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GRADUATION PAPER

A CASE STUDY ON NATIVE TEACHER'S USE OF MOTIVATIONAL
STRATEGIES IN TEACHING SPEAKING FOR FIRST YEAR FAST-TRACK
STUDENTS AT FETEL-ULIS-VNU

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ABSTRACT

In the field of foreign language learning, motivation has long been recognized as one of the key factors that determine language learners' achievement and attainment. As the result, the teacher's use of motivational strategies is generally believed to enhance students' active engagement and participation in the class (Cheng & Dornyei, 2007). Therefore, using motivational strategies effectively is of great importance to teacher. However, studies on Vietnamese teachers' use of motivational techniques have been partly dug while research on native teachers' use is still a gap in Vietnamese teaching context.

Attempting to discover the native teacher's strategies used when teaching, this classroom-oriented investigation focused on how frequently each type of motivational strategy used by native teacher when teaching Fast-Track students at Faculty of English language teacher education, ULIS-VNU as well as its effectiveness as perceived by both teacher and students. Through this research, some problems together with its solutions will be suggested by the teacher.

In order to achieve these aims, questionnaires, interview and classroom observations were used as data collection instruments. Two drafts of questionnaires, one for the teacher and the another for 75 students from three first year Fast – Track classes at FELTEL-HULIS were delivered. Besides, observations the class and interview the teacher helped researcher find out the answer for the whole four research questions.

The results from the analysis show that *setting proper teacher's behaviors*, *creating a pleasant classroom climate* and *recognizing students' effort* were the most frequently strategies the native teacher often used when he taught at Fast-Track group and these strategies were also evaluated effectively by both teacher and students. The teacher also pointed out some problems as well as the solutions to deal with these

problems in exploiting motivation. The paper was, therefore, expected to be valuable for teachers, especially ones want to motivate students by the way a native teacher often did. Furthermore, novice teachers, and other researchers interested in the topic would gain benefits from this research. By considering the level of students' satisfaction toward each strategy, they can make their own choices of how to best encourage their students to participate in in-class speaking activities.

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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
VNU	Vietnam National University, Hanoi
L2	The second language
FL	Foreign language
FT	Fast-Track group
EFL	English as a Foreign Language
IQ	Intelligence Quotient

PART 1. INTRODUCTION

This initial chapter tries to clarify the research problem and rationale for the study. Aims of the study are also stated with the four research questions, and then the study's scope and significance of the paper are introduced. Last but not least, this chapter provides a sketch of the organization of the paper to orient the readers.

1. Statement of the problem and rationale for the study

Over the past few years, the increasing focus on the framework of learner-centeredness and the development of Communicative Language Teaching (CLT) approach have made emphases on students' speaking skills as well as their active participation in class. The teacher has no longer kept the central position in the classroom; instead, students are encouraged to actively take part in the lesson by interacting with the teacher who uses motivational strategies to facilitate this involvement. Motivation is very important when being described as "the conditions and processes that account for the arousal, direction, magnitude, and maintenance of effort" (Katzell and Thompson, 1990, p. 144, cited in Gardner, 2006). Motivation has long been recognized as one of the key factors determining success in foreign language learners as well as evaluating what is a good teacher. "There are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation." (Ames 1992, pp. 267-271). Stating that, Ames strongly confirms the need of teacher's using motivational strategies in classroom because it "determines success or failure in any learning situation" (Dornyei 2001, p. 2). If teacher lacks it, "even the brightest learners are unlikely to persist long enough to attain any really useful language".(Dornyei 2001). Actually, motivation has been described as an essential tool when teaching and students will get involved in the lesson, especially in speaking lesson more if they are motivated.

In Vietnam in general and in FELTE, HULIS in particular, CLT has been adopted for a long time with a wish in improving communicative skills for students. However, its achievement has still been limited because of the dominance of Translation Method. Students are reluctant to speak and being passive in the class. Therefore, a motivated class is necessary for students' development.

Its importance has been acknowledged but research on using motivational strategies by teacher in language classroom has been limited, especially in the context of Vietnam and particularly in ULIS. The only three studies that the researcher could find are those by Nguyen (2009), Le (2010) and Nguyen (2011). While Nguyen (2009) tried to investigate on motivational strategies used by teacher in teaching speaking at first year mainstream students at HULIS, Le (2010) conducted a case study on how students of ULIS-09E1 maintained their motivation to develop English speaking proficiency, Nguyen (2011) tried to clarify teacher's use of motivational strategies in speaking class in correlation with teacher experience. All three studies were conducted in the case the teachers were Vietnamese teachers, so they left gaps for the present research -a case study on a native teacher's use of motivational strategies.

All of these above-mentioned reasons have offered the researcher an interest in conducting a case study on **“A case study on native teacher use of motivational strategies in teaching speaking for first year Fast-track students at FELTE, HULIS.”**

2. Aims and research questions of the study

The study attempted to examine the current use of motivational strategies by a native teacher when teaching speaking English for first year Fast-track students at FELTE, ULIS-VNU. To achieve this overall aim, firstly, the researcher found out which kinds of motivational strategies were often used by the teacher when teaching as well as the students' satisfaction with these kinds of strategies. Afterwards, difficulties faced by

teacher in implementing motivational strategies in general were made clear. Last but not least, solutions to overcome these difficulties were suggested by the teachers to attract students more in speaking class.

To realize these aims, the researcher tried to answer the following questions:

(i) Which strategies are most frequently used by the native teacher to motivate first year Fast-track students in speaking class?

(ii) To what extent are the employed strategies effective in motivating students, as perceived by the students and the teacher?

(iii) What are the difficulties in implementing motivational strategies as reported by the teacher?

(iv) What are the solutions to overcome the obstacles in implementing motivational strategies as suggested by teacher?

3. Significance of the study

Once completed, the study is expected to be valuable for teachers, especially ones want to motivate students by the way a native teacher often does. Furthermore, novice teachers, and other researchers interested in the topic will gain benefits from this research.

In the first place, the findings of this study can serve as a source of ideas for teachers in using motivational strategies to motivate their students in speaking classes. By considering the level of effectiveness evaluated by students toward each strategy, they can make their own choices of how to best encourage their students to participate in in-class activities.

Also, regarding the researchers who share the same interest in the topic, this study can serve as a reliable source of information for them to understand more about

motivation and the suggestions for further studies at the end of the thesis are hoped to serve as a direction for later researchers when investigating on motivational strategies.

4. Scope of the study

Firstly, the topic of this study is about “motivational strategies” which relates to a lot of approaches and theories. However, within the framework of this study, the focus is investigating only the techniques employed by a native teacher in order to stimulate Fast -Track students. Specifically, the 51 techniques (grouped in 10 strategies) examined in this study are adapted from Cheng & Dornyei (2007).

Secondly, the participants of this study are limited. Only one native teacher and his three first year Fast-track classes 10.E1, 10.E2, 10.E20 at FELTE, ULIS-VNU were chosen.

5. Methodology of the study

5.1. Data collection method

The researcher used both quantitative (questionnaires) and qualitative (observations and interviews) methods to collect data for the research. To be specific, two sets of questionnaires, one was delivered to the native teacher and the other was passed to 54 Fast-Track students who studied in three specific classes. Furthermore, under the teacher’s permission, the researcher observed, videotaped and interviewed to get more details.

5.2. Data analysis method

The information collected from two sets of questionnaires, observations and interviews was transcribed as the primary source of data for the research. The general approach for data analysis was content analysis. The researcher divided the information into four parts based on the four research questions.

6. Organization

The study consists of three parts as follows.

Part I (***Introduction***) highlights rationale, aims of the study and research questions, method of the study, scope of the study, significance of the study and organization of the study.

Part II (***Development***) includes three chapters:

Chapter 1: (***Literature review***) provides the theoretical framework of the study, including discussion of the key terms and related studies.

Chapter 2 (***Methodology***) describes the way the research is conducted, including the research setting, participants, instruments of data collection as well as the procedure employed to carry out data analysis.

Chapter 3 (***Findings and discussion***) presents, analyzes and discusses the results that the researcher found out from the collected data. This chapter also gives answer to the four research questions.

Part III (***Conclusion***): summarizes the key points to the four research questions, states several pedagogical recommendations concerning the research problem, the limitations of the research. Some suggestions for further studies are also displayed to orient for later researchers. Following this part are the references and appendices.

PART 2. DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

In this chapter, the researcher would like to lay the foundations for the development of the study. To begin with, an overview of the theoretical background such as definition, types and theories of motivation and the motivational strategies of teaching speaking will be presented. Later on, a brief review of the related studies will be discovered to identify the research gap and rationalize the aims and objectives of this paper.

1. Key concepts

1. 1. Definition of motivation

Basing on the Latin verb “move”, Moore (1992, p.172) defined motivation as “forces or drives that energize and direct us to act as we do”. Harmer (cited in Nguyen 2011) also saw it as a kind of internal drive which pushes someone to achieve something. Similarly, Wendy Pan (n.d) also considered motivation as the “reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior”. Thus, generally understood, motivation is the explanation for people’s decision and determination in every action.

In relation to foreign language learning, motivation has been considered as a key learner characteristics that decides the success of language learning because it provides the primary impetus to be involved in learning and the driving force to sustain the long and often tedious learning process (Dornyei cited in Le 2010). It drives an individual to put in effort to achieve a goal and makes the individual persistent and attentive. In the classroom context, learning motivation refers to the extent in which the learners have passion and desire to learn language and their satisfaction obtained in the tasks. Similarly, Dornyei (cited in Nguyen 2009) postulated that language motivation

includes three elements “motivational intensity, desire to learn the language and an attitude towards the act of learning the language”

1.2. Types of motivation

Different researchers proposed different ways to classify motivation. According to Gardner and Lambert (1972), motivation was categorized into two types: integrative and instrumental.

The first type refers to language learning for cultural development which learners cultivate to integrate and interact with other members in that community. In other word, this kind of motivation forces learners to communicate successfully into the target community.

The later one relates to “the potential pragmatic and practical gains of second language (L2) proficiency”, which means learners are motivated to learn L2 for “wish to learn a language for the purpose of obtaining some concrete goals such as a job, graduation, or the ability to read academic materials”. Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning because they want to fulfill a college language requirement. Interactively motivated learners want to learn the language so that they can better understand and get to know the people who speak that language. In the North American context, integrative motivation has proven to be a strong impetus to successful language learning.

In line with Gardner and Lambert, Deci and Ryan (cited in Nguyen 2009), mentioned that there are two types of motivation, namely extrinsic and intrinsic motivation. Intrinsic motivation is internal desires to perform a particular task or certain activities because they give them pleasure or interest. Extrinsic motivation includes external factors such as money, grades, rewards which affect someone’ impetus.

Edward and Richard (1985) distinguish between mechanistic and organismic motivation:

Mechanistic theories tend to view the human organism as passive, that is, as being pushed around by the interaction of physiological drives and environmental stimuli, whereas organismic theories tend to view the organism as active, that is, being volitional and initiating behaviours. (pp3-4)

1. 3. Theories of Motivation

1.3.1. Future time perspective (FTP)

Future time perspective (FTP) is a growing field of research in psychology (McInerney, 2004), which also becomes more important in educational psychology. FTP has been defined as “the present anticipation of future goals” (Simons, Vansteenkiste, Lens, & Lacante, 2004, p.122) because it serves as an important force for individuals to engage in activities which are instrumental for their future.

1.3.2. Goal content perspective

When viewed from a content perspective, a goal is defined “as a cognitive representation of what it is that an individual is trying to achieve in a given situation” (Wentzel cited in Nguyen 2011). He argued that a goal content perspective is beneficial for studying motivation within context on two accounts. First, it allows students to pursue two types of goals at the same time: task goals (academic accomplishment) and social goals (e.g., making friends, having fun, etc). Secondly, a goal content perspective allows for the possibility that a goal can be emanate either from the individual or from the social context.

1.3.3. Self-determination theory

Self-determination theory suggests that all individuals tend to move toward situations, and engage in actions that are likely to satisfy three basic psychological needs, which are essential to their functioning and well-being. The three basic needs are

“the need for competence, the need for relatedness and the need for autonomy” (Deci and Ryan, 2000, pp. 54-67).

1.4. Motivational Strategies in Teaching L2 Speaking

1.4.1. Characteristics of motivated learners

Naiman (1978 as cited in Narayahan 2008) displayed a diagram about the characteristics of motivated learners as below.

