

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

GRADUATION PAPER

**FACTORS THAT AFFECT THE MOTIVATION
OF SECOND-YEAR MAINSTREAM STUDENTS
IN SPEAKING LESSONS AT FACULTY OF
ENGLISH LANGUAGE TEACHER EDUCATION,
ULIS – VNUH**

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Hà Nội, 2013
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TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
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CỦA SINH VIÊN NĂM THỨ HAI
TRONG GIỜ HỌC NÓI TẠI KHOA SƯ PHẠM
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ACCEPTANCE

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ABSTRACT

The principal objective of this research is to firstly figure out the internal factors and external factors that affect the motivation of second-year mainstream students in speaking lessons at FELTE, ULIS – VNUH. Secondly, the study is conducted to examine how these factors impact students' motivation as perceived by both second-year mainstream students and the teachers.

With the aim of gathering the data for all of the four research questions, 125 second-year mainstream students and 2 teachers were involved in completing the questionnaires. In order to enhance the reliability of the received information from the questionnaires, interviews were also carried out among 8 students and both of the teachers to help the researcher study and provide more details to the findings.

The data analysis procedure lead the researcher to five main internal factors and external factors which influence FELTE, ULIS – VNUH second-year mainstream students' motivation in learning English speaking skill which respectively were Goals Setting, Expectancy, Anxiety, Self-confidence and Self-efficacy; Teachers, Activities and Materials, Relevance, Feed-back and Classroom Environment. Among these factors, Goals Setting and Feed-back were agreed by most of the students and the two teachers to have great impacts on motivating students to speak English. In spite of this, there still existed some disagreement among students and teachers in other factors. Details about the effects of each factor on students' motivation according to students' perspectives and teachers' perspectives will be revealed in chapter 3. Although the research was conducted seriously and carefully, limitations were inevitable. Therefore, these limitations as well as some suggestions for further researches will be presented in part 3.

TABLE OF CONTENTS

ACCEPTANCE.....	i
ACKNOWLEDGEMENTS.....	ii
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF FIGURES AND TABLES.....	vii
LIST OF ABBREVIATIONS.....	viii
part I: Introduction.....	1
1. Statement of the problem and rationale for the study.....	1
2. Aims and objectives of the study.....	2
3. Significance of the study.....	3
4. Methods of the study.....	3
5. Scope of the study.....	4
6. Organization of the graduation paper.....	4
part II: Thesis development.....	5
CHAPTER 1: Literature review.....	5
1.1. Teaching and Learning L2 Speaking.....	6
1.1.1. Definition of Speaking.....	6
1.1.2. Communicative Language Teaching.....	6
1.1.3. Stages of language learning in Speaking skill.....	7
1.2. Approaches of L2 motivation researche.....	8
1.3. Motivation.....	10
1.3.1. Definition of motivation.....	10
1.3.2. The importance of motivation in English Language Teaching and Learning....	10
1.3.3. Types of motivation.....	11
chapter 2: Research Methodology.....	17
2.1. Setting of the study.....	17

2.2. Sampling and participants.....	17
2.2.1. Students.....	18
2.2.2. Teachers.....	18
2.3. Data collection instruments.....	19
2.3.1. Written Questionnaire.....	19
2.3.1.1. Reasons for choosing questionnaire.....	19
2.3.1.2. Questionnaire design.....	19
2.3.2. Semi-structured Interview.....	20
2.3.2.1. Reasons for choosing Semi-structured interview.....	20
2.3.2.2. Semi-structured interview design.....	20
2.4. Data collection procedure.....	21
2.5. Data analysis methods.....	23
2.6. Data analysis procedure.....	23
chapter 3: FINDINGS, DISCUSSION and IMPLICATIONS.....	24
3.1. Major findings, discussion and implications on research question 1 and research question 2	24
Research question 1: What are the internal factors that affect the motivation of second-year mainstream students in speaking lessons?.....	24
Research question 2: How do these internal factors affect the motivation of second-year mainstream students in speaking lessons?.....	24
3.1.1. Major findings.....	24
3.1.2. Discussion and implications.....	32
3.2. Major findings, discussion and implications on research question 3 and research question 4	33
Research question 3: What are the external factors that affect the motivation of second-year mainstream students in speaking lessons?.....	33
Research question 4: How do these external factors affect the motivation of second-year mainstream students in speaking lessons?.....	33
3.2.1. Major findings.....	34
3.2.2. Discussion and implications.....	41
part III: Conclusion.....	43

