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**FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION**

**GRADUATION THESIS**

**MOTIVATIONAL STRATEGIES IN SPEAKING FOR THE  
4<sup>TH</sup> AND 5<sup>TH</sup> GRADERS IN LOWER MOVER CLASSES AT  
FOREIGN LANGUAGE CENTER A, HANOI**

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

**KHÓA LUẬN TỐT NGHIỆP**

**CHIẾN LƯỢC TẠO HỨNG THÚ TRONG GIỜ HỌC NÓI  
CHO HỌC SINH LỚP 4 VÀ LỚP 5 Ở LỚP LOWER  
MOVER TẠI TRUNG TÂM NGOẠI NGỮ A - HÀ NỘI**

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## **ABSTRACT**

The modern language teaching approach puts a strong emphasis on communicative language teaching and learner-centered activities. Therefore, motivational strategies in speaking have been worldwide applied in English Language Teaching. In teaching English to children in Vietnam, motivational strategies have recently utilized but only in a few learning centers in big cities. In attempts to figure out the motivational strategies applied in speaking lessons, the researcher investigated into the frequency of applying motivational strategies by teachers at center A Hanoi for the 4th and 5th graders in Lower Mover classes and the strategies that motivate learners most as perceived by themselves.

A highly visible advantage of motivational strategies for young learners is increasing their speaking skills. As a result, the survey research aims at discovering motivational strategies used by teachers and the frequency of utilized strategies as well as favored strategies according to learners. To answer these questions, two sets of detailed questionnaires were designed for teachers and learners involved in this study. Analysis of data collected among 25 young learners with teachers in charge of Mover Lower classes has revealed that teachers and learners mostly favor the same strategies though they do have their own reasons for some different strategies. Findings of the study provide a reference for teachers and authorities that involve in teaching and monitoring students of the project. Appropriate action for further improvement of the project in the future is suggested at the end of the paper.

# TABLE OF CONTENTS

	Page
Acknowledgement .....	i
Abstract .....	ii
Table of contents.....	iii
List of figure and tables .....	vi
List of abbreviations.....	vii
 <b>CHAPTER 1. INTRODUCTION</b>	
1.1. Statement of the research problem .....	1
1.2. Theoretical background and practical rationale for the study.....	2
1.3. Research aims and research questions.....	2
1.4. Scope of the study.....	3
1.5. Significance of the study.....	3
1.6. Organization of the paper.....	3
 <b>CHAPTER 2. LITERATURE REVIEW</b>	
2.1. Motivation .....	5
2.1.1. Definition of motivation .....	5
2.1.2. Motivational theories .....	6
2.1.2.1. Goal orientation theories .....	6
2.1.2.2. Gardner’s Motivation theory.....	7
2.1.2.3. Self- Determination Theory (SDT) .....	9
2.2. Motivational strategies frameworks.....	11

2.2.1. Wlodkowski and a detailed description of 60 motivational strategies .....	11
2.2.2. William and Burden’s (1997) framework of L2 motivation .....	11
2.2.3. Dornyei’s L2 motivational strategies framework.....	12
2.3. An overview of the 4th and 5th graders .....	13
2.3.1. Characteristics of the 4th and 5th graders.....	13
2.3.2. Ways children learn languages.....	16
2.4. English learning motivation in Vietnam.....	16
 <b>CHAPTER 3. METHODOLOGY</b>	
3.1. Settings of the study .....	19
3.1.1. The organization .....	19
3.1.2. The language teaching for the 4th and 5th graders at center A...	19
3.1.2.1. Level division.....	19
3.1.2.2. Teaching and learning materials.....	20
3.2. Selection of subjects .....	21
3.2.1. The 4th and 5th graders.....	21
3.3.2. Teachers of English .....	22
3.3. Data collection .....	23
3.3.1. Data collection instruments.....	23
3.3.1.1. Questionnaire.....	23
3.3.1.2. Semi- structured interviews.....	28
3.3.2. Data collection procedure.....	28
3.4. Data analysis .....	30

**CHAPTER 4. RESULTS AND DISCUSSION**

4.1. Research question 1 - Motivational strategies used by teachers at center A for 4th and 5th graders in Lower Mover classes and frequency of utilized strategies.....31

- 4.1.1. Activity design.....31
- 4.1.2. Participation structure.....33
- 4.1.3. Teacher discourse.....33
- 4.1.4. Encouraging positive retrospective self-evaluation .....35

4.2. Research question 2 - Motivational strategies that the 4th and 5th graders are motivated most.....37

- 4.2.1. Activity design .....37
- 4.2.2. Participation structure.....38
- 4.2.3. Teacher discourse.....39
- 4.2.4. Encouraging positive retrospective self-evaluation.....40

**CHAPTER 5. CONCLUSION**

5.1. Summary of major findings.....42

5.2. Implications.....43

5.3. Limitations of the study.....44

5.4. Recommendations for further research.....45

**REFERENCES.....46**

**APPENDICES .....51**



## LIST OF FIGURE AND TABLES

	PAGE
Figure 2.1 Gardner's integrative motive diagram	8
Table 3.1 The 25 observational variables measuring the teacher's motivational practice	24
Table 4.1 Activity design strategies (teachers' opinions)	32
Table 4.2 Participation structure strategies (teachers' opinions)	33
Table 4.3 Teacher discourse - teachers' opinions (teachers' opinions)	34
Table 4.4 Encouraging positive retrospective self-evaluation (teachers' opinions)	36
Table 4.5 Activity design strategies (learners' preference)	37
Table 4.6 Participation structure strategies (learners' opinions)	38
Table 4.7 Teacher discourse - learners' preference (learners' opinions)	39
Table 4.8 Encouraging positive retrospective self-evaluation (learners' opinions)	40

## LIST OF ABBREVIATIONS

ULIS: University of Languages and International Studies

VNU: Vietnam National University, Hanoi

EFL: English as a Foreign Language

ESL: English as a Second Language

## CHAPTER 1. INTRODUCTION

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

### 1.1. Statement of the research problem

Motivational strategies are closely related to Communicative Language Teaching (Cummins & Davison, 2007) as they are used commonly in interactive, cooperative, learner-centered and task-based learning, the four main different types of learning associated with CLT. In the world, it has been a regular feature of an English class for a long time; however, the situation is quite different in Vietnam. Except for universities specializing in foreign languages, motivational strategies seem to be more easily found in certain English teaching centers than in numerous public schools and colleges. Besides, motivational strategies are basically limited as a result of the strong influence of existent traditional English teaching methods. Therefore, motivational strategies can be claimed to be infrequently used in English classes for children in Vietnam. Furthermore, the traditional teaching method – teacher-centered is still widely employed in Vietnamese primary schools, resulting in students' low engagement in classroom activities. Consequently, most Vietnamese primary learners are likely to develop a passive learning habit and tend to have a low learning motivation in English speaking lessons.

Therefore, as one attempt to examine this researched topic, the researcher has decided to conduct a study on motivational strategies in speaking for 4th and 5th graders.

### 1.2. Theoretical background and practical rationale for the study

*Speaking* seems intuitively the most important of all the four language skills (listening, speaking, reading, and writing) since people who know a language is referred to as a 'speaker' of that language, as if speaking included all other skills of that language (Ur, 1996). However, learning how to speak English fluently and accurately is always a

grand, difficult task for students and even a harder job to young learners. The reasons are either lacking speaking activities, or young learners' shortage of motivation to speak, raise their voices and express their ideas.

*Motivation* in learning has captured a lot of attention from researchers as a complicated and important phenomenon that influences learners' learning performance. Dorneyi (2001) states that motivation is what decides people's behavior and plays a very important role in determining the success or failure of learners in any learning context. Language learning is definitely not an exception. Particularly, the overall findings of research in English Language Teaching (ELT) show that learner's positive attitudes and motivation relate to success in second language learning (Gardner, 1985, cited in Lightbown & Spada, 1999). Therefore, being aware of the types and effectiveness of motivation that have impacts on learners is of great importance.

Several research have been done to explore students' motivation (Gardner, 1990; Kimberly, 2006, etc.) However, these research put more focus on adult learners and their language acquisition rather than speaking skills for children. Basing on the fact that there have been rare research, which are related to motivational strategies for young learners, the researcher is highly motivated to conduct this research on motivational strategies in speaking lessons for 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes at foreign language center A, Hanoi.

### **1.3. Research aims and research questions**

The research aims at exploring motivational strategies used by teachers at center A in speaking lessons for the 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes. In addition, pedagogical implications for speaking lessons for young learners can be drawn from this research. To achieve these goals, the research attempts to answer the following questions:

1) *What are the motivational strategies that teachers often use in teaching speaking and the frequency of utilized strategies?*

*2) What kind (s) of motivational strategies motivate(s) 4<sup>th</sup> and 5<sup>th</sup> graders most as perceived by learners themselves?*

#### **1.4. Scope of the study**

The study was carried out among 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes at center A, Hanoi. Thirty young learners studying Lower Mover level were chosen randomly to do a survey about motivational strategies, which teachers often use in teaching English speaking skills.

Besides, two foreign teachers who were teaching these classes were also invited to take part in this study.

#### **1.5. Significance of the study**

The study is probably the first formal research on motivational strategies in speaking for young learners at language centers in Vietnam. Overall, the results of the research can be used as a source of reference to teachers teaching English to young learners either at language centers or primary schools. From a macro level, necessary changes in methodologies of teaching speaking for young learners might be considered by the authorities concerned in accordance with the research's implication.

#### **1.6. Organization of the paper.**

Chapter 2 – Literature review – provides the background of the study, including definition of key concepts, theories on motivation as well as related studies.

Chapter 3 – Methodology – describes the participants and instruments of the study, as well as the procedure employed to collect and analyze research data.

Chapter 4 – Data analysis and discussion – presents, analyzes and discusses the research findings.

Chapter 5 – Conclusion – summarizes the main issues discussed in the paper, acknowledges the limitations of the research, and proposes pedagogical recommendations

concerning the research topic as well as suggestions for further studies. Following this chapter are the Bibliography and Appendices.