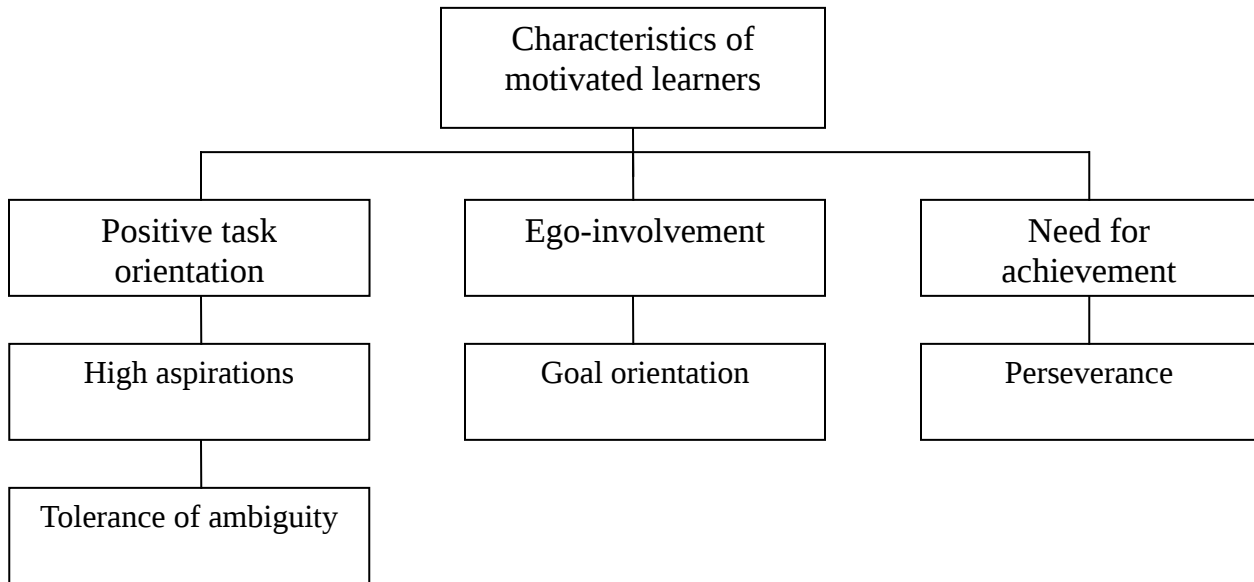


Figure 1: Characteristics of motivated learners by Naiman (1978)

Positive task Orientation: The learner is willing to tackle tasks and challenges, and has confidence in his or her success.

Ego- involvement: The learner finds it important to succeed in learning in order to maintain and promote his or her own self-image.

Need for achievement: The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

High aspiration: The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

Goal orientation: The learner is well aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

Perseverance: The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

It is concluded that a motivated learner is the one who is willing to meet challenge, be confident to his/her success, tries to learn in order to maintain his/her self-image. He/she also needs to be ambitious, be aware of the learning and dare to overcome all difficulties.

1.4.2. The Dornyei-Otto process-oriented model of L2 motivation

A process-oriented approach seems beneficial when trying to account for the evolution of motivation over time, or when examining motivation in relation to specific learner behaviour and classroom processes. However, the only fully developed process-oriented model of L2 motivation belongs to Dornyei and Otto's (1998). This model divides the motivational behavioral process into three main stages: the pre-actional stage, the actional stage and the post-actional stage.

The preactional stage is related to "choice motivation" in Action Control Theory. It refers to the phase in which individual is engaged in the process of forming an intention to act, and in selecting an action plan in order to realize the intention to act. There are three sub-processes: "goal setting" (which can emerge when a hope, wish, desire or opportunity selected as a goal to be pursued), "intention formation" (the process of making plan for a goal), "action plan" (which includes steps as well as strategies that can be used).

The actional stage refers to the phase when individuals have turned their intention into action. In this stage, learners are involved in a task and continuously appraise the process. If the ongoing process reveals that progress is slow or halting, they will activate the action. (Dornyei, 2001, p. 22). This stage enables learners to persevere until the action is eventually completed. Thus, three interrelated sub-processes make up the action process of the actional stage, namely, "appraisal" (the one consists of students' ongoing processing of the stimuli present in the learning environment, and of their constant monitoring of the progress they are making toward

the outcome of the learning-specific action), “generation of subtasks and implementation” (the one refers to the students’ engagement in learning-supportive behaviors as they follow the task instructions that the teacher provided) and “action control” (which represents the mechanisms involved when students use a set of self-regulatory strategies, i.e., goal-setting, language learning, and motivation maintenance strategies) to cope with the competition between their social and academic goals.

In the post-actional stage, learners examine their behavior in retrospect and evaluate the outcome of their action. They may have finished the targeted outcome, or they may resume their attempt to finish it later, or even they may abandon all attempts. Learners are likely evaluate what they have completed by comparing their original goals with their actual achievement.

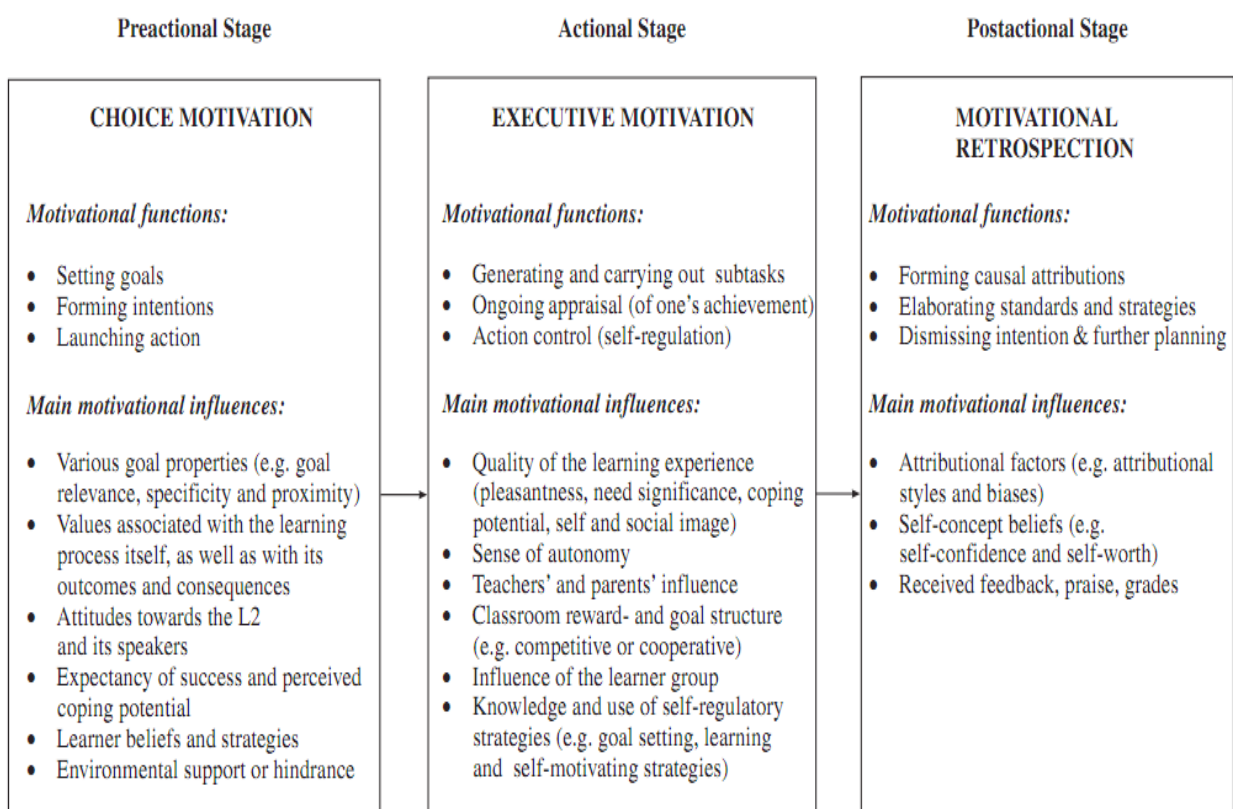


Figure 2: The Dornyei-Otto process-oriented model of L2 motivation

1.4.3. Dornyei's L2 motivational strategies framework

Motivational strategies can refer to instructional interventions applied by the teacher to elicit and stimulate students' involvement, or to self-regulating strategies that

are used purposefully by individual student to manage the level of their own motivation. (Guilloteaux, 2007). In the case of this research, motivational strategies are related to the first trend.

Basing on this trend, Dornyei (2001) exposed four main components to a model motivational strategies framework. Each component contains several strategies, which can be further divided into over 100 motivational techniques, including:

Creating the basic motivational conditions (appropriate teacher behaviors, a pleasant and supportive atmosphere in the classroom, a cohesive learner group with appropriate group norms).

Generating initial motivation (enhancing the learners' L2 related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orientation, making the teaching materials relevant for the learners, creating realistic learner beliefs).

Maintaining and protecting motivation (making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies, promoting cooperation among the learners).

Encouraging positive retrospective self-evaluation (promoting motivational attributions, providing motivational feedbacks, increasing learner satisfaction, offering rewards and grades in a motivating manner)

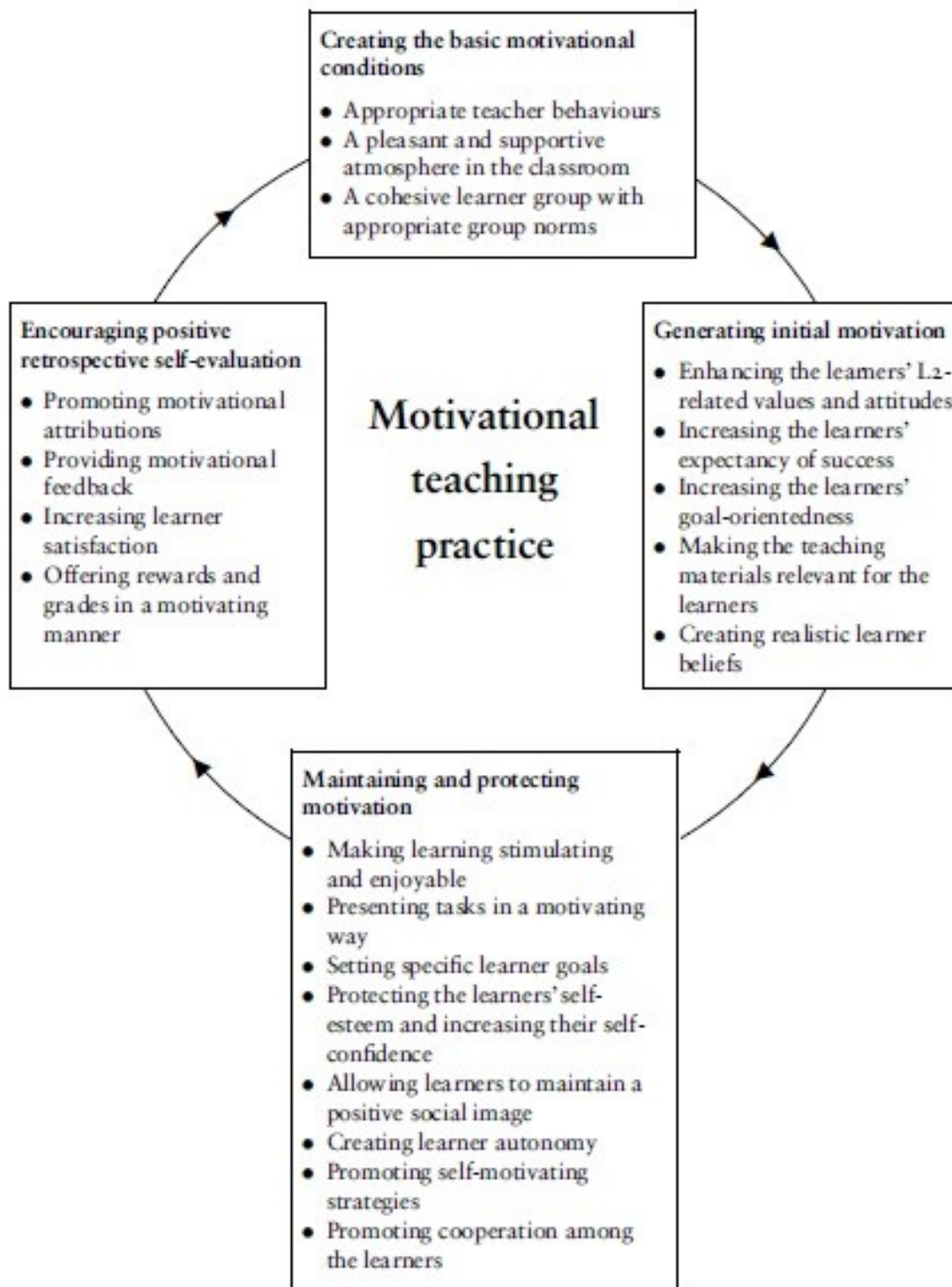


Figure 3: Dornyei's L2 motivational strategies framework

Particularly, he suggested over 100 motivational techniques arranged into 35 strategies as a further development of the four components proposed above. However,

based on the practicality as well as the observable features of the strategies, the researchers adapted the modified version from Dornyei (2001) and Cheng (2007). Here, there are 10 strategies, each strategy contains some techniques as below:

