in other activities.

R: Why don't you tell her that you don't have any idea for that.

S2: We are shy but I think seeing a class with no one raising the hands in a long time, she should have known by herself.

R: Okay I get it. What about *promoting instrumental values*?

S1: I love that.

S2: Me too.

S1: Just let me finish. When listening to bright examples' stories, we felt eager and ready to learn everything that the teacher teaches.

R: Why?

S2: Because we think that if we study harder, we can be as successful as the stories that the teacher told us.

S1: Yes. The stories helped use realize that we need to work harder and harder to reach our dreams.

R: Next, about *neutral feedback*? What do you think?

S1: I love that.

R: It seems that you love every strategy.

S1: It's not like that but I love this way. Because the teacher doesn't judge it right or wrong, so I feel more motivated to speak and express myself more freely. I don't have to care or scare of anything.

R: What about you, S2?

S2: I think that S1 has a point. However, sometimes I need suggestions and critical comments from the teacher because I know I am not perfect. So in order to improve my speaking, I need comments from the teacher.

R: Yes. You two both have a point. What about activities involving team or individual competition?

S2: Definitely yes. I like competition. When we have competitors, we have to try harder to win over them.

S1: Because we are young and ambitious, we will get focused and do everything the teacher require to get a chance of winning.

R: Okay calm down ambitious students. What do you think about stating the lesson objectives explicitly?

S1: I don't know. I am not sure about its usefulness. I mean, yes, it helped us in understanding how the lesson will go. But about motivating, I'm not sure.

S2: I agree. Even if we focus on the parting of stating lesson objectives, we still can lose our focus later on or simply forget about those objectives lately. I don't think it is motivating.

R: What about *arousing curiosity or attention*?

S2: I think it depends.

R: What do you mean by "It depends"?

S2: I mean, sometimes, when the curious factors are fun, then we are happy then we are motivated. But sometimes, if the activities are unclear or too difficult for the students to understand and lately turn out to be unexpectedly simple, we would lose their interest and attention for other activities.

S1: Yes. Humorous videos or surprised activities could make the students feel more engaged and excited to speak and guess the problems. However, sometimes, for example, the clip of Mr. Bean the other day. At first, it was fun but then it became boring because we cannot understand what he was going to do by the teacher's hints but then it was just too simple for me to think about.

R: Okay. I got it. The next one is *class applause*. What do you think?

S1: I think no one has ever deserved a class applause.

R: Why do you think so?

S1: Because I think we have to be very very good and make other feel interested then the whole class would applaud for us.

R: Normally, when your student-teachers used that strategy in class, do you find it motivated?

S1: Sometimes, when someone produced a not good at all performance and we did not want to applaud but my teachers forced me to do, I felt ridiculous.

R: Why? Do you think that the one who just performed needed to be encouraged?

S1: Yes I do. But being applauded by uncomfortable atmosphere would make them feel sadder.

S2: But being applauded by the whole class for the performance is still a great feeling. I was applauded once and from that time I always tried to be highly appreciated like that again.

R: That's good. Okay. Now we have fixed group/pair and inconsistent group/pair. Which one do you prefer and why?

S1: I like fixed group/pair more.

S2: I think it depends.

R: What does it depend on?

S2: Hmm. There were many times when I had to discuss with my friends near me, I could not focus. I mean, when sitting near each other, it means these group of friends are close to each other. So when discussing, we easily got distracted by other gossips instead of doing what teachers required. And when I had to work with another group, because we are not close to each other, so we had more focus on the work.

S1: For me, working in fixed group is easier because we understand, sympathize and familiarize with each other's speaking style, so that we feel less shy and hesitated to speak. While working in different groups, we will feel more scared.

R: Hmm. So each way has their own advantages and disadvantages?

S1: Yes. But for me, I still like fixed group.

S2: I think it depends on each person.

R: Yes, I agree. Okay, we move to the next one, *scaffolding*, which is providing appropriate strategies and/or models to help students complete an activity successfully.

S1: I don't like this strategy much.

R: Finally, there is something that you dislike. I'm just kidding.

S1: It's okay. I don't like it because I don't like teacher observe our discussion during the class. When she came close, I just remained silence.

R: Why? Do you feel uncomfortable to speak in front of the teacher?

S1: Yes. Generally, I don't want to talk when the teacher is near.

S2: But I think this strategy is effective. Especially when we are stuck at some task and don't know what to do, the teacher comes and their guidelines are precious and marvelously effective in motivating the students to continue speaking.

R: Okay. The last one. *social chat* strategy.

S1: About this, I admit that this strategy makes our class more interesting and exciting. But we just response in Vietnamese, not in English.

S2: Yes I agree. And sometimes if the topic is boring and out of students' interest" then we do not want to response.

R: Why? I mean firstly, why do you want to response in Vietnamese, not English?

S1: Because we are no taught to produce social language. We just learn how to accomplish the tasks following some skills in the course book. When it comes to reality or daily conversation, it is hard for us to response in English immediately.

S2: Yes And if we want to response in English, it took much time and if we waited to produce a sentence in English, all the fun and excitement did not wait for us but go away.

R: Okay. I got it. What about boring topic?

S2: Definitely, if some topic is too boring, how can you expect me to response?

R: I know but how can the teacher know what you like or not?

S2: I mean the teacher's manner may be interesting or boring as well. If the content is boring but the teacher is still fun, then we possibly be motivated to talk. But if both are boring, then I have nothing to say.

R: Do you think that it's your attitude deciding you to work or what?

S2: We all know that in theory, it's our attitude which decides whether we can study well or not but in reality, it's hard to control our mood and to be excited to learn at all time.

R: Among the three student teachers, who do you love studying with most?

S1: X3.

S2: X3 definitely.

R: Why?

S2: We, students in general, find it hard to motivate ourselves so we need teachers to encourage us. When we are down with depression, if the teacher is cheerful and enthusiastic, we will be more ready and willing to study and to speak. Conversely, even when we are excited already, if the teacher shows no excitement and joy, we cannot maintain excited all the time. When we studied with X3, she was always cheerful and she knew how to raise the atmosphere up and we had a lot of fun studying with her. The other X1 and X2 were not as fun as X3. Especially X1, she hardly showed her feelings.

S1: Yes I agree. And between the other two student teachers, we like studying with X2 more because her skill is better than X1. X1 speaking skill is not good so we felt demotivated at times.

R: Do you think that if you recognize how hard the teachers prepare to bring you the as motivating as possible lessons, you will study harder?

S1: Yes. When we see how hard the teachers put themselves to the lessons, we always try to make a good class so that the teachers' effort will not be wasted.

S2: But again, they have to show us that they are ready and enthusiastic, or at least their skill must be good. Or else, even we want to try so as their effort will not be wasted, but it will not last long.