## **CHAPTER 2. LITERATURE REVIEW**

This chapter provides a basic definition of strategy and an overview of some influential motivation theories in psychology, which justify the concept of motivational strategies and gives this study a strong theoretical foundation. The last part of the chapter focuses on some related studies, which disclose the research gap and rationalize aims and objectives of this study.

### **2.1. Motivation**

#### **2.1.1. Definition of motivation**

Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. It is an internal state or condition that activates behavior giving direction towards people's desires. The word's Latin root "movere," which means "to move," suggests that motivation can be defined as a process that starts with a need that activates behavior which in turn moves someone towards achieving a goal. Luthans (1995) suggests that the process of motivation consists of progressive relationships between needs, internal drives, and the achievement of goals.

According to Arnold (1991), there are three components of motivation:

- Direction: what a person is trying to do
- Effort: how hard a person is trying
- Persistence: how long a person keeps on trying

Motivation is an undoubtedly complicated phenomenon that has many definitions in many ways. Nevertheless, all definitions would not contradict its importance in human's activities since it " activates, guides, and maintains behavior over time " (Krause, Bochner, Duchesne, 2006, p.255).

### 2.1.2. Motivational theories

It is clear that motivation is a term that is used widely in various contexts such as work, sports, and other possible fields as something that plays a key role in achievement. As a result, it is understandable that there has been a large amount of research and discussion on it with numerous motivation theories or constructs. Those theories do not aim to argue what motivation is, but focus on illustrating different kinds of motivation and its causes.

#### 2.1.2.1. Goal orientation theories

Guilloteaux (2007, p.43) considers goal orientations as “constructs that were specifically developed to explain achievement motivation”. As Dornyei (2001) explains, goal orientation theory was conducted in classroom context to find the relationship between students’ learning and performance. Goal orientations, or achievement goals, refer to the purposes that an individual has for an achievement task, more often than not, a learning task (Pintrich & Schunk, 1996). Pintrich & Schunk (1996) emphasize that achievement goals are especially developed to count for achievement motivation.

Goal orientation differentiates two types of goals that determine the types of activities one might get involved in: *performance goals* and *mastery goals* (Keblawi, 2009). He explains that students with *performance goals* are motivated to perform well in an area. They are interested in winning over others and concerned about looking cool and appearing competent. Whereas, those with *mastery goals* have the objective of mastery or control of a task or skill, i.e. they are more concerned about broadening their knowledge and being capable of completing a task. However, as Pintrich & Schunk (1996) believe, both these two types of orientation reflect an organized way to assess one’s achievement performance. In this sense, goal orientation should be understood as a general orientation to the task that one has to complete (Pintrich & Schunk, 1996). This



general orientation consists of many related standards on purpose, success, effort or competence (Pintrich & Schunk, 1996).

Among those beliefs, as Elliot and McGregor (2001, cited in Guilloteaux, 2007 ) points out, competence is “at the core of the achievement goal construct”. (p.78) According to the summary that Guilloteaux (2007) made, there are three standards that competence can be measured: *absolute standard*, *intrapersonal standard* and *normative standard*.

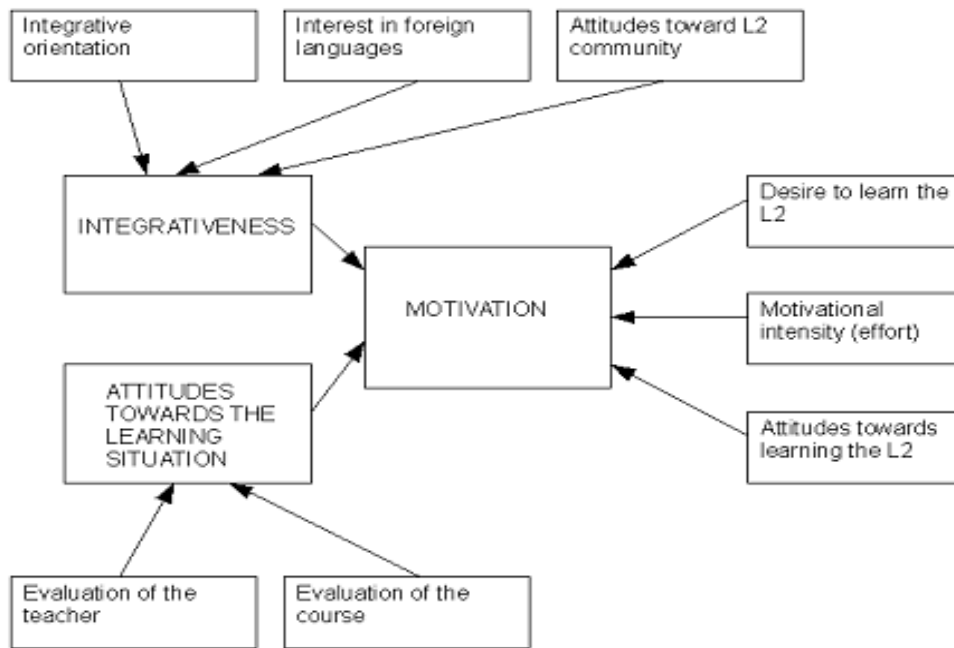
Although the great contribution of goal orientation to the world of motivation study cannot be denied, achievement goals cannot explain the complicated process of motivation (Elliot and McGregor, 2001, cited in Guilloteaux (2007)). Putting too much stress on competence, achievement goals seem to have neglected other non-competence goals that are also present in classrooms such as social goals (Lemos, 2001, cited by Guilloteaux, 2007).

#### **2.1.2.2. Gardner’s Motivation theory**

Gardner and Lambert (1959, 1972) have done pioneering work to explore the nature of motivation specific to language study. Gardner highlights two different types of motivation: *integrative motivation* and *instrumental motivation*.

*Integrative motivation* is defined as a “motivation to learn a second language because of positive feelings toward the community that speaks that language” (Gardner, 1985). The integrative motive is a composite construct made up of three main components as illustrated in the following diagram.

**Figure 2.1 Gardner's integrative motive diagram**



Integrativeness subsumes *integrative orientation*, *interest in foreign languages*, and *attitudes towards the L2 community*, reflecting the "individual's willingness and interest in social interaction with members of other groups" (Gardner & MacIntyre, 1993, p. 159). Attitudes towards the learning situation comprise attitudes towards the language teacher and the L2 course. Motivation includes effort, desire, and attitudes towards learning. These three elements constitute the cornerstone of integrative motive in Gardner's (1985) theory.

*Instrumental motivation* is considered the form of motivation that contrasts with the integrative one. This is generally characterised by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, or achieving higher social status. Instrumental motivation is often characteristic of second

language acquisition, where little or no social integration of the learner into a community using the target language takes place.

### **2.1.2.3. Self- Determination Theory (SDT)**

Deci & Ryan (2000) define self-determining as autonomy, or in other words, “experience a sense of choice and initiating and regulating one’s own actions”. (p.105) Autonomy, therefore, cannot be obtained if one is working and behaving under someone else’s control. The theory concerns the functional and experiential differences between self-motivation and external regulation. In other words, it classifies between autonomous motivation and controlled motivation that result in behavior ( Gagné & Deci, 2005). When a person perceives that the locus of causality is internal to him or herself, the behavior is self- determined or autonomous, whereas when that is external, the behavior is controlled. It is noteworthy that “both self-determined and controlled behaviors are motivated or intentional but their regulatory processes are very different” (Deci, Vallerand, Pelletier, & Ryan, 1991, p.327). While most other theories mainly focus on the expected goals or outcomes that drive individuals to act, SDT fills the gap by examining the underlying reasons why such goals or outcomes are expected. Deci and Ryan (2000) identified three basic psychological needs, the satisfaction of which is the reason for individuals to move toward situations and engage in actions:

- *The need for competence* pertains to the need to experience opportunities to interact with social environment, and show one’s capacities confidently and effectively;
- *The need for relatedness* implies a need to feel that one belongs with, is cared for, respected by, and connected to significant others (e.g., a teacher, a family) who are disseminating goals such as classroom values;
- *The need for autonomy* involves a sense of unpressured willingness to engage in an activity. It is not to be confused with the need for competence.

(as cited in Guilloteaux, 2007, p. 49)

Employing empirical traditional methods, research on motivation in the light of SDT has identified several types of motivation arisen from the three basic needs. The most basic distinction is between intrinsic and extrinsic motivation (Ryan & Deci, 2000).

*Intrinsic motivation* refers to the internal rewards that motivate an individual to perform a task. These rewards may include joy, or satisfaction (Keblawi, 2000). In contrast, *extrinsic motivation* comes from external factors such as high marks or compliments from teachers and friends. After reviewing the results of several research, Noels (2001) and his colleagues have come to the conclusion that we can use the distinction between intrinsic and extrinsic motivation to explain differences in outcomes. For example, intrinsic motivation within students can be boosted when they are given more autonomy and constructive feedback. On the other hand, Dornyei (1994) believes that extrinsic motivation can reduce the power of intrinsic motivation. To be more specific, it is highly likely that students will lose their intrinsic motivation when having to compulsorily do something to get some rewards such as grades or the avoidance of punishment (Dornyei, 1994).

With the stress on learner's autonomy, SDT does not suggest how teachers can motivate students, but focuses on finding the answer to the question "how teachers can create an environment where others can motivate themselves" (Keblawi, 2000). Therefore, it is important for teachers to give their students chances to train their autonomy by providing them with various choices in order to boost their motivation.

It is visible that the long history of motivation research has witnessed the development of many motivation theories, each of which has made its contribution. However, the plethora of theories has at the same time raised some challenges and some researchers have highlighted the fact that these theories overlap and render motivation too much a complex phenomenon. Incorporating different theories and developing frameworks of motivational strategies have been employed and proved useful by many researchers of the field.