Table 1: Motivational strategies adapted from Dornyei (2001) and Cheng (2007)

1. Proper teacher behaviour
Show students he cares about them
Pay attention and listen to each of them
Establish good rapport with students
Show his enthusiasm for teaching
Share with students that he values English as a meaningful experience
Be himself in front of students
2. Recognize students' effort
Recognize students' effort and achievement
Monitor students' progress and celebrate their victory
Make sure grades reflect students' effort and hard work
Promote effort attributions
3. Promote learners' self-confidence
Teach students what they lack
Provide students with positive feedback (about the progress students make and about the areas which they should particularly concentrate on.)
Help learners accept the fact that they will make mistakes as part of learning process.
Using pair work or group work
Teach students learning techniques
Encourage students to try harder
4. Creating a pleasant classroom climate
Social chat with students
Create a supportive classroom climate that promotes risk-taking
Bring in and encourage humour
Avoid social comparison
Use a short and interesting warm-up activity to start each class
Using activities in form of competition
5. Present tasks properly
Give clear instructions by modeling
Give good reasons to students as to why a particular task is meaningful
6. Increase learners' goal orientedness
Help students develop realistic beliefs about English learning
Find out students' needs and build them into curriculum
Encourage students to set learning goals
Display the class goal in a wall chart and review it regularly

7. Making the learning tasks stimulating
Break the routine by varying the presentation format
Introduce various interesting topics
Present various auditory and visual teaching aids
Make tasks attractive by including novel and fantasy element
Encourage students to create products
Make tasks challenging
8. Familiarise learners with L2-related values
Increase the amount of English you use in the class
Encourage students to use English outside the classroom
Familiarise students with the cultural background of the target language
Introduce authentic cultural materials
Remind students of the benefits of mastering English
Invite senior students to share their English learning experiences
9. Promote group cohesiveness and group norms
Explain the importance of the class rules
Encourage students to share personal experiences and thoughts
Allow students to get to know each other
Ask students to work toward the same goal
Let students suggest class rules
10. Promote learner autonomy
Adopt the role of a “facilitator”
Encourage peer teaching and group presentation
Teach self-motivating strategies
Allow students to assess themselves
Give students choices in deciding how and when they will be assessed
Involve students in designing and running the English course

1. 5. The context of teaching speaking to first year Fast-Track students at FETEL-ULIS-VNU

The general context of teaching and learning English in Vietnam recently has been improved a lot, especially the practice of communicating skills for students has been cared but it seems that students are still passive. They lack motivation and opportunities in communicating with others, especially with native speakers.

Understanding the general context, the University of Foreign Languages and International Studies has been assigned to train students to reach at high-proficiency of

communicating. Specifically, Fast Track group obtains the mission for educating potential students to reach high level of English competence.

Fast-track is a very cultivating environment where specialized students have chance to practice. The University invests a lot for this group, from learning facilities (e.g. computers, projectors, radio...) to highly qualified teachers, even native teachers. The learning program here has been updated frequently to meet the needs of the context as well as the level of students.

1.5.1. Objectives of the course

As stated in the Syllabus, after finishing the first year studying at FELTE, ULIS-VNU, Fast-Track students are expected to acquire speaking ability skills to the level of Cambridge Preliminary English Test (PET). They can be able to speak confidently, correctly and fluently about familiar topics such as future plans; special events that changed your life; shopping and so on. Correct pronunciation as well as a broad base of vocabulary are also important requirements for them when finishing the school year. Below is the speaking course objectives of the first year Fast-Track program in academic year 2011-2012:

- Have developed their speaking skills to the level of Cambridge Preliminary English Test (PET).
- Be able to speak with confidence about familiar topics such as future plans; special events that changed your life; shopping and so on.
- Be able to perform various communicative functions confidently such as talking about future plans or intention; making predictions; expressing agreement and disagreement; expressing purpose, cause and result and giving reasons; drawing simple conclusions and making recommendations; and so on.
- Have a broad vocabulary base for a number of familiar topics.
- Have articulate and correct pronunciation.

(Fast-Track program 2012, pp. 1-2)

1.5.2. Speaking activities

In the Faculty of English Teacher Training, HULIS-VNU, Speaking curriculum is a compulsory subject which takes about three periods per week, equal to 150

minutes. The activities include warm-up activities prepared by two students each lesson, quizzes and homework designed by the teacher, presentation conducted by students at the very last weeks of the semester. About the in-class activities in each lesson, teacher is the one who conducts.

2. Related studies

2.1. An overview of related studies worldwide

Over the years, various research studies on second language (L2) and foreign language (FL) learning revealed that motivation is one of the affective factors that significantly differentiates learners and influences learning achievement (Carreira, 2005; Cheng & Dornyei, 2007; Crookes & Schmidt, 1991; Dornyei, 1994 as cited in Gonzales, 2010)

Gardner and Lambert's (1959) pioneering social psychological approach to the study of L2 learning motivation, over four decades of research have demonstrated the importance of context in L2 learning motivation. This study stirred up an international interest, and very soon studies of a similar vein were conducted all over the world. This initial construct of their motivational model classified motivation into two orientations, namely: (1) integrative orientation (positive attitude toward the foreign culture and a desire to participate as a member of it) and (2) instrumental orientation (goal of acquiring language in order to use it for a specific purpose, such as career advancement or entry to further studies and education). Their studies strongly suggested that 'integratively' motivated learners were more successful in learning languages than those learners who are instrumentally motivated.

The later part of the 80s and the decade of the 90s marked the popularity of motivation research in language learning, new developments and conceptualization of motivation populated lots of literature. In 1989, Julkenen conducted a study of motivation in FL learning that utilized sixth and eight grade children who were studying

English as a foreign language. This study tried to investigate the role of motivation as a trait and a state in language learning and its relationship to student competence and attribution processes.

In 1990, Dornyei started to conduct a series of studies that aimed at defining the relevance and characteristics of integrative motivation and instrumental motivation in FL learning. His population is Hungarian young adult learners of English.

Crookes and Schmidt (1991)'s studies noted the importance of the relevance of classroom related factors. They found that teachers' style, competence, rapport, self-confidence, classroom atmosphere, and group cohesion are important contributors to motivation.

Concerning motivational strategies, the first study to mention "A classroom-oriented investigation of the effects of motivational strategies on student motivation" conducted by Guilloteaux (2008) and Dornyei (2008). The study aimed at answering the two research questions (1) the effects of the teacher's motivational teaching practice on the students' classroom motivation in term of the level of their attention, participation and volunteering and (2) the relationship between the student's self-reported motivation, their actual classroom behavior and the teacher's classroom practice. In this research, the participants include 20 students and 27 language teachers with different ages and experience. To obtain a valid and reliable picture of the motivational characteristics of the sample, three instruments were used: (1) a classroom observation scheme, (2) a student questionnaire, and (3) a post lesson teacher evaluation scale. And the results are teacher's use of motivational strategies affects students' classroom motivation and the significant positive correlations between the teacher and students are particularly in the context of L2 motivation research.

Another study that was found closest to the researcher's current study is the one by Cheng (2007) in Taiwan. The study was investigated at larger participants, 387 teachers of English in Taiwan, teaching in a wide range of institutional contexts from elementary schools to universities, with a variety of teaching experiences and educational back ground. The study aimed at exploring the motivational strategies employed by Taiwanese English teachers with the focus on (1) how important the participating teachers perceives certain motivational strategies and (2) how frequently they actually made use of these strategies in their teaching practice. In order to cover these two aspects, two questionnaires were developed containing the same set of motivational strategies with rating scales. And the study pointed out that setting a personal example with teacher's proper behaviour and creating a pleasant and relaxed atmosphere in the classroom are the most important strategies and they are also the strategies used frequently in teaching English in Taiwan.

2.2. An overview of related studies in Vietnam

Actually, a range of research involved in using motivational strategies in speaking classes has been conducted. The two studies which the researcher is interested in are by Nguyen (2009) and Nguyen (2011). These two studies and this research share a common point in a way that we dug deep into a certain method of teacher's use of motivational strategies in teaching speaking. However, there are differences remaining in these researches. Like this study, Nguyen (2009) also aimed at the freshman students at HULIS, however, the method she conducted was quantitative method but the methods used in this research are both quantitative and qualitative. Furthermore, her participants are non-native teachers and 15 mainstream classes while this research's participants are a native teacher and three classes of Fast- Track group. Nguyen (2011) also explored the same matter but her participants are second year students while this study focused on first year students.

Actually, this paper has another approach on the research problem. It is a case study about a native teacher and the participants are Fast-Track classes, so in view of participants, it is different from the above studies.

CHAPTER 2: METHODOLOGY

The following chapter depicts the methodology of this research paper. It provides details about the participants, the instruments (including questionnaires, observations and interview) as well as the procedure of data collection and analysis of the data collection.

1.The fitness of case study to the research purpose

Case study is a type of research which allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic, in-depth investigation is required. According to Gali, Gall, and Borg (2003), case study has been considered as the “most widely used approach to qualitative research in education” (p.433). Yin (1984, p.23) defines the case study research “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used”. There are many definitions about case study but all of them focus on the characteristics of a case study research is that in most cases, researchers will select a small geographical area or a very limited number of individuals as the subjects of study, explore and investigate contemporary real-life phenomenon through detailed contextual analysis.

The exploitation of motivating strategies in classroom has been studied by many researchers; however, most of the studies conducted is quantitative method by using a combination of questionnaires, interview and observation scheme as data collection instruments. Thus, in this study, the researcher would dig deep in a specific case in order to have a more thorough view into every aspect of the topic. The researcher wanted to investigate in the behaviors and perspectives of a native teacher at FETEL. All students of the three classes he have taught had chance to raise their voices about the appropriateness of the motivational strategies used. All information about the

teacher, including teaching experience, personality, as well as his sharing about the use of motivational strategies would be beneficial for anyone who likes to learn from him.

Furthermore, motivational strategies are something that can change from person to person and each person has his/her own ways to motivate students. As a result, a specific case for this topic would be a good choice.

2. Research setting

ULIS-VNU is one of the biggest providers of English teachers for the whole country in Vietnam. There are two types of training courses at ULIS which are Fast-Track program and Mainstream program. Fast-Track program is designed for outstanding students who are selected through a special entry test comprising one language skills component and one IQ (Intelligence Quotient) component. The short-listed ones are then interviewed and the EQ (Emotional Quotient) component is additionally deployed. These excellent students who after that will be trained by highly qualified and experienced teachers with updated program in a cultivated environment. Adding to this, some classes also have chances to work with native teachers who will provide them with a more authentic environment.

In the academic Year 2011-2012, there is one native teacher who has been in charge of the speaking lesson of the three first year Fast-Track classes. With the same conditions of the participants: three Fast-Track classes have been taught the same speaking syllabus by only one native teacher, the researcher decided to conduct a case study about the teacher's use of motivational strategies in teaching these groups.

3. Participants

3.1. The native teacher

The first kind of participants of this study is a native teacher (K) who is currently teaching speaking at three classes. The reason why Teacher K is selected is that he is the

only native teacher having taught speaking at FT group for some years, who the researcher is trying to investigate. Moreover, Teacher K is an enthusiastic person, he is willing to take part in the research and demonstrate commitment in providing reliable as well as detailed information about the issues raised by the researcher. Questionnaire and interview were delivered to Teacher K to confirm which kinds of strategies he-a native teacher often used to motivate students in FT speaking classes.

3.2. The Fast-Track students

Although the study mainly focused on the teacher’s using motivational strategies, the first year Fast-Track students played a very important role as the direct evaluators of the effectiveness of strategies conducted by the teacher. 54 students of three Fast-Track groups involved in this study are supposed to be around 19 years old and their English competence is very good. They used to take the Fast-Track’ entrance exam with language skills tests, IQ tests and interviews. Furthermore, they have learnt Speaking course 1 at HULIS, so they have already been familiar with speaking and motivational strategies used by the teacher when teaching. These students helped the researcher thoroughly understand the context as well as their interest and satisfaction by completing the questionnaires. Besides, the way they learnt and the way they enjoyed in speaking lesson seen by the researcher’s observation once more time confirmed what they said.