1. Major findings of the research.....	43
2. Limitations of the study and suggestions for further research.....	44
References.....	45
APPENDICES.....	48
APPENDIX 1. Questionnaire for second-year mainstream students.....	48
APPENDIX 2. Questionnaire for teachers.....	52
APPENDIX 3. Effects of Internal factors on students’ motivation, perceived by second-year mainstream students.....	57
APPENDIX 4. Effects of External factors on students’ motivation, perceived by second-year mainstream students.....	59
APPENDIX 5. Effects of Internal and External factors on students’ motivation, perceived by second-year mainstream students.....	62
APPENDIX 5A. Effects of Internal factors on students’ motivation.....	62
APPENDIX 5B. Effects of External factors on students’ motivation.....	63
APPENDIX 5C. Effects of Internal and External factors on students’ motivation.....	63
APPENDIX 6. Interview questions.....	64
APPENDIX 6A – Interview questions for second-year mainstream students.....	64
APPENDIX 6B – Interview questions for teachers.....	66
APPENDIX 7. Students’ interview transcript.....	68
APPENDIX 7A – Student 1’s interview transcript.....	68
APPENDIX 7B – Student 2’s interview transcript.....	71
APPENDIX 7C – Student 3’s interview transcript.....	74
APPENDIX 7D – Student 4’s interview transcript.....	77
APPENDIX 7E – Student 5’s interview transcript.....	80
APPENDIX 7F – Student 6’s interview transcript.....	84
APPENDIX 7G – Student 7’s interview transcript.....	87
APPENDIX 7H – Student 8’s interview transcript.....	90

APPENDIX 8. Teachers' interview transcript.....	93
APPENDIX 8A - Teacher A's interview transcript.....	93
APPENDIX 8B - Teacher B's interview transcript.....	97

LIST OF FIGURES AND TABLES

FIGURE	PAGE
Figure 1: Dörnyei's 1994a framework of L2 Motivation	9
Figure 2: Williams and Burden's 1997 framework of L2 motivation	10

TABLE	PAGE
Table 1: Background of the surveyed student participants	19
Table 2: Background of the surveyed teacher participants	20
Table 3: Interview List (Students)	22
Table 4: Students' perception about Goals Setting's effects on their motivation	27
Table 5: Students' perception about Expectancy's effects on their motivation	28
Table 6: Students' perception about Anxiety's effects on their motivation	30
Table 7: Students' perception about Self-confidence's effects on their motivation	33
Table 8: Students' perception about Self-efficacy's effects on their motivation	33
Table 9: Students' perception about Teachers' effects on their motivation	36
Table 10: Students' perception about Activities' and Materials' effects on their motivation	38
Table 11: Students' perception about Relevance's effects on their motivation	39
Table 12: Students' perception about Feed-back's effects on their motivation	41
Table 13: Students' perception about Classroom Environment's effects on their motivation	42

LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as Foreign Language

ELT	English Language Teaching
L2	The second language
FELTE	Faculty of English Language Teacher Education
ULIS	University of Languages and International Studies
VNUH	Vietnam National University, Hanoi

PART I: INTRODUCTION

This initial chapter outlines the research problem and rationale for the study together with its aims and objectives, the scope and the significance as well as the organization of the paper.

1. Statement of the problem and rationale for the study

English is an international language. According to the website of British Council and Multilingual Books, English is currently the official language in over 80 countries and is widely used in other 100 countries as the second language including Vietnam. Moreover, at the Sixth National Congress of the Vietnamese Communist Party organized in December 1986, Vietnam adopted a socialist-oriented market economy under the State management and initiated an overall economic reform known as “Renovation”. As a result, the economic relations between Vietnam and other countries in the region as well as in the world have ceaselessly expanded, opening the door of Vietnam to the whole world. Consequently, in the context of economic renovation and the open door policy, English has gradually confirmed its role in language teaching and learning in Vietnam.

In order to satisfy the essential demand of globalization nowadays, English has been taught as one of the compulsory subjects in the curricula of schools and universities throughout the whole country. University of Languages and International Studies is one of the leading English training institutes in Vietnam where the thirst for English has been eased for more than 50 years in all of the four main skills: Listening, Speaking, Reading and Writing. Among these skills, English speaking skill is considered as an inevitable tool for students’ future career. As Nunan (1991, p. 39) wrote, “success is measured in terms of the ability to carry out a conversation in the (target) language.” However, acquiring English speaking skill is not an easy journey as students are frequently affected by numerous factors which can either motivate or demotivate them in language learning.