## **2.2. Motivational strategies frameworks**

### **2.2.1. Wlodkowski and a detailed description of 60 motivational strategies to enhance adult motivation to learn.**

In *Enhancing Adult Motivation to Learn*, Wlodkowski (2010) addresses the impact that motivation has on adult learning and outlines sixty different strategies that can be applied by instructors to create a "motivational framework for culturally responsive teaching" (p.85) Wlodkowski (2010) effectively argues for the intertwined relationship between motivation and learning in a context that takes into account learners' cultural and personal histories. From the perspective of the learner, Wlodkowski (2010) identifies four 'motivational conditions' that enhance adult motivation to learn: *inclusion*, *attitude*, *meaning*, and *competence* and the specific motivational purposes for each motivational condition.

- Inclusion: to engender an awareness and feeling of connection among adults as well as create a climate of respect among adults.
- Attitude: to build a positive attitude towards the subject, develop positive self-concept for learning, establish expectancy for success and create relevant learning experience.
- Meaning: to maintain learner's attention, invite or evoke learners' interest and develop engagement and challenge with adult learners.
- Competence: to engender competence with assessment as well as competence with communication.

### **2.2.2. William and Burden's (1997) framework of L2 motivation**

Another classroom-oriented model was developed by Williams and Burden (1997) from a social - constructivist perspective. Based on that, motivational factors are divided into internal and external factors.

In terms of internal factors, it contains intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes language learning in general effective states.

Regardless of external factors, it involves significant others, the nature of interaction with significant others, the learning environment and the broader context.

### **2.2.3. Dornyei's L2 motivational strategies framework**

In 1994, Dornyei developed an extended classroom-friendly model in which L2 motivation is conceptualised on three levels.

- *The Language Level* addresses the social side of L2 motivation, subsuming Gardner's Integrative and Instrumental concepts.
- *The Learner Level* represents individual characteristics of the learner, and concerns internal desire for achievement and issues related to self confidence.
- *The Learning Situation Level* is associated with classroom specific motivational factors: Course-specific, Teacher-specific, and Group-specific motivational components.

Dornyei (2001a) also identified four main components of a model motivational strategies framework. Each component contains several macro-strategies, which can be further broken down into over 100 motivational techniques.

The very first dimension is *creating the basic motivational conditions*. This involves creating the basic conditions in order to build up learners' motivation. Good relationship and understanding between teachers and students, a supportive learning environment and disciplined group work are to be listed.

The second dimension is mentioned as *generating initial motivation*. This stage is all about using strategies to develop positive attitudes towards language learning as well as consolidating learners' beliefs.

The third component, *maintaining and protecting motivation* can be achieved through giving students the chance to experience success, which allows them to uphold a positive social image and eventually promote learners' autonomy.

Lastly, the promotion of motivational attributions, feedback and rewards can help enhance learners' satisfaction, which is the basic principle of the last component of the framework, *encouraging positive retrospective self-evaluation*.

In this study, the discussion of motivational strategies only limits specifically to the instructional techniques used by teachers, not learners' self-regulating strategies. Therefore, Dornyei (2001a)'s framework of a motivational L2 teaching practice served as the theoretical basis for the design of questionnaires for this research.

### **2.3. An overview of the 4<sup>th</sup> and 5<sup>th</sup> graders**

#### **2.3.1. Characteristics of the 4<sup>th</sup> and 5<sup>th</sup> graders**

Primary school children in Vietnam are basically aged from 5 to 11 years old. They are called *young language learners* and divided them into 2 groups: the five to eight year olds and the eight to ten year olds since "there is a big difference between what children of five can do and what children of ten can do." (p. 1). Those from 5 to 8 are assumed to start learning English while those from 8 to eight are supposed to have learnt English for a period of time (Scott and Ytreberg, 1990, p. 1).

Although it cannot be claimed what exactly children can do at the age of five, six or seven, it is possible to figure out significant characteristics of primary school children from 5 to 10 and more specifically from 5 to 8 and from 8 to 10 (p. 1).

The children studied in the research are 4<sup>th</sup> and 5<sup>th</sup> graders in primary school education system; thus, their ages rank from 8 to 11 years old. As a result, the population of the research can belong to the second group in the division of Scott and Ytreberg (1990) – children aged from 8 to 10 years old.

Children aged from 8 to 10 are commonly characterized by *cognitive, physical and language development*.

### **i. Cognitive development**

Generally, at the age from 8 to 10 years old, the children are able to do the following things:

- Form basic notions and opinions of the world
- Distinguish facts and fictions
- Use spoken and physical words to convey meanings. (Spoken words are words formed by verbal speeches while physical words are formed by illustrations such as mime, pictures, or objects, etc.)
- Make decisions on their own learning
- Have definite opinions of things they like and dislike
- Develop a sense of fairness about what happens in class and respond to teachers' decisions.
- Work with others and learn from others
- Give questions all the time

(Adapted from Scott and Ytreberg, 1990, pp. 3- 4)

### **ii. Physical development**

Tucker (1977) pointed out:



“The fact that children find it less easy than adults to sit still for long periods, not to bang their heels against a chair, not to jump up, not move their arms, or touch objects, to voices, is not a question of having more energy to spill, but of comparative lack of integration and control of movement systems” (p.21).

Therefore, activities that teachers organise for children in language lessons should give children chances to move around within the classroom.

### **iii. Language development**

Mother tongue and social background has a great influence on children’s foreign language ability. Moreover, one’s mother tongue learning and foreign language learning share certain similarities despite numerous differences. (Scott and Ytreberg,1990)

For general language development, children at the age between 8 to 10 are “competent users of mother tongue” (Scott and Ytreberg, 1990, p. 4) and know well major rules of syntax in their first language. In total, by the age of 10, children are able to either understand abstracts, symbols or generalize and systematize.

It can be said that at grade 4 and 5, children have developed their first language (L1) quite well since they have had about four or five years studying their mother tongue and used it in every day conversations for about 7 years since born. “When a young child learns another language, he approaches it in the same way as when he learns L1”, Dunn (1984, p. 30). With certain language awareness and readiness of their L1, children aged from 8 to 10 are supposed to be qualified for foreign language classrooms. The high development of the L1 of the 4<sup>th</sup> and 5<sup>th</sup> graders supports their study of English as the second language.

### **2.3.2. Ways children learn languages**

The official website of a well-known foreign language center has published some ways children learn languages as the followings:

- Having opportunities to be exposed to the second language
- Making associations between words, languages, or sentence patterns and putting things into clear, relatable contexts
- Using all their senses and getting fully involved; by observing and copying, doing things, watching and listening
- Exploring, experimenting, making mistakes and checking their understanding
- Repetition and feeling a sense of confidence when they have established routines
- Being motivated, particularly when their peers are also speaking/learning other languages

(Adapted from Shipton, Mackenzie and Shipton, 2006)

#### **2.4. English learning motivation in Vietnam**

English is considered a foreign language in Vietnam and thus it is an EFL learning context. Compared to other foreign languages commonly studied in Vietnam (e.g., Mandarin, French, and Japanese), English is considered the most prominent being included in the curriculum of most schools and universities. As included in the curriculum, English becomes a compulsory subject as many others. It is largely agreed in Vietnam that being good at English brings an individual more and better education or career opportunities. More importantly, it is the question of how to make English teaching and learning effective. Students' learning motivation has emerged as one major concern of Vietnamese teachers and researchers.

A number of attempts to investigate students' English learning motivation have been made with a primary purpose of getting an understanding of what lie behind

motivation and how to motivate students to learn. Due to space limitation, the researcher chooses to review only some studies that are closely related to this study.

Targeting the group of 11<sup>th</sup> form students who were claimed to “have the ability of proper cognition”, Hoang (2001, p.18) put a strong focus on the relationship between classroom environment and students’ motivation in learning English in general. The results revealed that both teachers and students “highly value the importance of their working place” which strongly stimulate students to learn. Based on that, attention for suggested techniques was drawn toward schools’ physical condition development as well as teacher’s awareness to enrich their teaching techniques. These implications were not effective enough since they just touched upon the surface of the problem without giving a detailed picture of the underlying aspects.

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

Within the context of the Faculty of English Language Teacher Education, ULIS, VNU, the study that was conducted by Nguyen (2009) about motivational strategies during speaking lessons for first year mainstream students showed that *personalization, elicitation of self or peer correction, inconsistent and fixed pair/group work, arousing curiosity or attention, process feedback and activities involving elements of interest, creativity, fantasy* were the most commonly employed motivational techniques among students of the target group. Some pedagogical implications shed light on the more frequent and effective employment of *social chat, promoting integrative values, promoting instrumental values and promoting autonomy*.

Overall, the outstanding similarity can be seen in the reviewed studies is that they only focus on adult learners and none of the studies discovered motivational strategies in speaking for young learners. This can be considered as one of the limitations and differences, which created a gap for the researcher to conduct a research among 4<sup>th</sup> and 5<sup>th</sup> graders at lower mover level with an attempt to examine the motivational strategies employed in their speaking classes has the most influence on them.

## **Summary**

*In a nutshell, this second chapter has provided a basic definition of strategy and an overview of some influential motivation theories in psychology. Motivational strategies in speaking for young learners were addressed and defined. The last part of the chapter, which focused on a number of related studies, has detected a research gap, which the researchers were pursuing to bridge. This gap also helped justify the significance of the research paper*

## **CHAPTER 3. METHODOLOGY**

In the previous chapter, the literature on the research topic was briefly reviewed for the theoretical basis of the study. This chapter provides detailed information about the participants, the instruments (including questionnaires and semi-structured interviews) of the research as well as the procedure of data collection and analysis.

### **3.1. Settings of the study**

#### **3.1.1. The organization**

The foreign language center A is the United Kingdom's international organization for cultural relations and educational opportunities. It has offices in over 100 countries around the world and is a not-for-profit organization and is registered in the UK as a charity. Center A began operating in Vietnam in 1993 and have offices in Hanoi and Ho Chi Minh City. Being a famous and prestigious educational organization in the world, center A provides learners, not only adults but also children, with great development opportunities of English.