As the two kinds of participants were chosen, contacts were made for their acceptance to participate in the research. Questionnaires were delivered and then observations with comprehensive checklists were made during their speaking lessons.

The table below shows the number of participants for the research:

Table 2: Summary of the participants

Participants of the study	
Teacher	1 teacher

	<ul style="list-style-type: none"> • Teacher K
Students	54 students <ul style="list-style-type: none"> • Class A: 18 students • Class B: 17 students • Class C: 19 students

4. Research Instruments

4.1. Questionnaires

As believed by many researchers, questionnaires are considered as an preferable way to gather a wealth of data. Comparing to other instruments like interview and observations, questionnaires are economical, practical and time-saving since the researcher could collect data from a large group of participants in small amount of time (Mackey & Gass, 2005).

In this study, the researcher developed two sets of questionnaires : one set for the teacher and the rest for students. Using them, the researcher could identify the frequently used strategies by the teacher as well as the effectiveness's evaluation for each technique by the teacher and students.

4.1.1. Questionnaire for teacher

As for the teacher, three questions fell into two types: close-ended questions with rating scales, and specific open-ended questions to get more information. Talking about the close-ended questions, a list of motivating strategies, adopted from Dornyei (2001), were provided together with two types of scale: one ranged on the frequency (*never-seldom - sometimes- often- always*), and the other varied on the level of effectiveness (*totally ineffective-slightly ineffective-moderately effective- effective-extremely effective*). Each level was given a number from 1 to 5 for the teacher to choose his best

opinion. Besides, the questionnaire also conveyed the difficulties when applying these strategies as well as his solutions to overcome all these difficulties through two specific open-ended questions at the end.

4.1.2. Questionnaires for students

The second set of questionnaires were distributed to students who were taught by the teacher K above. In this questionnaire, a list of motivational strategies, like the set for the teacher, were displayed together with a rating scale, ranging from 1 to 5. The rating scale varied on the level of effectiveness (*totally ineffective-slightly ineffective-moderately effective- effective- extremely effective*) which helped students to decide how effective each used strategy by the teacher was.

In a nutshell, the both two sets of the questionnaires above had a close relation with the research questions and collecting data from these questionnaires, the researcher can partly answer the four research questions stated in introduction part.

4.2. Observations

Being different from questionnaires, observations create chances for researchers to “gather live data from live situation” (Cohen, Manion and Morrison 2000, p.305, cited in Chu, 2009). It “provides direct information rather than self-reported accounts” (Dornyei 2007, p. 178) and helps researcher justify what happened in the classes.

In this research, classroom observations were conducted in order to help researcher confirm the questionnaires’ result and to clarify the validity of the interview. The observations done enabled the researcher to gain an insight into the learners’ actual participation in the classroom and the interaction between the teacher and the learners.

The observation scheme was used, including two main parts. The first part reckons the frequency of motivating strategies employed by teachers by calculating the times each kind of strategies appear during the lessons. The second part evaluates the effects of these strategies on students by counting the number of students who actively

participating and attending in the activity after these strategies were applied by teachers. 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 aspects of the teacher's motivated teaching practice were based on Cheng & Dornyei's (2007) model of motivational teaching practice. Ten strategies including 51 techniques were selected and presented. These techniques were grouped into ten groups: *setting proper teacher behaviour, recognising students' effort, promoting learners' self-confidence, creating a pleasant classroom climate, increasing learners' goal orientedness, making the learning tasks stimulating, familiarising learners with L2-related values, promoting group cohesiveness and group norms, promoting learner autonomy* in table instead of four groups as in (Guilloteaux, 2008) which are: *teacher discourse, participation structure, encouraging positive retrospective self-evaluation and activity design*.

The learners' motivated behavior was operationalized on the Spada and Frohlich's (cited in Guilloteaux 2008) Communication Orientation of Language Teaching (COLT) scheme. Specifically, it involved the observer's evaluation of the learners' level of motivated behavior in terms of the proportion of students who paid attention or actively participated during the class.

Table 3 will present 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.

Table 3: Variables of motivated behavior cluster

Variables	Description
Attention	Students appear to be paying: They are not displaying any inattentive or disruptive behavior: they are looking at the

	<p>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.</p> <ul style="list-style-type: none"> • Very low attention: A few students pay attention • Low attention: 1/3 to 2/3 of the students pay attention • High attention: More than 2/3 of the students pay attention
<p>Participation</p>	<p>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.</p> <ul style="list-style-type: none"> • Very low attention: A few students participate • Low attention: 1/3 to 2/3 of the students participate • High attention: More than 2/3 of the students participate

4.3. Interview

Together with questionnaires and observations, interview was also chosen by the researcher as a valuable research instrument to examine the target population. Mackey and Gass (2005, p.173) complimented interview for allowing “researchers to investigate phenomena that are not directly observable”. Furthermore, interview is interactive, which leads to a better chance for the researcher to make clear any point that are ambiguous, off-topic or incomplete. Sharing the same viewpoint, Hoang and Nguyen (2006, p.47) emphasized that interview is particularly useful for getting the story behind a participant’s experiences as in-depth information can be obtained.

The interview in this study was semi-structured because it was believed to provide the interviewer with a great deal of flexibility while offering the respondents. In the interview session, the specific questions were determined beforehand, yet elaborations in the questions and answers were still made.

On the approval of the teacher who had completed the survey, the researcher contacted him for interviewing. The open-ended questions were exploited in the interviews to provide an insight into the findings from the questionnaires. So in order to create a comfortable for the participant, the interview was carried out in an informal and relaxing manner.

5. Data collection procedures

The process of data collection consists of four phases:

Phase 1

The researcher invited Teacher K to take part in the study. The researcher contacted with the Teacher K to ask for his permission for the researcher's observations and for the interview. The teacher K was contacted via email and through an informal talk.

Phase 2

First, questionnaire was delivered to the Teacher K to identify which kinds of motivational strategies are frequently used. Second, questionnaires were sent to the students for their reflection on their satisfaction toward the strategies used by the teacher. Both two kinds of questionnaires were delivered directly to the participants.

Phase 3

Observations of speaking lesson of the case were conducted as verification to the reflection of teacher and students. Moreover, the act of observing provided the researcher a close overview of how teachers really employed their stimulation scheme for better understanding of the characteristics of the sample.

Phase 4

Interview was conducted to the Teacher K as a final confirmation of the data collected. The interview was recorded for further examination.

6. Data analysis procedures

Firstly, the collected data was classified to answer the research questions. The data gathered through the questionnaires was expected to answer the two research questions. The classroom observations and the interviews once more time confirmed the answers and added more information to those given through the questionnaires. The three instruments of self-reflect through questionnaires, independent observation of the researcher and interview complement helped researcher present the most objective result.

Descriptive statistics were employed. The data obtained from the questionnaires was calculated and transferred into numerical forms. After that, for each research question, data was summarized into graphs to assist the synthesis, comparison and generalization of the data.

Notes from observations were used to, first, made any necessary changes to the intended questionnaires, and second, prepared relevant questions for the later interviews.

CHAPTER 3: FINDINGS AND DISCUSSION

1. Research question 1: What motivational strategies are most frequently used by the native teacher to motivate students' participation in in-class speaking activities?

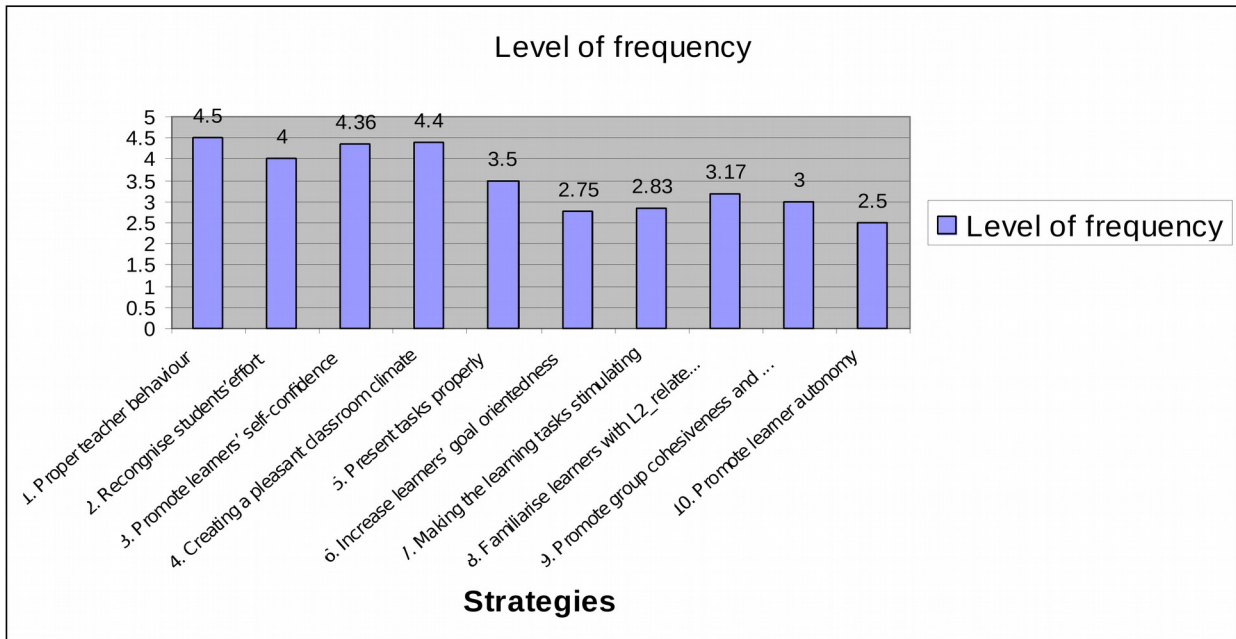


Figure 4: The frequency of the native teacher's use of motivational strategies

These findings were both similar to and different from what Cheng & Dornyei (2007) found in their research.

First and foremost, despite the differences in each research's context and participants, this outcome here coincided with a research by Cheng & Dornyei (2007). The two studies agreed that *setting proper teacher behaviours* was the most frequently used strategy to motivate students. However, in Cheng & Dornyei's research, *recognizing students' efforts* and *promoting learners' self-confidence* were the second and the third frequently used ones by Taiwan teachers. Meanwhile, in the current study, the second and the third highest rankings belonged to *creating a pleasant classroom climate* and *promote learners' self confidence*.

Setting proper teacher behaviours

Setting proper teacher behaviours was seen as the most important motivational strategy in both studies. The same finding emerged from the two different contexts points to the conclusion: from the teachers' viewpoint, presenting a personal role model is perhaps the most powerful and influential tool in motivating their students. It means that both teachers from the two studies were aware of their roles as leaders in the learner groups.

Teacher K thought that *setting proper behaviours* would be the first condition to create a motivated speaking class. According to him, when teacher shows his care to students, he is trying to create a good relationship with students. The observation results also showed that he cared to each student, he tried to remember students' name although it was very difficult for a native teacher. When teaching, he often came to each table, looked at each student, called all of them to contribute to the lesson so everyone could recognize his care and no one felt they were abundant in the class. Furthermore, when teaching, he seldom seated at the same position, he always moved and took care of his students, corrected the mistakes for each student. As observed by the researcher, when students carried out the activity, the teacher not just only saw them and after that commented but he also involved in the activity. He laughed, he told jokes and cheered his students up. He was very confident and flexible. When students brought snacks to the class, he ate with them. He tried to make the student-teacher relationship become nearer. About outside class activities, he often invited students to his home (once or twice a semester). As stated by him, when coming to his home, students had chance to play games, cook meals and contact more with him as well as his family.

Teacher also tried to express his enthusiasm for teaching because as perceived by him, if students love the teacher, they will also love the subject. Showing teacher's enthusiasm for teaching will help students have positive attitudes toward their learning. The display of a strong interest in the subject matter and the amount of effort teacher exerts in teaching are likely to have a strong recognition to the teacher.

Creating a pleasant classroom climate

Second, as perceived by the teacher, *creating a pleasant classroom climate* was the second thing he did to motivate his class. It is certainly no exaggeration to claim that learning a new language is one of the most face-threatening experiences students encounter as part of their studies (Dornyei, 2005). In fact, it has been well-documented that language learning anxiety created by a tense classroom climate is a powerful negative factor that hinders students' learning motivation and achievement (Young, 1999). And in this study, the importance of creating a pleasant classroom climate when teaching was once more time confirmed by the researcher. The native teacher of this research highly appreciated a pleasant classroom. As he pointed out, he often brought in and encouraged humour in the class. As seen from the observation, he always smiled and laughed. He did funny things. He was not only the teacher, but also an actor and a dancer in the class. When presenting something that needed to act, he would become an actor, he also moved as a dancer when presenting a new word and it made students laugh. And he thought that bringing humor in his class made the class's atmosphere encouraging.

Promoting learners' self confidence

According to Cheng & Dornyei (2007), this strategy "requires little justification because it is generally accepted in educational psychology that the way students perceive or judge their own ability has a significant effect on the effort they are willing to devote to completing a task". In their study, this strategy was ranked at the third position of the ten-strategy list. It indicated that teachers recognised the significant role of learners' self-confidence in class.

Teacher K in the current study also shared the same idea with the previous one. He raised learners' confidence by providing what they lacked. He thought that only by giving them knowledge, would they be more confident. As the result, identifying students' shortcomings and corrected them for students were the ways he did to motivate students. The interview results indicated that the shortcomings discouraging students from speaking were incorrect pronunciation and lack of vocabulary.

To correct pronunciation mistakes for students, he called each student, required them to say until correctly. He also taught students some techniques to pronounce some difficult sounds correctly. He encouraged students to try harder because learning in FT environment was challenging and everyone needed to exert themselves. He also had some strategies to deal with shy students. As explained by him, they are just the first year students, although they have been familiar with speaking from the first semester, but until now, some students are still shy and hesitant to speak. So to deal with these students, he often encouraged them, called them in class, created more conditions for these students to involve in in-class speaking. And sometimes, to reduce their fear when taking part in in-class activities, he used pair work and group work which created environment for students to talk more. He encouraged his students to talk much and not worry about making mistakes because making mistakes is a part of language learning. And when students made mistakes, the teacher provided students with positive feedback about the progress students made and about the areas which they should particularly concentrate on. Arranging activities in the form of competition was also a good way to motivate students. He often carried out competitive activities. Some forms of debate and forum were also used in his class. He said that each semester, he arranged one or two debates for students which motivated them to speak because in a debate, they must argue with each other to protect their opinions, so they were more enthusiastic in speaking.

Recognizing students' effort

Quizzes about pronunciation and vocabulary were ways to motivate students to learn because he thought that mark is an exact and effective tool to make students learn. Besides fair marks among students, the teacher tried to treat fairly to each student and recognize their effort correctly. He acknowledged that mark in each test or quiz must reflect students' effort and hard work. This was clearly expressed in the questionnaire because this was one of the three techniques he chose the highest point (5 points) about the level of frequency he used in class.

2. Research question 2: To what extent are the employed strategies effective in motivating students, as perceived by the teacher and students?

2.1. As perceived by the teacher

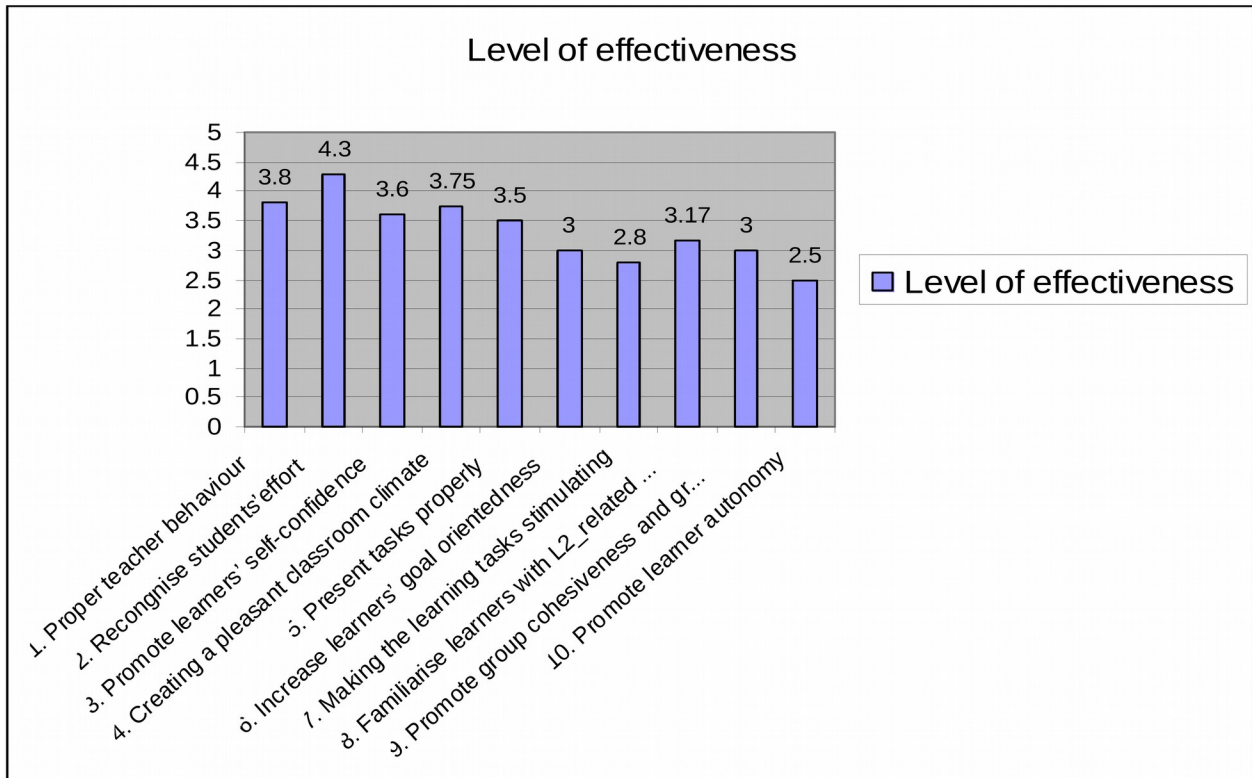


Figure 5: The level of effectiveness of employed motivational strategies as perceived by the teacher

When evaluating the effectiveness of these strategies, teacher said that *recognizing students' effort, setting teacher behaviours, creating a pleasant classroom climate and promoting learners' self-confidence* were the four top strategies that were effective.

Recognizing students' effort

He stated that in the strategy *recognising students' effort strategy, making sure marks reflect students' effort and hard work* was the most important because marking

and grading would make students try their. It is true to every students, especially FT students because the fear of low mark and moving out of FT group made them learn.

Setting proper teacher behavious

One special thing he shared was that although they were FT classes, some students spoke really well while some others might not. As a result, the good students seemed to speak much and even dominate others while the later students felt stressed and worried about themselves. They were afraid of mistakes and being ashamed. And the teacher at that time would be the person who created more conditions for the later ones and encouraged them to make mistakes. By doing that, teacher could get students involved more and be active in class.

Creating a pleasant classroom climate

As the teacher said at the first time of the class, in September when he took in charge of the class, students were rather quiet. They were shy and afraid of speaking; only few people spoke. In this situation, the teacher started talking to them and laughing with them as well as calling on everyone. After a few lessons, students started speaking with less fear and hesitation. As justified by the teacher, at the first time when teachers meet a class, he/she should create a friendly relationship with students as well as a comfortable learning environment. This is actually true, especially for those who teach first-year students. Students have just left the high-school and speaking is a rather new and difficult subject to some students.

In general, the teacher highly evaluated the strategies above and he thought that they were beneficial in motivating his students.

Well, I think that many students felt very comfortable in my class so I guess I did good way to motivate them. I think they were more motivated because they responded more in the class. They did not seem to be afraid. Sometimes they seemed to afraid but I encouraged them. For example, some shy students, I used the strategies to call them if they did not volunteer and day

by day they were less shy and tried to talk more and they volunteered for the next time, more often.

(cited in Interview transcript , Appendix 6)

2.2. As perceived by the students

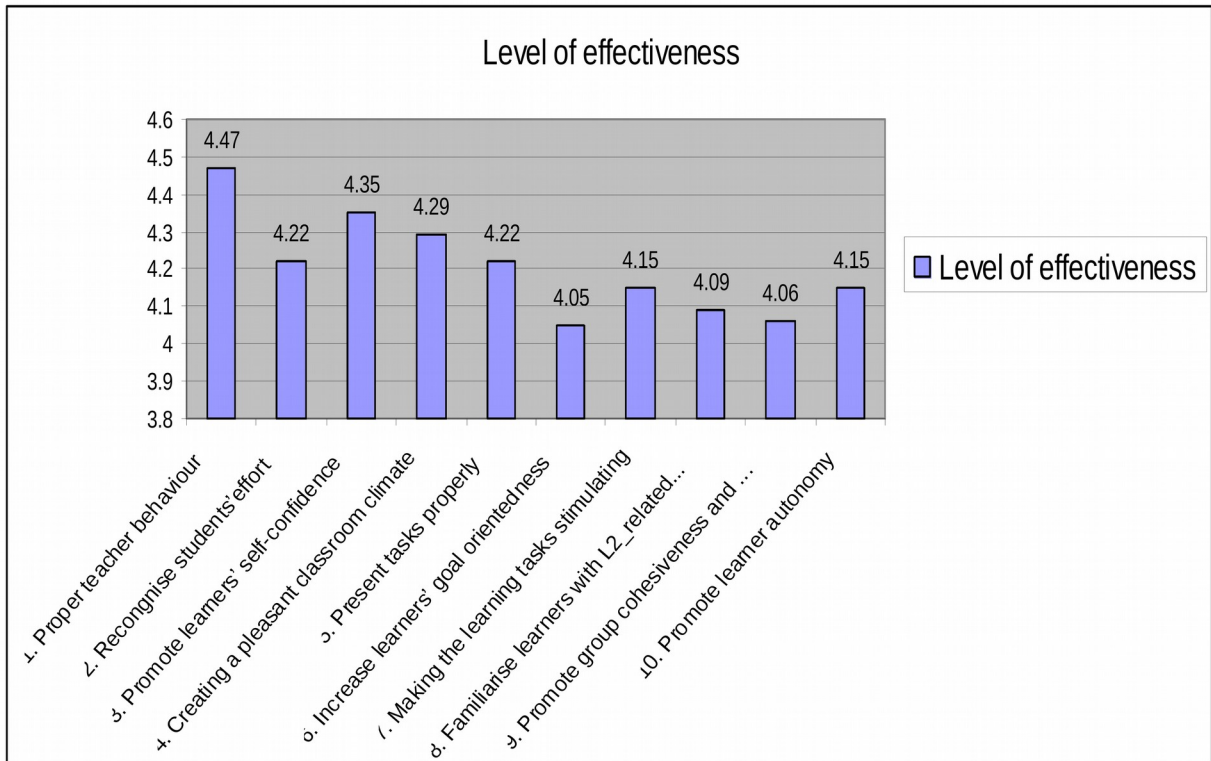


Figure 6: The level of effectiveness of employed motivational strategies as perceived by the students

Through the questionnaire, the researcher identified that students highly appreciated *proper teacher behaviours* and considered it as the most effective strategy to encourage them. Besides, *promoting learners' self confidence* and *creating a pleasant classroom atmosphere* were ranked at the second and the third positions.

The chart below will illustrate in details the three most effective strategies above.