#### **3.1.2. English language teaching for 4<sup>th</sup> and 5<sup>th</sup> graders at center A, Hanoi**

##### **3.1.2.1. Level division**

In terms of English language teaching to children in Vietnam, center A has totally six levels for primary pupils from grade 2 to grade 5 (called Junior Young Learners), which are Pre-starters, Starters, Movers, Flyers, Achievers and Projects. Movers classes are at the third degree of mastering English among primary pupils at center A. At this level, the learners are divided into two sub-levels: Lower Movers and Upper Movers, which are in turn relevant to Lower Movers class and Upper Movers class.

After finishing the Lower Movers courses, JYLs can shift to Upper Movers classes and grade 2 to grade 5 are mixed to learn together in a class based on their proficiency in English instead of on their grades.

However, since the beginning of 2011, center A has made the existent division more specific. Based on the fact that the interests and emotions of a 7-year-old-child are quite different from an-11-year-old and learners should study with those who are not only at the same level of English proficiency but also the same age, JYs are now classified into two groups: graders 2 and 3 study together in a class and graders 4 and 5 study in a class.. Therefore, at Lower Movers level, there are two kinds of class: Lower Movers class for grader 2 and 3, Lower movers class for graders 4 and 5.

### **3.1.2.2. Teaching and learning materials**

In terms of the materials used during the teaching and the learning process of children at center A, the organization chose Incredible English (1 to 6), a notable collection of books of Oxford University Press. This is a six-level course with a higher vocabulary load and more reading than most primary courses. The material is valuable for children language teaching because of its outstanding features as described below:

Incredible English Resource Pack gives teachers all the tools they need to make English lessons memorable and fun:

- Norton the puppet, flashcards, photocopiable masters and story frames book.
- Fun, lively stories, written by popular children's story-writer Michaela Morgan.
- Two pages in every unit combine learning another subject in English with language learning, with notes that make them easy to teach.
- Encourages learning of other skills, such as working with others, learning how to learn, and to understand more about their own culture and that of other children.

In relevance to each language level of primary pupils from Pre-starters to Projects, the organization identify a suitable book for each, which means Pre-starters study Incredible English 1, Starters learners study Incredible English 2, and Movers study Incredible English 3, etc. Each Incredible English pack includes of a class book and an activity book.

## **3.2. Selection of subjects**

### **3.2.2. The 4<sup>th</sup> and 5<sup>th</sup> graders**

The target participants of the research are the 4<sup>th</sup> and 5<sup>th</sup> graders at Lower Movers level. Currently, 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes at center A are placed into six classes, named from Lower Mover 1 to Lower Mover 6 and the total number of the young learners who are studying in this centre is ninety. These ninety learners study at center A every Saturday for two hours and have attended at least four courses of Pre-starters and Starters level. As they are at the same age, they have some common hobbies and opinions, thus, find it easier to communicate with each other. Besides, most of the children have been studying English for three years, which means they have certain knowledge and skills of English. More importantly, they have got familiarized with speaking activities and some types of motivational strategies in speaking lessons that teachers often employ.

The reason for the researcher to choose Lower Movers learners of grade 4 and 5 instead of those of grade 2 and 3 is that the 4<sup>th</sup> and 5<sup>th</sup> graders are more cognitively and emotionally mature than the other ones. Complex questions in the interviews, hence, could receive critical answers from them more conveniently than from the other learners.

The number of 4<sup>th</sup> and 5<sup>th</sup> graders studying at Lower Mover classes was ninety in total and they were numbered from 1 to 90. 30 students were randomly chosen from these students to do the research survey. Specifically, those with number 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 88 were chosen to carry out the questionnaire. With thirty participants accounting over 33% of the whole 4<sup>th</sup> and 5<sup>th</sup> graders, the population is large enough to assure the valid of data collected.

### **3.3.2. Teachers of English**

The two teachers of the two classes are among 40 foreign teachers in center A. They are both qualified for their job with the following achievements:

- Education to first degree level
- Certificate level qualification (eg Cambridge ESOL CELTA, Trinity CELTA or equivalent)
- Two years full time practical experience post qualification
- Familiarity with contemporary UK

Moreover, they hold extra qualifications that center A requires as below:

- Cambridge ESOL Diploma in English Language Teaching
- Masters and PhD degrees in ESOL and related subjects
- Specialist qualifications in teaching English to Young Learners
- Extensive experience in Business English Skills training

The teachers, who are in charge of those six Lower Mover classes and know well about their learners' speaking skills, took part in the questionnaire and were interviewed about the motivational strategies they often use in these six Lower Mover classes.

### **3.3. Data collection**

#### **3.3.1. Data collection instruments**

Survey questionnaire was chosen as the main instrument of the research since it allows researcher to gather information in a quick way. As the survey questionnaire is short and focuses on the field settings, it is an efficient way of obtaining information. It is also straightforward to analyze since it often provides numerical data.



To gain better insights into the issues investigated, semi-structured interviews were also conducted with both teachers and students after data from the questionnaires were compiled and analyzed. This instrument helped to elicit additional information and clear ambiguous points from the result of the survey questionnaire.

### 3.3.1.1. Questionnaire

The questionnaire was based on the MOLT classroom observation scheme of Guilloteaux and Dornyei (2008). The MOLT Classroom Observation Scheme, or the motivation orientation of language teaching classroom observation scheme, is a combination of Dornyei’s (2001) framework of motivational teaching strategies and Spada & Frohlich’s (1995) classroom observation scheme – the COLT. This is used to assess the quality of teachers’ motivational strategies.

The following tables explain the terms used in the MOLT Classroom Observation Scheme:

**TABLE 3.1**

#### **The 25 Observational Variables Measuring the Teacher’s Motivational Practice**

<b>Strategies</b>	<b>Description</b>
<i>Social chat</i>	Having an informal (often humorous) chat with the students on matters unrelated to the lesson.
<i>Signposting</i>	Stating the lesson objectives explicitly or giving retrospective summaries of progress already made toward realizing the objectives.
<i>Stating the communicative purpose or utility of the activity</i>	While presenting an activity, mentioning its communicative purpose, its usefulness outside the classroom, its cross-curricular utility, or the way it fits into the sequence of activities planned for the lesson.

<i>Establishing relevance</i>	Connecting what has to be learned to the students' everyday lives (e.g., giving grammatical examples with references to pop stars).
<i>Promoting integrative values</i>	Promoting contact with L2 speakers and cultural products and encouraging students to explore the L2 culture and community.
<i>Promoting instrumental values</i>	Highlighting the role that the L2 plays in the world and how knowing the L2 can be potentially useful for the students themselves as well as their community.
<i>Arousing curiosity or attention</i>	During the presentation of an activity, raising the students' expectations that the upcoming activity is going to be interesting and/or important (e.g., by asking them to guess what they are going to do next, or by pointing out fun, challenging, or important aspects of the activity or contents to be learned).
<i>Scaffolding</i>	Providing appropriate strategies and/or models to help students complete an activity successfully (e.g., the teacher thinks aloud while demonstrating, reminds students of previously learned knowledge or skills that will help them complete the activity, or has the class brainstorm a list of strategies to carry out the activity).
<i>Promoting cooperation</i>	Setting up a cooperative learning activity, or explicitly encouraging students to help one another, offering suggestions on how best to do this.
<i>Promoting autonomy</i>	Offering students a choice of activities, involving them in making decisions regarding the timing of an activity, having them use the Internet or do research (e.g., for oral

	presentations, projects, and displays).
<i>Referential questions</i>	Asking the class questions to which the teacher does not already know the answer, including questions about the students' lives.
<i>Group work</i>	The students are mingling, working in fluid pairs, or working in groups (simultaneously or presenting to the whole class).
<i>Pair work</i>	The students are working in fixed pairs (simultaneously or presenting to the whole class).
<i>Tangible reward</i>	Offering students tangible rewards (e.g., candy, stickers) for successfully taking part in an activity.
<i>Personalization</i>	Creating opportunities for students to express personal meanings (e.g., experiences, feelings, opinions).
<i>Element of interest, creativity, fantasy</i>	The activity contains ambiguous, paradoxical, problematic, controversial, contradictory, incongruous, or exotic material; connects with students' interests, values, creativity, fantasy, or arouses their curiosity (e.g., predict-and-confirm activity).
<i>Intellectual Challenge</i>	The activity presents an intellectual challenge (e.g., it involves a memory challenge, problem or puzzle solving, discovering something, overcoming obstacles, avoiding traps, or finding hidden information).
<i>Tangible task product</i>	The students are working on the production of a tangible outcome (e.g., a poster, a brochure).
<i>Individual competition</i>	The activity involves an element of individual competition.
<i>Team competition</i>	The activity involves an element of team competition.

<i>Neutral Feedback</i>	Going over the answers of an exercise with the class without communicating any expression of irritation or personal criticism.
<i>Process feedback</i>	Focusing on what can be learned from the mistakes that have been made, and from the process of producing the correct answer.
<i>Elicitation of self or peer correction</i>	Encouraging students to correct their own mistakes, revise their own work, or review/correct their peers' work.
<i>Effective praise</i>	Offering praise for effort or achievement that is sincere, specific (i.e., more than merely saying "Good job!"), and commensurate with the student's achievement. <i>N.B.:</i> Ability feedback ("You are very good at English") or praise involving social comparison ("You did better than anyone else in the class") is not recorded as <i>effective praise</i> .
<i>Class applause</i>	Celebrating a student's or group's success, risk-taking, or effort by applauding (either spontaneously or following the teacher's lead).

(Adapted from Guilloteaux and Dornyei, 2008, p. 63, 64)

There were two sets of questionnaire conducted in this study. The first questionnaire was designed for teachers at center A to discover the motivational strategies that teacher used with 4<sup>th</sup> and 5<sup>th</sup> graders during the speaking lessons and their frequencies of use. It started with a brief introduction and concise explanation of the research topic. It was written in English as teachers at center A have very good command of English, and thus they understand the questionnaire easily. The content of the questionnaire was based on the MOLT classroom observation scheme as presented above.

The second questionnaire was designed for the 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes to find out their preferences of motivational strategies that teachers employed in the speaking lessons. It was conducted in the same way as the first one but translated into Vietnamese since those learners' English level may not be sufficient enough to ensure full understanding of the questionnaire.