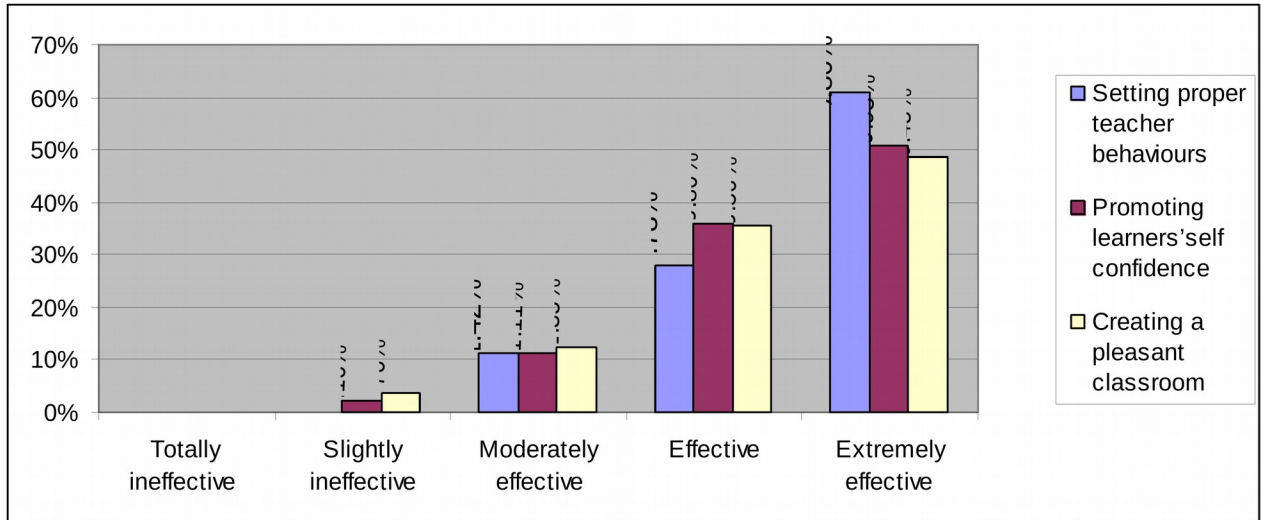


Figure 7: The level of effectiveness of the three most motivational strategies as perceived by the students

No one chose that the three strategies above: *setting teacher behaviours*, *promoting learners' confidence* and *creating a pleasant classroom* were totally ineffective and only few students chose they were slightly ineffective. It meant that most students agreed with the effectiveness of the strategies teacher used to motivate them. More than half of students (60.8%) thought that *setting proper teacher behaviours* was *extremely effective*. 50.93 % students said *promoting learners' self confidence* and 48.45 % students chose *creating a pleasant classroom atmosphere* were extremely effective. In general, more than half of students agreed that the three strategies above were *extremely effective*. Besides, the number of students said that the strategies were effective (ranging from 27.78 % to 35.8 %) and only small number of students said they were *moderately effective* and *slightly ineffective*.

2.3. Comparing the effectiveness's evaluation by teacher and students

Table 4: Comparing the effectiveness's evaluation by teacher and students

Effective strategies perceived by the Teacher	Mean	Effective strategies perceived by the Students	Mean
Recognizing students' effort	4.3	Setting proper teacher behaviours	4.47
Setting proper teacher behaviours	3.8	Promoting learners' self confidence	4.35
Creating a pleasant classroom climate	3.75	Creating a pleasant classroom atmosphere	4.29
Promote learners' self-confidence	3.6	Present tasks properly	4.22
Present tasks properly	3.5	Recognise students' effort	
Familiarise learners with L2-related values	3.17	Making the learning tasks stimulating	4.15
Increase learners' goal orientedness	3	Promote learner autonomy	
Promote group cohesiveness and group norms		Familiarise learners with L2-related values	4.09
Making the learning tasks stimulating	2.8	Promote group cohesiveness and group norms	4.06
Promote learner autonomy	2.5	Increase learners' goal orientedness	4.05

Comparing to the teacher's evaluation, the students' evaluation had some similarities as well as differences. The table above illustrated it.

About the similarities, both the students and teacher seemed to share the same ideas when considering *setting proper teacher behaviours* and *creating a pleasant classroom atmosphere* were the most effective strategies.

In view of the differences, the first one was that the teacher considered *recognizing students' efforts* was the most effective one while students chose *setting proper teacher behaviours*. Teacher justified that *promoting learner autonomy* was not actually effective and ranked it at the last position in the table above while students appreciated it when considering it above level *effective*. Furthermore, students

evaluated the effectiveness of the whole ten strategies higher than the teacher. Mean about the effectiveness perceived by teacher ranged from 2.5 to 4.3 while mean perceived by students ranged from 4.05 to 4.07.

3. Research question 3: What are the obstacles in implementing motivational strategies as reported by teachers?

This research question was dedicated to elaborating on the teacher's difficulties when motivating students in speaking class. According to the information provided by teachers' answer, obstacles to the effective use of motivational strategies can come from two sources: students' attitudes and students' abilities.

Concerning the obstacles which arise from the students' attitudes, the teacher said that even he worked very hard, some students still did not work well on. They were not active enough so they met difficulties in learning. Some students did not try their best both in class and at home so they did not speak well.

I mean some students, they were quiet because I tried to do something to encourage them, I laughed, I did something funny but they did not want to cooperate, they still did not speak out. They were still quiet. They were too shy. They did not work hard. And they did very poorly at the exam and she no longer in FT group.

(cited in Interview transcript , Appendix 6)

Furthermore, the students' unwillingness to actively participate in the tasks was also his difficulty. They preferred sitting silently. The teacher acknowledged that in his classes, sometimes the same students answered all the questions, while quieter members could not get a word in. Some students of lower language efficiency were unable to express themselves or shared their ideas, and got frustrated when other students laughed at them.

Concerning about students' abilities, he said that students did not have the same learning aptitudes, some students learnt faster than some other students. Some students

had better pronunciation than the others. So, it was hard to apply the same strategies for the whole class.

4. Research question 4: What are the solutions to overcome the obstacles in implementing motivational strategies as suggested by teachers?

As said above, teacher met two main difficulties: students' attitudes and students' abilities when implementing motivational strategies. Regarding the problems of students' attitudes, he suggested that group work or pair work would solve the problem of shy students because when talking with their friends in their groups, they would feel less shy. Moreover, teacher can call them more often to help them reduce anxiety as well as keep calm other dominated students (who talk much in the class).

Relating to the difficulty of students' abilities, teacher K suggested that only by requiring students to learn and try hard at home, the problem can be solved. In this case, quizzes and tests would be the best tools because the fear of low mark makes students learn. However, teacher also needs to remember that he/she should test on specific problems students have already learnt. For example, teacher K often spent half a lesson to teach students vocabulary and pronunciation and this content will be checked in form of the quiz in the later lesson.

Besides, teacher should be more flexible and adaptable in the class. Depending on each situation, teacher will solve unexpected problems more perfectly. Wasserman (as cited in Snowman & McCown, 2011), stated that teaching is not a matter of clear-cut answers, and she urged teachers to be flexible. Generally, teacher must be ready to cope with inadequate facilities, insufficient material, always keep the setting of the class and the number of students in mind before designing any activities, and take advantage of the setting if possible.

Summary

In short, this chapter has elaborated on the answer to each of the research questions basing on the analysis and discussion of the data collected. The most

frequently used motivational strategies have been identified, in line with the effectiveness they posed on students. The obstacles that teachers encountered when using such strategies are also disclosed, followed by solution as well.

PART 3: 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 sum up and evaluate the outcomes of the whole research paper by illustrating the major findings, providing the pedagogical implications, followed by the contributions, limitations along with suggestions for further studies.

1. Major findings of the study

Generally, the study investigated about motivational strategies used by a native teacher when teaching at first year Fast-Track classes at FETEL, ULIS-VNU. Through the in-dept analysis of the data collected from the two sets of questionnaires, observations and interview, significant findings for the four research questions are summarized as follow.

First and foremost, regarding the frequently used strategies, among group of 10 strategies, teacher chose *setting proper teacher behaviours* as the most common strategy to motivate students. Following it, *creating a pleasant classroom climate* and *promoting learners'self confidence* were ranked at the second and the third positions. The strategy he used less was *promoting learners'autonomy*. It meant that he did not usually use techniques like *involving students in designing and running the English course, giving them the choices how and when they will be assessed, teacher's adopting the role of a facilitator as well as encouraging peer teaching and group presentation*.

Secondly, in view of the effectiveness of each used strategy, each kind of participants had their own choice, but they reached an agreement that none of the ten strategy groups was "totally ineffective". Most students saw the positive side in all applied techniques. Especially, *setting proper teacher behaviours* and *creating a pleasant atmosphere* were two of the most effective strategies suggested by both teacher and students. There were also differences between the two kinds of participants, but it was not too much. The first one was that students evaluated the effectiveness of

the ten strategies to be much higher than the teacher expected. For all the ten strategies evaluated by the students, the mean was above 4, and this meant that all of the strategies were *effective or extremely effective*. Secondly, teacher chose *recognizing students' effort* as the most effective strategy and *promoting learners' autonomy* as the least effective strategy while students suggested *setting proper teacher's behaviours* and *increasing learners' goal orientedness* were the most and the least effective strategies.

After analyzing the interviews, the researcher concluded that there were two sources of difficulties preventing the teacher from making full use of these strategies. The first one was the students' attitudes and the second one was the students' abilities. Relating to the students' attitudes, the teacher said that some students were not active enough, so they were hesitant in participating in in-class activities. The fear of making mistakes and feeling ashamed discouraged them from the lesson. Concerning about the students' abilities, he recognized that different students had different learning aptitudes so he felt hard to apply the same strategy for the whole students.

Finally, the existing difficulties were solved by some suggested solutions and recommendations. Group work or pair work were the best solutions teacher K chose when dealing with shy students. Furthermore, to involve them more in the lesson, teacher K called them, gave them more chances to talk in class. Besides, quizzes were invested to make them learn better. In a nutshell, teacher K adjusted to each situation in adaptable and flexible ways.

2. Pedagogical implications

The results from the questionnaires, observations and interviews came in accordance with each others, thus they reached similar pedagogical implications for teachers as below.

In the first place, the data collected would serve as a source of reference for teachers teaching speaking skills for not only first year Fast-Track students but also other kinds of students. Teachers can pay attention to which kinds of strategies that students perceived as the most effective ones and which kinds they did not like. After

considering, teacher can choose the best choices for them when applying strategies to involve students in speaking class. From this research, teacher can identify that *proper teacher behaviours* are really important because teachers' attitudes and behaviours can stimulate students to be more active and contributive to the lesson. Besides, a good environment for learning is also worth considering element in teaching and learning foreign language.

3. Contributions of the study

Overall, the current study can be considerably helpful for teachers, especially ones want to motivate students by the way a native teacher often does. Furthermore, novice teachers, and other researchers interested in the topic will gain benefits from this research.

In the first place, the findings of this study can serve as a source of ideas for teachers in using motivational strategies to motivate their students in speaking classes. By considering the level of students' satisfaction toward each strategy, they can make their own choices of how to best encourage their students to participate in in-class activities. Moreover, the solutions for the difficulties teacher might encounter when teaching also help other teacher apply when dealing with.

Also, findings of the paper can be considered a good source reference for English Language Teaching (ELT) lectures in order to make adaptations and amendations to the. Truthfully, ways to motivate students when teaching are very important but ELT Course books lacked this content

4. Limitations of the study

To some extent, the paper has drawn a general picture of native teacher's use of motivational strategies during his teaching. However, there still exist some limitations.

Limited population is the first shortcoming of the research. The native teacher has taught only three classes with the same program so the researcher could collect data from only these three classes with only 54 questionnaires from students. Three explored

instruments: two sets of questionnaires, observations and interview can ensure the sufficiency and reliability of the findings but the researcher still wishes to involve more students in this study.

The second limitation is that the researcher did not have much time to observe the all three classes because their lesson's time was coincide with the researcher's learning time. Observing only two classes (E1 and E20) might not be enough; therefore the level of generalization of the results may be affected.

5. Recommendations for further research

Implications for further research can be drawn from the limitations of the study as follow. Relating to the participants, this study only focuses on native teacher and Fast-Track students, therefore, non-native teachers as well as Mainstream students will also be good participants for further investigations. Concerning about the research problems, other researchers can dig into other related aspects such as the correlation between teachers' use of motivation and the efficiency in motivating students' involvement in class. Such recommendations would be of practical benefits to the students first, and to the teachers who employed the strategies as well.

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APPENDICES

APPENDIX 1. QUESTIONNAIRE FOR TEACHER

This questionnaire is moved to the next page because of its landscape format.

QUESTIONNAIRE FOR TEACHER

Hello,

I am Nguyen Thu Hang from E1K42 at FETEL, HULIS. I am conducting a research for my thesis paper on the topic: “ *A case study on native teacher’s use of motivational strategies in teaching speaking for first year CLC students at FETEL-ULIS-VNU*”. I would like to have your own opinion on this topic by responding to the questionnaire. The contents of your answers in this questionnaire will be kept strictly confidential. Please give your answer as sincerely as possible. This will guarantee for the success of this investigation.

- 1. How often do you use each of the following motivational strategies?**
- 2. How effective is each of the following motivational strategies?**

(Answer question 1 & 2 by circling the number that best reflects the frequency as well as the effectiveness of each motivational strategy)

About the level of frequency:

1 = Never; 2 = Seldom; 3= Sometimes; 4 = Often; 5=Always

About the level of effectiveness

1 = Totally ineffective; 2 = Slightly effective; 3= Moderately effective ; 4 = Effective; 5= Extremely effective

1. Setting proper teacher behaviour	Level of frequency					Level of effectiveness				
	1	2	3	4	5	1	2	3	4	5
Show students he cares about them	1	2	3	4	5	1	2	3	4	5
Pay attention and listen to each of them	1	2	3	4	5	1	2	3	4	5
Establish good rapport with students	1	2	3	4	5	1	2	3	4	5
Show his enthusiasm for teaching	1	2	3	4	5	1	2	3	4	5
Share with students that he values English as a meaningful	1	2	3	4	5	1	2	3	4	5

experience										
Be himself in front of students	1	2	3	4	5	1	2	3	4	5
2. Recongnizing students' effort										
Recognise students' effort and achievement	1	2	3	4	5	1	2	3	4	5
Monitor students' progress and celebrate their victory	1	2	3	4	5	1	2	3	4	5
Make sure marks reflect students' effort and hard work	1	2	3	4	5	1	2	3	4	5
Promote effort attributions	1	2	3	4	5	1	2	3	4	5
3. Promoting learners' self-confidence										
Teach students what they lack	1	2	3	4	5	1	2	3	4	5
Provide students with positive feedback (about the progress students make and about the areas which they should particularly concentrate on.)	1	2	3	4	5	1	2	3	4	5
Help learners accept the fact that they will make mistakes as part of learning process.	1	2	3	4	5	1	2	3	4	5
Use pair work or group work	1	2	3	4	5	1	2	3	4	5
Teach students learning techniques	1	2	3	4	5	1	2	3	4	5
Encourage students to try harder	1	2	3	4	5	1	2	3	4	5
4. Creating a pleasant classroom climate										
Social chat with students	1	2	3	4	5	1	2	3	4	5
Create a supportive classroom climate that promotes risk-taking	1	2	3	4	5	1	2	3	4	5
Bring in and encourage humour	1	2	3	4	5	1	2	3	4	5
Avoid social comparision	1	2	3	4	5	1	2	3	4	5
Use a short and interesting warm-up activity to start each class	1	2	3	4	5	1	2	3	4	5
Use activities in form of competition	1	2	3	4	5	1	2	3	4	5
6. Increasing learners' goal orientedness										
Help students develop realistic beliefs about English learning	1	2	3	4	5	1	2	3	4	5
Find out students' needs and build them into curriculum	1	2	3	4	5	1	2	3	4	5
Encourage students to set learning goals	1	2	3	4	5	1	2	3	4	5
Display the class goal in a wall chart and review it regularly	1	2	3	4	5	1	2	3	4	5
7. Making the learning tasks stimulating										

Break the routine by varying the presentation format	1	2	3	4	5	1	2	3	4	5
Introduce various interesting topics	1	2	3	4	5	1	2	3	4	5
Present various auditory and visual teaching aids	1	2	3	4	5	1	2	3	4	5
Make tasks attractive by including novel and fantasy element	1	2	3	4	5	1	2	3	4	5
Encourage students to create products	1	2	3	4	5	1	2	3	4	5
Make tasks challenging	1	2	3	4	5	1	2	3	4	5
8. Familiarizing learners with L2_related values										
Encourage students to use English outside the classroom	1	2	3	4	5	1	2	3	4	5
Familiarise students with the cultural background of the target language	1	2	3	4	5	1	2	3	4	5
Introduce authentic cultural materials	1	2	3	4	5	1	2	3	4	5
Remind students of the benefits of mastering English	1	2	3	4	5	1	2	3	4	5
Invite senior students to share their English learning experiences	1	2	3	4	5	1	2	3	4	5
9. Promoting group cohesiveness and group norms										
Explain the importance of the class rules	1	2	3	4	5	1	2	3	4	5
Encourage students to share personal experiences and thoughts	1	2	3	4	5	1	2	3	4	5
Allow students to get to know each other	1	2	3	4	5	1	2	3	4	5
Ask students to work toward the same goal	1	2	3	4	5	1	2	3	4	5
Let students suggest class rules	1	2	3	4	5	1	2	3	4	5
10. Promoting learner autonomy										
Adopt the role of a “facilitator”	1	2	3	4	5	1	2	3	4	5
Encourage peer teaching and group presentation	1	2	3	4	5	1	2	3	4	5
Teach self-motivating strategies	1	2	3	4	5	1	2	3	4	5
Allow students to assess themselves	1	2	3	4	5	1	2	3	4	5
Give students choices in deciding how and when they will be assessed	1	2	3	4	5	1	2	3	4	5
Involve students in designing and running the English course	1	2	3	4	5	1	2	3	4	5

3. What difficulties have you encountered when implementing these strategies in class?

4. What solutions do you suggest to overcome these aforementioned difficulties?

Thank you very much for your kind cooperation!

APPENDIX 2. QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Hello,
I am Nguyen Thu Hang from E1K42 at FETEL, HULIS. I am conducting a research for my thesis paper on the topic: “ *A case study on native teacher’s use of motivational strategies in teaching speaking for first year CLC students at FETEL-ULIS-VNU*”. I would like to have your own opinion on this topic by responding to the questionnaire. The contents of your answers in this questionnaire will be kept strictly confidential. Please give your answer as sincerely as possible. This will guarantee for the success of this investigation.

1. Personal information

Name:
Group:

2. In your opinion, how effective is each of the following strategies in motivating students ?

(Please circle the number that best reflects the effectiveness of each motivational strategy)

1 = Totally ineffective; 2 = Slightly effective; 3= Moderately effective ; 4 = Effective; 5= Extremely effective

1. Setting proper teacher behaviour	Level of effectiveness				
Show students he cares about them	1	2	3	4	5
Pay attention and listen to each of them	1	2	3	4	5
Establish good rapport with students	1	2	3	4	5
Show his enthusiasm for teaching	1	2	3	4	5
Share with students that he values English as a meaningful experience	1	2	3	4	5
Be himself in front of students	1	2	3	4	5
2. Reconnizing students’ effort					
Recognise students’ effort and achievement	1	2	3	4	5
Monitor students’ progress and celebrate their victory	1	2	3	4	5
Make sure marks reflect students’ effort and hard work	1	2	3	4	5

Promote effort attributions	1	2	3	4	5
3. Promoting learners' self-confidence					
Teach students what they lack	1	2	3	4	5
Provide students with positive feedback (about the progress students make and about the areas which they should particularly concentrate on	1	2	3	4	5
Help learners accept the fact that they will make mistakes as part of learning process.	1	2	3	4	5
Use pair work or group work	1	2	3	4	5
Teach students learning techniques	1	2	3	4	5
Encourage students to try harder	1	2	3	4	5
4. Creating a pleasant classroom climate					
Social chat with students	1	2	3	4	5
Create a supportive classroom climate that promotes risk-taking	1	2	3	4	5
Bring in and encourage humour	1	2	3	4	5
Avoid social comparison	1	2	3	4	5
Use a short and interesting warm-up activity to start each class	1	2	3	4	5
Use activities in form of competition	1	2	3	4	5
6. Increasing learners' goal orientedness					
Help students develop realistic beliefs about English learning	1	2	3	4	5
Find out students' needs and build them into curriculum	1	2	3	4	5
Encourage students to set learning goals	1	2	3	4	5
Display the class goal in a wall chart and review it regularly	1	2	3	4	5
7. Making the learning tasks stimulating					
Break the routine by varying the presentation format	1	2	3	4	5
Introduce various interesting topics	1	2	3	4	5
Present various auditory and visual teaching aids	1	2	3	4	5
Make tasks attractive by including novel and fantasy element	1	2	3	4	5
Encourage students to create products	1	2	3	4	5
Make tasks challenging	1	2	3	4	5
8. Familiarizing learners with L2_related values					
Encourage students to use English outside the classroom	1	2	3	4	5
Familiarise students with the cultural background of the target language	1	2	3	4	5
Introduce authentic cultural materials	1	2	3	4	5
Remind students of the benefits of mastering English	1	2	3	4	5
Invite senior students to share their English learning experiences	1	2	3	4	5
9. Promoting group cohesiveness and group norms					
Explain the importance of the class rules	1	2	3	4	5
Encourage students to share personal experiences and thoughts	1	2	3	4	5
Allow students to get to know each other	1	2	3	4	5

Ask students to work toward the same goal	1	2	3	4	5
Let students suggest class rules	1	2	3	4	5
10. Promoting learner autonomy					
Adopt the role of a “facilitator”	1	2	3	4	5
Encourage peer teaching and group presentation	1	2	3	4	5
Teach self-motivating strategies	1	2	3	4	5
Allow students to assess themselves	1	2	3	4	5

Thank you very much for your kind cooperation!

APPENDIX 3. QUESTIONNAIRE FOR STUDENTS (VIETNAMESE VERSION)

PHIẾU ĐIỀU TRA DÀNH CHO SINH VIÊN

Xin chào,

Tôi tên là Nguyễn Thu hằng, sinh viên lớp E1K42, khoa sư phạm tiếng Anh, trường Đại học Ngoại ngữ. Tôi đang thực hiện một nghiên cứu với chủ đề: “Việc giáo viên bản ngữ sử dụng các kỹ thuật khuyến khích khi dạy môn nói cho sinh viên hệ đào tạo Chất lượng cao, trường Đại học Ngoại Ngữ-ĐHQGHN”. Tôi rất mong bạn chia sẻ ý kiến về chủ đề này bằng việc hoàn thành phiếu điều tra sau đây. Nội dung trả lời của bạn sẽ được giữ bí mật tuyệt đối. Mong bạn cố gắng trả lời một cách chính xác nhất vì điều đó sẽ đảm bảo cho sự thành công của nghiên cứu.

1. Thông tin cá nhân

Tên:

Lớp:

2. Bạn đánh giá như thế nào về mức độ hiệu quả của những kỹ thuật khuyến khích sau đây?

(Hãy khoanh vào con số mà theo bạn là đúng)

1 = Hoàn toàn không hiệu quả; 2 = Hơi hiệu quả; 3= Hiệu quả vừa phải ; 4 = Hiệu quả;
5= Cực kỳ hiệu quả

1. Giáo viên cư xử đúng đắn, hợp lý	Mức độ hiệu quả				
Chỉ cho sinh viên thấy là giáo viên quan tâm đến sinh viên	1	2	3	4	5
Chú ý và lắng nghe từng sinh viên	1	2	3	4	5
Thiết lập mối quan hệ tốt với sinh viên	1	2	3	4	5
Thể hiện sự nhiệt tình của giáo viên đối với việc giảng dạy	1	2	3	4	5
Chia sẻ với sinh viên những kinh nghiệm học tiếng Anh quý báu	1	2	3	4	5
Là chính mình trước mặt sinh viên	1	2	3	4	5
2. Ghi nhận những nỗ lực của sinh viên					
Ghi nhận những nỗ lực và thành quả sinh viên đạt được	1	2	3	4	5
Giám sát quá trình tiến bộ của sinh viên và ca ngợi những chiến thắng	1	2	3	4	5

mà sinh viên đã làm được					
Đảm bảo rằng điểm số đánh giá được hết những nỗ lực và sự vất vả mà sinh viên đã bỏ ra	1	2	3	4	5
Đề cao nỗ lực và sự cố gắng	1	2	3	4	5
3. Đề cao sự tự tin của sinh viên					
Dạy sinh viên những gì họ còn thiếu	1	2	3	4	5
Nhận xét sinh viên một cách tích cực (về những tiến bộ mà họ đạt được và về những mặt họ cần tập trung thêm)	1	2	3	4	5
Giúp sinh viên nhận thức quan điểm rằng mắc lỗi như là một phần của quá trình học	1	2	3	4	5
Sử dụng hoạt động nhóm hoặc hoạt động theo cặp	1	2	3	4	5
Dạy sinh viên những kỹ thuật để học	1	2	3	4	5
Khuyến khích sinh viên cố gắng hơn	1	2	3	4	5
4. Tạo ra một môi trường học tập thoải mái					
Nói chuyện phiếm hàng ngày với sinh viên	1	2	3	4	5
Tạo ra một môi trường lớp học đề cao sự đối mặt với thử thách	1	2	3	4	5
Mang đến lớp sự hài hước và khuyến khích nó trong lớp học	1	2	3	4	5
Tránh những so sánh mang tính chất xã hội	1	2	3	4	5
Sử dụng những hoạt động khởi động hấp dẫn để bắt đầu bài học	1	2	3	4	5
Sử dụng các hoạt động dạng thi đấu	1	2	3	4	5
6. Tăng cường mục tiêu định hướng cho người học					
Giúp sinh viên phát triển niềm tin thực tế về việc học tiếng Anh	1	2	3	4	5
Tìm hiểu nhu cầu học của sinh viên và cho những nhu cầu ấy vào trong chương trình	1	2	3	4	5
Khuyến khích sinh viên đặt ra mục tiêu học	1	2	3	4	5
Thể hiện mục tiêu lớp học lên một cái bảng và xem xét nó thường xuyên	1	2	3	4	5
7. Tạo ra những tình huống học tập lôi cuốn					
Phá bỏ những thói quen bằng việc thay đổi dạng thuyết trình	1	2	3	4	5
Giới thiệu đa dạng những chủ đề hấp dẫn	1	2	3	4	5
Sử dụng các hỗ trợ có hiệu ứng hình ảnh âm thanh một cách đa dạng	1	2	3	4	5
Làm cho tình huống trở nên lôi cuốn bằng việc sử dụng các yếu tố hư cấu, tưởng tượng	1	2	3	4	5
Khuyến khích sinh viên tạo ra sản phẩm	1	2	3	4	5
Tạo ra những tình huống có tính thử thách	1	2	3	4	5
8. Cho sinh viên làm quan với những giá trị có liên quan đến tiếng Anh					
Khuyến khích sinh viên sử dụng tiếng Anh ngoài lớp học	1	2	3	4	5
Cho sinh viên làm quen với nền văn hóa của nước Anh	1	2	3	4	5
Giới thiệu những tài liệu văn hóa thực của nước Anh	1	2	3	4	5
Nhắc nhở sinh viên lợi ích của việc học tiếng Anh	1	2	3	4	5