### **3.3.1.2. Semi- structured interviews**

The questionnaire was the main instrument of this research, yet it yielded certain disadvantages. The main problem was that almost all items in the questionnaires were discrete point questions and thus it did not allow the researcher to gain more detailed information. To increase data validity, semi-structured interviews were employed as a follow-up.

The aim of the researcher for interviews was to gain better insights into the research questions and to discuss further information about the items raised in the questionnaire. To be more specific, both teachers and learners were involved in interviews. As for teachers, two teachers, who were in charge of those Lower Mover classes, were invited to the interviews. They were questioned why they chose to employ certain strategies in their speaking lessons, not other ones. Three learners, accounting for 10% of the 4<sup>th</sup> and 5<sup>th</sup> learners were involved in the interview. Specifically, those with number 3, 16, 29 were chosen to take part in the interview for further information. They were supposed to express their preferences for particular strategies that their teacher often used and the reasons why they were not keen on others.

### **3.3.2. Data collection procedure**

The data collection process can be divided into four main stages

#### **Stage 1 - Piloting**

After being reviewed by two experienced teachers, the drafted questionnaires were revised and delivered to one teacher and ten 4<sup>th</sup> and 5<sup>th</sup> graders of the same population of

the actual participants for piloting. Piloting was administered via emails and informal telephone talks, which allowed teacher, learners and the researcher to discuss any unclear points found. They also added comments on both the content and format of the questionnaires. The questionnaires were then finalized and ready to be delivered to the participants. Those ten learners were, of course, not included in the participants of the main study.

## **Stage 2 - Surveying**

In the third week of March 2011, the questionnaires were delivered to teachers and 4<sup>th</sup> and 5<sup>th</sup> graders who were present at the time of surveying in six selected classes.

Since there were only two teachers, who are in charge of Lower Mover classes, it was easy for the researcher to collect data from them. Appointments were made with both of them then questionnaire were delivered.

As for the 4<sup>th</sup> and 5<sup>th</sup> graders, since the researcher could only survey one class at a time, she asked five teaching assistants of the other five classes to help. The five teaching assistants were explained about how they should administer the questionnaires.

First, the teaching assistants explained briefly about the aim of the research, and guaranteed the learners that any information they provided would be kept in strict confidence. Then they asked the learners for their consent to participate in the research. The students could, of course, refuse to do so. Fortunately, 100% of the learners asked agreed to do the questionnaires. Next, the teaching assistants instructed the students how to do the questionnaire and asked them to raise any questions. Finally, when collecting the completed questionnaires, the teaching assistants checked to assure no questions were left out. In total, thirty questionnaires were returned.

## **Stage 3 - Interviewing**

After the data obtained from the questionnaires were synthesized, interviews with both teachers and learners were made. The researcher contacted the two teachers, who took part in the study to seek explanations for their preferences of using different motivational strategies. The interview with each teacher was audio-recorded separately for the convenience of data analysis.

As for the second group of participants, learners, they were numbered from 1 to 30. Those with number 3, 16, 29 were chosen to take part in the interviews with the researcher. Three interviewees, which accounts for 10% of the participant, can assure the valid and quality of data.

### **3.4. Data analysis**

Data analysis started with *questionnaires editing* (Cohen, et al., 2007. p.347) and five questionnaires with errors were eliminated reducing the number of questionnaires analyzed to twenty-five. In those five questionnaires, the participants chose the same answers for all items, which shows that they might have tried to complete the questionnaires as soon as possible so that they could return it.

The next step was to synthesize the data obtained from the questionnaires and classified them to answer the research questions. Firstly, responses from closed-ended questions were calculated, transferred into numerical form and summarized into graphs. Descriptive statistics were employed to display the findings from the survey. Secondly, qualitative data collected during the interviews were transcribed and summarized to be referred to during the discussion.

## CHAPTER 4. RESULTS AND DISCUSSION

In the previous chapter, the methodology of the study has been clarified with descriptions of the participants, the instruments and the process of data collection and analysis. In this chapter, all the collected data will be analyzed and discussed in details to reveal the answers to each research question in turn. Data collected from questionnaires and interviews will be integrated to support and complement each other.

### **4.1. Research question 1 - Motivational strategies used by teachers at center A for 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes and frequency of utilized strategies.**

#### **4.1.1. Activity design**

Overall, teachers' responses to the question show that the two teachers share the same frequency of applying some particular motivational strategies.

As can be seen from the table, *team competition* and *personalization* are the two strategies that are used very often, follow by *intellectual challenge*, *creative element and tangible task product*. The interviews reveal that they use *team competition* and *personalization* in almost every lesson since they both agree on some advantages of these two strategies.

Regarding *team competition*, teacher A stated that the kids would have time to get to know one another more thoroughly once they were in a team and spent a significant amount of time together to achieve their goals. Teacher B emphasized the productivity among members, especially when a reward was involved for the winner. She explained that participants may work harder to defeat their named opponents when they are put into a competitive atmosphere.

As for *personalization*, the two teachers both apply this strategy since they often have some small projects during their lessons.



**Table 4.1. Activity design strategies**

MOTIVATIONAL STRATEGIES				TEACHERS	
Activity Design				Teacher A	Teacher B
1	2	3	4		
Never	Seldom	Sometimes	Often		
<b>1. Team Competition</b>				4	4
<b>2. Individual Competition</b>				3	2
<b>3. Tangible task product</b>				3	3
<b>4. Intellectual challenge</b>				4	3
<b>5. Creative/ interesting/ fantasy element</b>				3	4
<b>6. Personalization</b>				4	4
<b>7. Tangible reward</b>				2	2

For instance, the kids learn a chant that contains the vowel / $\alpha$ / then they write their own chant which also contains the vowel. There is no doubt that personalization is not only a good way to practise new items but it develops learners' creativeness as well. The two teachers highly agree on this point.

It is clear that *tangible reward* is the least favored strategies as perceived by teachers. They explained that if they gave tangible rewards to their learners too often, the learners would probably study just to reap rewards. Thus, the value of education is diminished.

#### **4.1.2. Participation structure**

**Table 4.2. Participation structure strategies**

MOTIVATIONAL STRATEGIES				Teachers	
Participation structure				Teacher A	Teacher B
1	2	3	4		
Never	Seldom	Sometimes	Often		
1. Group work				4	4
2. Pair work				4	4

*Group work* and *pair work* are the two strategies with highest frequency of being applied. Teacher A and teacher B use them in every lesson since the advantages of them are obvious. Teacher A shared that group work and pair work supplied opportunities for young learners to use the language for themselves and also motivated them highly. The quality of work produced by a group or pair, as being assessed by her, was often higher by any individuals of that group. Teacher B added that kids with a negative attitude became more focused and changed their behaviors to suit their groups. It resulted from the fact that they could see others are impatient with them because of their negative attitudes.

#### 4.1.3. Teacher discourse

In terms of *teacher discourse*, table 4.3 shows the most frequently used motivational strategies are *promoting cooperation*, *arousing curiosity or attention*, *establishing relevance* and *social chat*.

**Table 4.3. Teacher discourse strategies**

MOTIVATIONAL STRATEGIES				Teachers	
Teacher Discourse				Teacher A	Teacher B
1	2	3	4		
Never	Seldom	Sometimes	Often		
1. Referential questions				3	3
2. Promoting autonomy				3	2
3. Promoting cooperation				4	4
4. Scaffolding				3	3
5. Arousing curiosity or attention				4	4
6. Promoting instrumental values				3	2
7. Promoting integrative values				2	3
8. Establishing relevance				4	4
9. Stating communicative purpose/utility of activity				2	3
10. Signposting				2	2
11. Social chat (unrelated to the lesson)				4	4

It

was figured out from the interview that while *promoting cooperation* helped young learner work in group better and more effectively, *arousing curiosity or attention* helped teachers to call more attention from learners by asking them to guess what they are going to do next, or by pointing out fun or important aspects of the activity to be learned. In order to create a friendly atmosphere in the classroom, teacher A and B often had *social chat* with their young learners or *establish relevance* while teaching. They explained that social chat minimized the gap between teachers and young learners as some of them are

very shy. Moreover, it helped young learners speak more fluently and confidently. Regarding establishing relevance, learners could learn and remember better with funny or interesting examples that are related to their daily lives.

As can be seen from the table, *referential questions* and *scaffolding* are the second most frequently used strategies whereas *signposting* is the least the least frequently used one to stimulate learners. Teacher A explained in the interview that, at the age of 9 or 10, young learners were not mature enough to fully understand the lesson objectives. Instead, they concerned more about the activities during the lessons.

#### **4.1.4. Encouraging positive retrospective self-evaluation**

In terms of encouraging positive retrospective self-evaluation, *effective praise* and *neutral feedback session* are the most frequently used strategies to motivate the 4<sup>th</sup> and 5<sup>th</sup> graders in speaking lessons, follow by *elicitation of self/ peer correction session*, *class applause* and *process feedback session*.

Regards to *effective praise*, this result was predictable as young learners were always encouraged to do the tasks if they would be praised for what they have done well. The two teachers shared that they always started their feedback session with praise, either on learners' manner, language or the choice of ideas, which was really a big encouragement to learners.

As for *feedback session*, *neutral feedback session* is also highly used by teacher A and B. Teacher B said that wrong or right answers did not matter much as long as the learners involved in the questions, tried their best to have answers and learn from their mistakes.

**Table 4.1.4. Encouraging positive retrospective self-evaluation strategies**

MOTIVATIONAL STRATEGIES				Teachers	
Encouraging positive retrospective self-evaluation				Teacher A	Teacher B
1	2	3	4		
Never	Seldom	Sometimes	Often		
1. Class applause				3	3
2. Effective praise				4	4
3. Elicitation of self/peer correction session				3	3
4. Process feedback session				3	3
5. Neutral feedback session				4	4

These two most popular motivational techniques are different from the top two strategies employed by teachers for first year students at ULIS, according to Nguyen (2009). In her research, she found out that elicitation of self feedback was the most commonly used, as perceived by the researcher. This difference may result from the possible gap in motivational awareness and language proficiency between the two groups of learners.