Mời sinh viên khóa trên chia sẻ kinh nghiệm học tiếng Anh cho sinh viên	1	2	3	4	5
9. Tăng cường sự cố kết của nhóm					
Giải thích sự quan trọng của quy tắc lớp học	1	2	3	4	5
Khuyến khích sinh viên chia sẻ kinh nghiệm và suy nghĩ cá nhân	1	2	3	4	5
Khuyến khích sinh viên làm quen với nhau	1	2	3	4	5
Yêu cầu sinh viên làm việc để hướng tới một mục đích chung	1	2	3	4	5
Để cho sinh viên gợi ý nội quy lớp học	1	2	3	4	5
10. Tăng cường sự tự chủ của người học					
Giáo viên chấp nhận vai trò như một người hướng dẫn bài học của sinh viên	1	2	3	4	5
Khuyến khích sinh viên tự dạy nhau và làm thuyết trình nhóm	1	2	3	4	5
Dạy sinh viên các cách tự khuyến khích mình	1	2	3	4	5
Cho phép sinh viên tự đánh giá chính họ	1	2	3	4	5

Cảm ơn sự giúp đỡ của bạn!

APPENDIX 4. OBSERVATION CHECKLIST

Class:

Time:

Motivational strategies	Level of frequency used by teacher	Learners' Motivated Behavior					
		Attention			Participation		
		Very low	Low	High	Very low	Low	High
1. Setting proper teacher behaviour							
Show students he cares about them							
Pay attention and listen to each of them							
Establish good rapport with students							
Show his enthusiasm for teaching							
Share with students that he values English as a meaningful experience							
Be himself in front of students							
2. Recognizing students' effort							
Recognise students' effort and achievement							
Monitor students' progress and celebrate their victory							
Make sure marks reflect students' effort and hard work							
Promote effort attributions							
3. Promoting learners' self-confidence							
Teach students what they lack							
Provide students with positive feedback (about the							

progress students make and about the areas which they should particularly concentrate on.)							
Help learners accept the fact that they will make mistakes as part of learning process.							
Use pair work or group work							
Teach students learning techniques							
Encourage students to try harder							
4. Creating a pleasant classroom climate							
Social chat with students							
Create a supportive classroom climate that promotes risk-taking							
Bring in and encourage humour							
Avoid social comparison							
Use a short and interesting warm-up activity to start each class							
Use activities in form of competition							
6. Increasing learners' goal orientedness							
Help students develop realistic beliefs about English learning							
Find out students' needs and build them into curriculum							
Encourage students to set learning goals							
Display the class goal in a wall chart and review it regularly							
7. Making the learning tasks stimulating							
Break the routine by varying the presentation format							
Introduce various interesting topics							
Present various auditory and visual teaching aids							

Make tasks attractive by including novel and fantasy element							
Encourage students to create products							
Make tasks challenging							
8. Familiarizing learners with L2-related values							
Encourage students to use English outside the classroom							
Familiarise students with the cultural background of the target language							
Introduce authentic cultural materials							
Remind students of the benefits of mastering English							
Invite senior students to share their English learning experiences							
9. Promoting group cohesiveness and group norms							
Explain the importance of the class rules							
Encourage students to share personal experiences and thoughts							
Allow students to get to know each other							
Ask students to work toward the same goal							
Let students suggest class rules							
10. Promoting learner autonomy							
Adopt the role of a “facilitator”							
Encourage peer teaching and group presentation							
Teach self-motivating strategies							
Allow students to assess themselves							

APPENDIX 5. INTERVIEW GUIDING QUESTIONS

1. In your opinion, how necessary is teacher's use of motivational strategies in motivating students in speaking activities?
2. Did you often use motivational strategies when teaching speaking? If yes, what were your purposes?
3. How can you define a motivated class?
4. Which motivational strategies did you frequently use to motivate students in speaking lesson?
5. So what kind of activities did you often do to encourage them?
6. Can you evaluate the effectiveness of your strategies based on your students' response?
7. What difficulties have you encountered when implementing motivational strategies in class?
8. Do you have any suggestions to overcome those difficulties?

APPENDIX 6. INTERVIEW TRANSCRIPT

1. General information

Duration: 30 minutes, from 12.30 p.m to 13 p.m

Facility: Ipod recorder

2. Interview transcript

Interviewer (Q): Our interview today will focus on your use of motivational strategies when teaching speaking for first year Fast-Track students. Are you ready? Let's start?

Interviewee (A): Ok. Let's start.

Q: In your opinion, how necessary is teacher's use of motivational strategies in motivating students in Speaking activities?

A: Motivation is very important when teaching foreign language, especially speaking skills. Imagine that, if students do not like to learn, their result can not reach highly. Only by motivating them, creating highly motivated classroom atmosphere, can the students learn well. Using good motivational strategies, teacher can get students involved in the activity, encourage them and attracts them to the lesson. In short, I think that it is very very necessary for teacher's use of motivation.

Q: Did you often use motivational strategies when teaching speaking? If yes, what were your purposes?

A : I am not sure about what are called strategies, I just used some ways to involve and attract my students in the lesson. When using this kind of motivation, I could see that my students participated more actively in the lesson. They were more eager to the lesson and the learning atmosphere seemed to be more active. I used them only with the purpose of making my students love learning English.

Q: How can you define a motivated class?

A : To me, a motivated class requires the involvement of the whole class. Some students are motivated but some are not. Some try their best to learn while others do not. So a motivated class, first, it must attract the whole class to involve in the activities, not just being arranged by the teacher but also by their friends. Second, students are willing to

answer the questions raised by the teacher, not let the teacher call them. Thirdly, they will love learning more, love speaking more and invest their efforts on learning.

Q: Which motivational strategies did you frequently use to motivate students in speaking lesson?

A: Firstly, I tried to behave well in front of my students. I tried to listen to what they wanted and what they needed. I tried to be enthusiastic in teaching which transfers learning's inspiration to my students. Creating a good relationship with students was the way I often did because if students hate you, they will hate your subject. I tried to get to know my students. And once or twice semester, students come to my house for playing. So I thought they felt comfortable with me. So they did not feel the barrier between students and teacher. Furthermore, I tried to create pleasant atmosphere when teaching. I let them feel flexible when learning the subject.

Q: Do you mean that you had a very close relationship with students?

A: Well, I tried but I am not sure. Some students who did not want to talk to me, I talked to them. And I tried to engage my students in conversation when I saw them on the campus, when I saw them walking around, I sat down and talked with them. I tried to create a very comfortable environment in my class.

Q: Anything else?

A: I tried to identify students' mistakes and weaknesses and after that, corrected for them because that way would help them be more confident when speaking.

Q: So, in your opinion, what were your students' mistakes and weaknesses?

A : They lacked vocabulary when speaking and they often made mistakes with some difficult sounds.

Q: So, what did you do to correct for them?

A : I often taught students vocabulary related to specific topic. I told them to learn these new words carefully because they would meet them in the next-week test. Vocabulary test was what I often did to force them to learn. You know, they were afraid of low mark, they were afraid of being out from Fast-Track group, so they learnt. Although some students still did not do well, but to some extent, they tried to learn. About the

pronunciation mistakes, I felt they had the same mistake over and over again, there were times that I challenged them and made them work hard. I made them really work hard on difficult sounds and I tried to make the whole class work hard on the sound. I made a dialogue and sentence for them to repeat when they practice difficult sounds. Yes, I used different methods everytime. I gave them pronunciation quizzes. I also gave them a sentence, minimal sounds or tongue twisters. I focused on the ending sound. Besides, I often taught my students tips to pronounce them correctly but many times, they still pronounced them incorrectly. Some hard-working students, they practiced regularly, they improved but some did not, so they were afraid of speaking, they were shy in class.

Q: How do you deal with these shy students?

A: I called them. If they did not volunteer, I called them to speak so in my class, everyone participated. I tried to call people. I tried to encourage them and affirmed them when they did things correctly and challenged them sometimes when they did things incorrectly. I asked them to pronounce until they said it correctly.

Q: Do you think that pronunciation is the biggest problem for students?

A: Yes, I think so because their grammar was usually OK but I thought that their pronunciation had some problems.

Q: So, do you think that pronunciation mistake was the obstacle, the barrier to prevent students from speaking or communicating in class?

A: Yes, it is the barrier. So I tried to correct for them which would help them be more confident in speaking. Thanks to that, they would be more motivated in learning.

Q: Any thing else? Any specific strategies did you use?

A: I do not think it is a strategy. I think I used the body language. That encouraged them. I smiled a lot. I laughed. You know, I tried to make class fun. When teaching new words, I often used action that made class laugh.

Q: Can you evaluate the effectiveness of your strategies based on your students' responses?

A: Well, I think that many students felt very comfortable in my class so I guess I did good way to motivate them. I think they were more motivated because they responded more in the class. They did not seem to be afraid. Sometimes they seemed to be afraid but I encouraged them. For example, some shy students, I used the strategies to call them if they do not volunteer and day by day they were less shy and tried to talk more and they volunteered for the next time, more often.

I tried to engage my students as today. At the first time of the class, I meant in September, the class was rather quiet, students were shy and they were afraid of speaking, only few people spoke. But immediately, I started talking to them and laughing with them and calling on everyone so immediately, they started speaking. I did all the same stuffs all the time, so I think my strategies were effective.

Q: What difficulties have you encountered when implementing motivational strategies in class?

A: Students did not have the same learning aptitudes, some students learnt faster than others, some students, naturally, had better pronunciation than the others. So that, it was difficult. So, even I worked very hard, some students still did not work well on some certain sounds.

I mean some students, they were quiet because I tried to do something to encourage them, I laughed, I did something funny but they did not want to cooperate, they still did not speak out. They were still quiet. They were too shy. They did not work hard. And they did very poorly at the exam and she no longer in FT group.

Furthermore, they were unwilling to actively participate in the tasks. They preferred sitting silently. Sometimes the same students answered all the questions, while quieter members could not get a word in. Some students of lower language efficiency were unable to express themselves or shared their ideas, and got frustrated when other students laughed at them.

Q: Do you have any suggestions to overcome those difficulties?

A: Relating to the difficulty of students' abilities, I often required students to learn and try hard at home. In this case, quizzes and test would be the best tools because the fear of low mark would make students learn.

Besides, each teacher should be more flexible and adaptable in the class. Depending on each situation, teacher will solve unexpected problems more perfectly. Generally, teacher must be ready to cope with inadequate facilities, insufficient material, always keep the setting of the class and the number of students in mind before designing any activities, and take advantage of the setting if possible.

There are some people I could not make them do better. Not everyone could be motivated. I tried to encourage them, did the same thing with everyone else. But I told them they had to work harder, just coming to my class was not enough. And if they did not do that, I could not help them.

Q: OK. I think that's enough. Thank you very much for your enthusiastic helps.

A: You are welcome.