In conclusion, motivational strategies that teachers involved in this study often used in their speaking lessons for the 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes have been clarified. The two teachers appeared to have a lot in common concerning the use of motivational strategies. Concerning the frequency of individual strategies, though the frequency- differences among the strategies surveyed were not significant, certain strategies to be more suitable for young learners and thus used more frequently by the teachers.

**4.2. Research question 2 - Motivational strategies that the 4<sup>th</sup> and 5<sup>th</sup> graders are most in favour of.**

### 4.2.1. Activity design

Table 4.5. Activity design strategies

MOTIVATIONAL STRATEGIES	<i>Extremely not motivated</i>	<i>Not motivated</i>	<i>Neutral</i>	<i>Motivated</i>	<i>Extremely motivated</i>	Number of responses	Mean
Activity Design	1	2	3	4	5		
1. Team Competition	0	3	7	8	7	25	3.8
2. Individual Competition	5	3	9	5	3	25	3
3. Tangible task product	0	0	9	8	8	25	4
4. Intellectual challenge	5	7	5	4	4	25	2.8
5. Creative/ fantasy element	0	0	6	10	9	25	4.2
6. Personalization	0	6	11	6	2	25	3.2
7. Tangible reward	0	0	5	9	11	25	4.3

As can be seen from the table, *tangible reward* is the strategy that most of the 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes are extremely motivated and motivated. Eleven young learners out of twenty-five claimed that they were extremely motivated by this strategy. They shared in the interview that they felt “*much more motivated when they or their group were given a prize for finishing tasks well*”. The average rating 4.2 indicates that second preferred strategy is *creative element*. *Tangible task product* is the third preferred strategies with the mean of 4.

There is difference in preferences for motivational strategies between teachers and learners. While *personalization* is the strategy that teachers use every lesson, the young learners did not gain the highest motivation from this strategy. Eleven learners chose “neutral”, whereas only six out of the twenty-five learners were motivated and four learners of the whole were extremely motivated. The interview figured out that young learners did not favour personalization strategy most because sometimes they find it a bit

boring colouring a picture, especially the those who are boys or a bit difficult to compose a new chant in phonics activity.

#### 4.2.2. Participation structure

Table 4.6. Participation structure strategies

MOTIVATIONAL STRATEGIES	<i>Extremely not motivated</i>	<i>Not motivated</i>	<i>Neutral</i>	<i>Motivated</i>	<i>Extremely motivated</i>	Number of responses	Mean
Participation structure	1	2	3	4	5		
1. Group work	2	4	3	10	6	25	3.6
2. Pair work	4	4	9	5	3	25	3

Group work and pair work, which belong to the participation structure group, are highly recommended and applied very often in speaking lessons by teacher A and teacher B. As can be seen from the table, ten learners were motivated by group work strategy and six out of twenty-five young learners found it extremely motivated. However, learners were not motivated by pair work as much as group work. Interview with learners found out that some young learners did not prefer pair work as sometimes they had to work with friends who were always dominate the work or depended too much on the others.

#### 4.2.3. Teacher discourse

In terms of teacher discourse, the motivational strategies that are used most by teachers are *promoting cooperation, arousing curiosity or attention, establishing relevance and social chat*. Table 4.7 shows that learner were also motivated by these strategies. Specifically, *arousing curiosity or attention* with the highest average rating 4.2

was the strategy that learners considered motivated most. *Establishing relevance* and *social chat* strategy shares the same preference by learners with the mean of 3.8

Table 4.7. Teacher discourse strategies

MOTIVATIONAL STRATEGIES	Extremely not motivated	Not motivated	Neutral	Motivated	Extremely motivated	Number of responses	Mean
<i>Teacher Discourse</i>	1	2	3	4	5		
1. Referential questions	0	3	12	5	5	25	3.5
2. Promoting autonomy	3	3	9	6	4	25	3.2
3. Promoting cooperation	3	5	7	6	4	25	3.2
4. Scaffolding	2	3	13	4	3	25	3.2
5. Arousing curiosity/attention	0	0	6	10	9	25	4.2
6. Promoting instrumental values	2	3	14	3	3	25	3.1
7. Promoting integrative values	3	5	13	2	2	25	2.8
8. Establishing relevance	1	2	6	9	7	25	3.8
9. Stating communicative purpose of activity	3	2	14	3	3	25	3.1
10. Signposting	2	2	15	3	3	25	3.2
11. Social chat	1	2	5	10	7	25	3.8

However, among the four strategies that are often used by teachers, *promoting cooperation* is the least favoured strategies as perceived by learners. Only six learners were motivated and four learners regarded this strategy as extremely motivated. Meanwhile, five learners were not motivated and three other learners were not at all motivated. Those who did not favour promoting cooperation explained in their interviews that sometimes “*our partners were neither cooperative nor helpful*” and they had to finish the task by themselves.



For some strategies that teachers did not apply in their lessons as much as the four strategies mentioned above such as promoting instrumental values, promoting integrative values, stating communicative purpose/utility of activity or signposting, learners tend to chose “neutral” when evaluating these strategies.

#### 4.2.4. Encouraging positive retrospective self- evaluation

**Table 4.8. Encouraging positive retrospective self- evaluation strategies**

MOTIVATIONAL STRATEGIES	<i>Extremely not motivated</i>	<i>Not motivated</i>	<i>Neutral</i>	<i>Motivated</i>	<i>Extremely motivated</i>	Number of responses	Mean
<i>Encouraging positive retrospective self-evaluation</i>	1	2	3	4	5		
1. Class applause	2	3	7	8	5	25	3.5
2. Effective praise	0	0	6	9	10	25	4.2
3. Elicitation of self correction session	3	6	8	5	3	25	3
4. Process feedback session	2	4	9	8	2	25	3.2
5. Neutral feedback session	0	0	5	13	7	25	4.1

Table 4.8 indicates that *neutral feedback session* and *effective praise* are the two strategies that the 4<sup>th</sup> and 5<sup>th</sup> learners are motivated most. To be more specific, thirteen young learner claimed that they found neutral feedback session strategies motivated. It was discovered that they did not “feel ashamed with their wrong answers but encouraged with teacher’s positive feedback”.

*Effective praise* is also preferred by learner since ten out of twenty -five learners stated that they were extremely motivated by this strategy. With effective praise from teachers, learners “felt proud and encouraged to try their best to make a greater effort.” These two strategies are also used by teachers most.

All in all, motivational strategies which motivate the 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes most as perceived by learners themselves has been pointed out clearly. It is obvious that teachers' frequency of using these motivational strategies and learners' preference do not differ a lot from each other. It could be generalized that teachers involved in this study understand their learners' fondness quite fully.

## CHAPTER 5. CONCLUSION

Previous chapters have presented the introduction, the literature review, the methodology and the findings of the study. This final chapter summarizes and evaluates the outcomes of the whole paper by summing up major findings and putting forward some implications for the better exploitation of motivational techniques in teaching speaking to young learners. Besides, the limitations of the research will be pointed out, paving way to several recommendations for further research.

### 5.1. Summary of major findings

On a whole, this study has looked into the use of motivational strategies by two teachers at center A, Hanoi and found out the strategies that motivated the 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes most.

First, the study managed to identify the most regularly used motivational strategies among the targeted group of teachers, namely *team competition, personalization, group work, pair work, promoting cooperation, arousing curiosity or attention, establishing relevance, social chat, effective praise and neutral feedback session*. As a matter of fact, all twenty-five strategies were reported to be used by the teachers with no significant differences in frequency level.

Second, in an attempt to discover the motivational strategies that motivate learners most, the researcher came up with result that learners gain highest motivation with *tangible reward, creative element, group work, arousing curiosity or attention, establishing relevance, social chat, neutral feedback session and effective praise*. It is noticeable that teachers and learners mostly share the same favoured strategies such as *group work, arousing curiosity or attention, establishing relevance*, etc. However they have their own different reasons for preferred strategies as explained clearly in the previous chapter.

## 5.2. Implications

As mentioned in the introduction part, underlying the conduction of the research is the researcher's desire to help teachers use some preferred motivational strategies more effectively. With the support of the above-mentioned findings, several implications can be drawn as follows:

(1) As for *group work*, teachers can either exploit competitions and points in group work management or involve learners in communicative tasks. It is suggested that teachers should give clear instructions by using simple words and lucid examples, mix boys and girls, learners with high and low ability in a group and involve all learners in class activities. Besides, organizing competitions properly is highly recommended.

(2) In terms of *arousing curiosity or attention*, during the presentation of an activity, teachers can ask learners to guess what they are going to do next or by figure out challenging or important aspects of the activity or contents to be learned. With these techniques, teachers can raise the students' expectations that the upcoming activity is going to be interesting or important.

(3) *Establishing relevance* means that teachers connect what has to be learned to the students' everyday lives. It is obvious that teacher should understand their learners' personal preferences, hobbies, etc so as learners can gain more motivation while learning since they know that teachers care about them.

(4) Teachers can offer *tangible rewards* for learners since learners actually feel motivated when being rewarded for their hard work. The rewards can be either material ones (e.g. books, stickers, trinkets, bookmarks, etc) or special privileges such as choosing activities, extra play time, use of special equipment, etc. However, teachers are suggested to be aware of some certain disadvantages of rewards as Brophy (1998) summarises, when people start concentrating on the reward rather on the task, they often overlook the actual values associated with the task itself.

(5) *Social chat* definitely helps teachers break the ice with learners, especially for those who are shy. Besides, social chat indicates that teachers pay attention, care and listen to their learners. The personal relationship between teachers and learners is developed and that undoubtedly motivates learners to study better.

(6) Regarding *effective praise*, teachers should offer praise for effort that is sincere or specific and commensurate with learners' achievement. Any ability feedback "Your English is great") or praise involving social comparison ( " You did your homework better than anyone else in the class") should be avoided since it might be bias and discouraged to other learners who do not perform well

(7) Teachers can apply *neutral feedback session* by going over the answers with the class without communicating any expression of irritation or personal criticism. It is apparent that learners feel more motivated with positive feedback from teachers.

Besides, it is recommended that teachers themselves should actively research and enhance their knowledge of the motivational strategies to apply them with higher awareness. Further more, it is advisable that they try to understand the nature of their students in order to use appropriate strategies.

### **5.3. Limitations of the study**

Despite the researchers' efforts, there exist a number of limitations in the study due to time pressure and the lack of resources.

Firstly, the research merely looked at motivational strategies that teachers use in speaking lessons for the 4<sup>th</sup> and 5<sup>th</sup> graders and the preferences of students accordingly. However, it would be better if another questionnaire to survey the effects of such strategies on the targeted learners' motivation in terms of attention, participation, and volunteering in speaking lessons as perceived by teachers was done. If the reaction of

students as evaluated by teachers was put into consideration, more insights about the effectiveness of these strategies can be reached.

Secondly, limited human resource did not allow more teachers to be involved. In total, there were only two teachers teaching Lower Mover classes at center A, Hanoi currently. It clearly reduced the level of generalization of the results.

Thirdly, due to some strict policies at center A, the researcher was not allowed to observe and record or video-taped the lessons. Though the surveys and interviews were successfully done with reliable data, the results cannot be as satisfactory as it might be.

#### **5.4. Recommendations for further research**

Given the limitations of the research, some implications for further research can be drawn. First, a longitudinal research could be done so that the influence of teachers' motivational practice can be reviewed more accurately. Second, interested researchers can also look at the effects of learners' motivation on their academic achievement. Another possible direction is to discover the relationship between teaching styles and their motivation practice of motivational strategies. More than that, researchers can study the relationship between in-class instructions and the use of motivational strategies by teachers since both of these two factors can affect the students' learning behaviors.

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# APPENDICES

## APPENDIX 1 – QUESTIONNAIRE FOR TEACHERS

### Motivational strategies in speaking for 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes at foreign language center A, Hanoi

Dear teacher,

I am Tang Thi Quynh Tho, a 4<sup>th</sup> year student from class 08.1.E4 at FELTE, ULIS. I am doing my thesis to gather information on ‘ ‘ *Motivational strategies in speaking for 4<sup>th</sup> and 5<sup>th</sup> graders in Lower Mover classes at foreign language center A, Hanoi* ‘ ‘. I would be grateful if you could spare some time to do this survey for me. All of your information and opinions will be kept strictly confidential. Thank you very much for your contribution.

If you have any questions regarding the study, please contact me at : [tangquynhtho@gmail.com](mailto:tangquynhtho@gmail.com) or reach me at **0987771345**

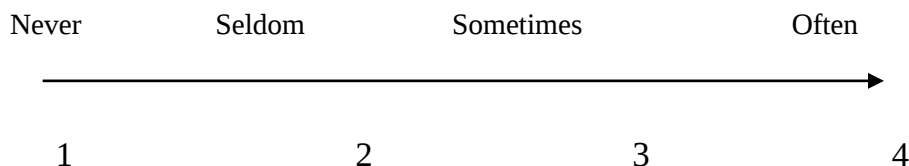
#### PART I: Personal information

*(This is known to the researcher only and for the researcher to contact you for further information)*

- Full name.....
- Gender: **Male/ Female**
- Cell phone number:.....
- Email address: .....

#### PART 2: Questions

1. Please **tick the option** that best reflects the **frequency** of the motivational strategies applied in your Lower Mover classes for 4<sup>th</sup> and 5<sup>th</sup> graders **in general** (*not in any particular speaking lesson*) on a scale from 1 to 4.



Frequency band				
Motivational strategies	1	2	3	4
<b>Generating, maintaining, and protecting situation-specific task motivation</b>				
<b><i>Activity Design</i></b>				
12. + team competition				
13. + individual competition				
14. + tangible task product				
15. + intellectual challenge				
16. + creative/ interesting/ fantasy element				
17. + personalization				
18. + tangible reward				
<b><i>Participation structure</i></b>				
19. Group work				
20. Pair work				
<b><i>Teacher Discourse</i></b>				
21. Referential questions				
22. Promoting autonomy				
23. Promoting cooperation				
24. Scaffolding				
25. Arousing curiosity or attention				
26. Promoting instrumental values				
27. Promoting integrative values				
28. Establishing relevance				
29. Stating communicative purpose/utility of activity				
30. Signposting				
31. Social chat (unrelated to the lesson)				
<b>Encouraging positive retrospective self-evaluation</b>				
32. Class applause				
33. Effective praise				
34. Elicitation of self/peer correction session				
35. Process feedback session				
36. Neutral feedback session				

## APPENDIX 2 – QUESTIONNAIRE FOR GRADE 4 AND 5 LEARNERS

**Phiếu điều tra dành cho học sinh**

## Chiến lược tạo hứng thú trong giờ học nói cho học sinh lớp 4 và lớp 5 trình độ Lower Mover tại trung tâm ngoại ngữ A - Hà Nội

Các em học sinh thân mến,

Tôi là Tăng Thị Quỳnh Thơ, sinh viên năm thứ 4 lớp 08.E4, khoa sư phạm Tiếng Anh, trường Đại học ngoại ngữ - Đại học quốc gia Hà Nội. Tôi đang làm khóa luận nghiên cứu về các chiến lược tạo hứng thú trong giờ học nói cho học sinh lớp 4 và lớp 5 ở lớp Lower Movers tại trung tâm ngoại ngữ A, Hà Nội. Mong các em có thể bớt chút thời gian để hoàn thành phiếu điều tra của tôi. Tất cả thông tin và ý kiến của các em sẽ được bảo mật tuyệt đối.

Nếu có bất cứ thắc mắc nào liên quan đến nghiên cứu này, các em có thể liên hệ với tôi qua địa chỉ email: [tangquynhtho@gmail.com](mailto:tangquynhtho@gmail.com) hoặc số điện thoại **0987771345**.

Cảm ơn sự đóng góp của em!

### PHẦN I: Thông tin cá nhân

Xin các em vui lòng cung cấp những thông tin sau để tôi có thể liên lạc khi cần thêm thông tin. Các em có thể yên tâm về tính bảo mật của thông tin các bạn cung cấp cho tôi.

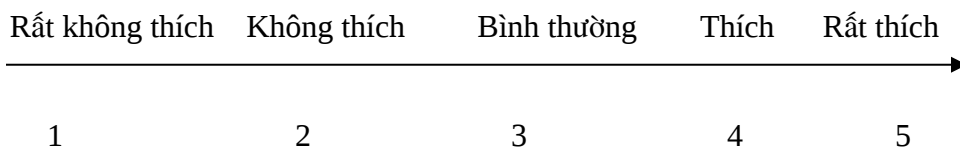
- Họ và tên: .....

- Tuổi:

### Phần II: Câu hỏi

1. Đánh dấu (✓) cho lựa chọn thể hiện rõ nhất ý kiến của em về các chiến lược phát triển kỹ năng

nói mà thầy cô giáo hay sử dụng khi giảng dạy ở trung tâm ngoại ngữ A, Hà Nội.



<b>Mức độ yêu thích</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>Các chiến lược tạo hứng thú cho học sinh trong giờ học nói mà giáo viên thường sử dụng.</b></p>					
<p>37. Giáo viên tổ chức cho lớp các hoạt động thi đua theo nhóm. <i>Ví dụ: Giáo viên chia lớp thành bốn nhóm, bốn nhóm sẽ thi đua cùng làm một bài tập nào đó, nhóm nào hoàn thành xong trước với số câu đúng nhất là nhóm thắng cuộc.</i></p>					
<p>38. Giáo viên tổ chức cho lớp các hoạt động thi đua theo cá nhân. <i>Ví dụ: Giáo viên cho một câu hỏi hoặc một bài tập, học sinh nào có câu trả lời đúng đầu tiên sẽ được khen thưởng.</i></p>					
<p>39. Giáo viên cho học sinh làm các sản phẩm liên quan đến bài học. <i>Ví dụ: giáo viên cho em vẽ một bức tranh về con vật em yêu thích, sau đó em sẽ đứng lên miêu tả về con vật đó.</i></p>					
<p>40. Giáo viên ra một câu hỏi, bài tập hoặc tình huống khó mà em phải nỗ lực cố gắng mới làm được. <i>Ví dụ: Ghi nhớ, giải đố, tìm thông tin còn thiếu, bị mất...</i></p>					
<p>41. Giáo viên lựa chọn những hoạt động rất thú vị trong giờ học nói. <i>Ví dụ: Giáo viên cho em xem bộ phim hoạt hình mới nhất, sau đó hỏi em một số câu hỏi về bộ phim vừa xem hoặc trình diễn thời trang để các em ôn lại cách mô tả quần áo, trang phục, hay đóng vai các nhân vật thần thoại trong cổ tích, ...</i></p>					

### **APPENDIX 3**

#### **SAMPLE OF QUESTIONS FOR SEMI-STRUCTURED INTERVIEWS WITH TEACHERS**

*\*\*Note: Questions in each interview varied in accordance to the information each participant provided in the questionnaires.*

- How often do you use those motivational strategies to be exact?
- Why do you highly value some particular strategies?
- Why don't you use some strategies as much as the favoured ones?



## **APPENDIX 4 - SAMPLE TRANSCRIPT OF THE INTERVIEW WITH TEACHER A**

### **Interviewer – I; Teacher A - A**

**I:** Base on the survey, there are some motivational strategies that you sometimes or often use such as team competition, tangible task product, personalization, ect. How often do you use these motivational strategies to be exact? Every lesson, every week or term?

**A:** I use them almost every lesson.

**I:** Why do you highly value team competition, personalization, group work and pair work strategies?

**A:** The reasons why I often use such strategies is they really motivate learners. In terms of team competition, I use this strategy every lesson. I divide the whole class into four big groups and my students work in their group during the lesson. The competition as observed by myself motivates my students a lot. I recommend team competition because the kids would have time to get to know one another more thoroughly once they were in a team and spent a significant amount of time together to achieve their goals. With personalization strategy, it highly develops learners' creativeness. I use this strategy mostly every lesson since we always have small projects that backup for the learning items. As for group work, the reason is the same with team competition, my students work in a group of four and we change the groups' names and members every lesson. Sometimes members in a group can work in pairs. In my opinion, group work or pair work supplies opportunities for young learners to use the language for themselves and also motivated them greatly. The quality of work produced by a group or pair, as being assessed by me, was often higher by any individuals of that group.

**I:** How about teacher discourse strategies? Promoting cooperation for example.

**A:** Promoting cooperation definitely helps students work better and more effectively.

**I:** And arousing curiosity or attention?

**A:** Arousing curiosity really helps me to call more attention from my students by asking them to guess what they are going to do next. They are always eager to give me answers.

**I:** How about social chat and establishing relevance?

**A:** Those two strategies help me minimize the gap between me and my students, especially when it's the first day of a new term and for those who are shy. Besides, it provides my students more opportunities to speak more confidently and fluently.

**I:** Regardless encouraging positive retrospective self-evaluation strategies, why do you often use effective praise and neutral feedback session?

**A:** Kids always encouraged doing the tasks if they would be praised for what they have done well. As for me, I often start my feedback with praise, either on my students' manner, language or the choice of ideas, which was really a big encouragement to learners. Since feedback is very important to learners' motivation, I always have neutral feedback session. I never get angry when my students have wrong answers. It doesn't matter if the kids do not get the right answers. The importance is they try their best to involve in the lesson. I don't mind going over the answers with my class.

**I:** Ok, and now, can you explain why you don't use some strategies like tangible reward or signposting as much as these above strategies?

**A:** I know that 100% kids love tangible reward and actually the effectiveness of tangible reward in motivating learners is undeniable. However, I don't use this strategy very often because if I give tangible rewards to my learners too often, they would probably study just to reap rewards. As for signposting, I'm afraid that kids at this age can fully understand the lessons objectives.

**I:** Thanks a lot for sharing with me. Your opinions are very informative, which helps me have further information about the subject of my study.

**A:** You're welcome. Feel free to contact me if you need anything else.

## **APPENDIX 5 - SAMPLE TRANSCRIPT OF THE INTERVIEW WITH TEACHER B**

### **Interviewer – I; Teacher B - B**

**I:** Base on the survey, there are some motivational strategies that you sometimes or often use such as team competition, tangible task product, personalization, ect. How often do you use these motivational strategies to be exact?

**B:** Mostly every lesson.

**I:** Why do you highly value team competition, personalization, group work and pair work strategies?

**B:** When learners are put in a team and they compete to finish a task as soon as possible, they actually work harder and cooperate much more. I often see that my students share the workload for everyone in a team so that everyone is working. I like personalization since it provides learners with a lot of creativeness. For example, today my students practise the chant that contains vowel /ɑ:/. After practising, they write their own chant that also contains the vowel. Some of my students do the task really well. I can see that my students are interested in this activity and this is a very good way to for kids to learn and practise new items.

**I:** Ok, how about group work and pair work?

**B:** The same reasons as team competition. I have group work every lesson. At the beginning of the lesson, I name my students ‘ A , B, C, D ‘. Those who are A are in group, those who are B in a group and so on. Then I let them choose a name for their group like super stars, lovely kangaroos, etc. It’s really fun. My students work in that group for the whole lesson. Each time they finish the task first, they get one or two points for their group. I also give bonus points or take away some points if my students are not working seriously or too noisy. At the end of the lesson, my students and I count the points for each team. Team with highest points is the winner. As for pair work, sometimes my students work in pair between either girls and boys or just the two people sitting next to each other.

**I:** How do you value promoting cooperation?

**B:**I highly value this strategy since group work can’t be effective without it.

**I:** And arousing curiosity or attention?

**B:** You know, kids are always curious. Once we raise their curiosity, we definitely call their attention. It's a good way to get them pay more attention to the lecture and they won't get bored.

**I:** What do you think about social chat?

**B:** I always chat with my students during their break time. It's true that social chat help learners improve their speaking skills. I often ask about their family, friends or their favourite singers. Social chat lets my students know that I care about them and I'm always willing to listen to them, especially for some girls who are shy also. It breaks the ice between my students and I.

**I:** And how about establishing relevance?

**B:** Learners study and remember better when there is a link between the knowledge and the daily life. Especially for kids, they find it very interesting and easy to remember a grammatical point that is about their favourite football players, singers or dancers.

**I:** In terms of encouraging positive retrospective self-evaluation strategies, why do you often use effective praise and neutral feedback session?

**B:** Kids feel motivated if we praise them for their hard work. Being proud of themselves, kids tend to try harder for the next questions. As for neutral feedback session, to me it doesn't make any sense or help students if teachers get angry or disappointed with learners' wrong answers. Kids may even hesitate to give answers if they see that their teachers are not happy about them. Instead, going over the answers with the class, explaining carefully why the answer must be this is much better for kids. They see the positive feedback, they try harder for the next time.

**I:** Alright, now can you explain why you don't use some strategies like tangible reward or signposting as much as these above strategies?

**B:** Tangible rewards have some certain advantages in motivating students. I don't deny it but we must be very careful since it can brings some disadvantages. If you reward your students too often, your students will probably study just to get the prize, not for the seek of knowledge. Then tangible rewards diminish the value of education. And as for signposting, I think it's more suitable for older learners than kids at Mover Lower level. I doubt if my students can understand fully the aims of this strategy.

**I:** Thank you so much for spending time for this interview. Your opinions help me a lot with my study.

**B:** You are warmly welcome.

## **APPENDIX 6**

### **CÁC CÂU HỎI ĐƯỢC SỬ DỤNG TRONG KHI PHỎNG VẤN HỌC SINH**

- Vì sao em thích các chiến lược tạo hứng thú này trong giờ học nói?
- Vì sao em không thích các chiến lược tạo hứng thú này trong giờ học nói?

## **APPENDIX 7 - SAMPLE TRANSCRIPT OF THE INTERVIEW WITH LEARNERS**

### **Interviewer – I; Learner - L**

**I:** Chào em, cảm ơn em đã đồng ý tham gia phỏng vấn với chị nhé.

**L:** Vâng ạ.

**I:** Chị hỏi em một số câu hỏi được không?

**L:** Dạ được ạ.

**I:** Khi em hoặc nhóm của em được thưởng vì đã hoàn thành bài tập xuất sắc, em có thích không?

**L:** Có chứ ạ. Em rất thích.

**I:** Vì sao?

**L:** Vì phần thưởng là để ghi nhận thành tích học tập của chúng em. Chúng em thấy vui và tự hào khi được thưởng và chúng em càng cố gắng cho những lần sau.

**I:** Cô giáo có sử dụng những chi tiết thú vị khi dạy các em không?

**L:** Dạ có ạ, em rất thích các chi tiết ấy. Nó kích thích trí tò mò của em và các bạn trong lớp ạ.

**I:** Vậy khi cô giáo cho em và các bạn trong nhóm làm một vật phẩm liên quan đến bài học thì em thấy thế nào? Ví dụ như hôm nay các em học về các loại khủng long và các em được cắt dán để làm một công viên khủng long ấy?

**L:** Em cũng thích chị ạ. Em cảm thấy thư giãn, đỡ căng thẳng hơn sau khi học khi được làm các vật phẩm như vậy.

**I:** Chị thấy là hôm nay sau khi dạy các em một bài về để tập phát âm một nguyên âm, cô giáo cho các em tự sáng tác một bài về mới cũng có nguyên âm ấy. Em có thích hoạt động này không?

**L:** Em cũng thích, nhưng sáng tác một bài về như thế hơi khó chị ạ. Em thấy bài về của nhóm em cũng không hay nữa.

**I:** Em có thích làm việc theo nhóm hoặc theo cặp không?

**L:** Cũng có lúc thích lúc không thích lắm chị ạ.

**I:** Tại sao vậy?

**L:** Khi em làm việc theo nhóm và các bạn trong nhóm làm việc nhanh, nhóm em là nhóm xong đầu tiên thì em rất vui. Nhưng khi các bạn trong nhóm làm việc chậm hoặc là ỷ lại vào bạn khác thì em không thích.

**I:** Đây là làm việc theo nhóm, vậy làm việc theo cặp thì sao?

**L:** Em không thích khi phải làm việc với bạn nữ chị ạ. Em thích cùng nhóm với các bạn nam.

**I:** Ừ chị hiểu rồi.

**I:** Cô giáo có hay trò chuyện với các em không?

**L:** Dạ có ạ.

**I:** Em có thích nói chuyện với cô không?

**L:** Có chứ ạ. Em hay nói chuyện với cô lắm.

**I:** Vậy cô giáo với em hay trò chuyện về chủ đề gì?

**L:** Nhiều lắm ạ. Về bạn của em, về bố mẹ em, về bóng đá. Nói chung là nhiều lắm chị ạ.

**I:** Em có thích khi cô giảng bài và đưa ra các ví dụ liên quan đến các sở thích của em không?

**L:** Ví dụ như thế nào ạ?

**I:** Ví dụ như cô đưa ra một ví dụ về ngôi sao bóng đá em thích ấy.

**L:** À có ạ, em thấy rất thú vị và buồn cười. Hì.

**I:** Khi được cô giáo tuyên dương em có vui không?

**L:** Em vui lắm, em thấy rất tự hào và có động lực để cố gắng hơn nữa.

**I:** Cô giáo có tỏ ra không hài lòng khi các em trả lời sai không?

**L:** Không chị ạ, cô không bao giờ mắng chúng em khi chúng em trả lời sai. Cô giải thích lại cho chúng em hiểu và giúp chúng em tìm ra câu trả lời. Em thấy không bị xấu hổ chị ạ.

**I:** Ok, cảm ơn em rất nhiều. Các thông tin em cung cấp cho chị rất hữu ích cho khóa luận của chị.

**L:** Dạ không có gì chị ạ.