Among the factors influencing the effectiveness of teaching and learning speaking, the lack of motivation is considered to be one among decisive factors. In

general, motivation has been already known by teachers and researchers as “one of the key factors that influences the rate and success of second/ foreign language (L2) learning” (Dörnyei, 1998, p. 117). Accordingly, it is necessary for English language teachers to exploit motivation in their teaching. One way to help teachers implement this task is to acknowledge the factors which affect students’ motivation and apply suitable motivational strategies to improve students’ motivation in language classrooms and to stimulate students’ attention and interest in their language learning process.

It is also a common problem among second-year mainstream students at Faculty of English Language Teacher Education, ULIS – VNUH that many of them are reluctant to use and speak English in the classroom. This situation provokes many teachers of English Language Teaching to seek the root cause as well as the solution to the current problem. Nevertheless, it appears to be difficult for teachers to successfully motivate students in their classes, especially in mainstream classes in the context of FELTE, ULIS – VNUH. Recently, there have been numerous studies about the factors that affect the motivation of students in speaking lessons as well as applicable motivational strategies in teaching speaking to high school students and first-year mainstream students at FELTE, ULIS – VNUH. However, as far as the researcher has found out, details about the possible factors that affect the motivation of second-year mainstream students in speaking lessons at FELTE, ULIS – VNUH are still in question.

The above facts have raised the need for the researcher to conduct a study entitled: **“Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH.”**

2. Aims and objectives of the study

This study aims at determining the factors which impact second-year mainstream students’ motivation in their speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH. In order to achieve this aim, the researcher would like to shed light on the following matters. Firstly, the researcher

wants to figure out the types of factors, including external and internal factors that affect second-year mainstream students' motivation in their speaking lessons. Secondly, an attempt is made to examine the effect of the given external and internal factors on second-year mainstream students' motivation as perceived by both the students and their teachers.

In a nutshell, the aims of the study can be summarized into four following research questions below:

- 2.1. What are the internal factors that affect the motivation of second-year mainstream students in speaking lessons?
- 2.2. How do these internal factors affect the motivation of second-year mainstream students in speaking lessons?
- 2.3. What are the external factors that affect the motivation of second-year mainstream students in speaking lessons?
- 2.4. How do these external factors affect the motivation of second-year mainstream students in speaking lessons?

3. Significance of the study

Once having completed, this research would serve as a beneficial source for teachers and young student-teachers as well as researchers who are interested in this issue. Specifically, they would be able to refer to this research and examine the factors influencing students' motivation. Hence, some ways of adjusting their teaching methods and improving their motivational techniques could be put into consideration. Furthermore, students can also gain more knowledge about some possible factors affecting their motivation in improving their skills during speaking lessons. Last but definitely not least, researchers who have an interest in this issue can refer to this study as one of the references for a reliable source of information for further studies in the future.

4. Methods of the study

Both qualitative and quantitative methods are applied to gather data for the study in order to ensure of the reliability and validity. Therefore, in this study, the

survey questionnaire and semi-structured interviews are used as data collection instruments.

5. Scope of the study

Motivation is a broad aspect with various ways to categorize. However, within the framework of this study, the researcher does not intend to study all types of motivation. In stead, the researcher would like to concentrate only on factors affecting students' motivation in speaking periods in particular.

The target participants are particularly second-year mainstream groups and their teachers in speaking skills at Faculty of English Language Teacher Education, ULIS - VNUH. According to the training program for second-year students, the four skills are studied separately following each week's theme. Within the limit of a graduation paper, the researcher does not intend to study all of the teachers who are in charge of teaching second-year students, but only two of them are invited as participants of the research. This is intended for the researcher to compare students' perception and teachers' perception towards each motivation type.

6. Organization of the graduation paper

The graduation paper includes 3 parts:

- Part I – Introduction: outlines the research problem and rationale of the study, together with the aims, the scope and the organization of the paper.
- Part II – Development consists of 3 chapters:
 - Chapter 1 (Literature Review): provides the theoretical background of the study, including review of discussions on the key concepts and related studies.
 - Chapter 2 (Methodology): describes the research setting, participants, instruments of data collection as well as the procedure employed to carry out data analysis.
 - Chapter 3 (Findings and Discussions): presents, analyzes and discusses the results obtained from the collected data according to the four research questions.

- Part III – Conclusions: summarizes the answers to the four research questions, conclusions and pedagogical recommendations concerning the research topic, the limitations of the research as well as some suggestions for further studies. Following this chapter are the References and Appendices.

PART II: THESIS DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

This chapter, as its name suggests, provides a brief review of the literature related to this study and lays the solid foundation for the development of subsequent parts of the paper. Initially, an overview of the theoretical background is presented with the definition of key terms such as speaking, communicative language teaching, motivation and classification of factors affecting students' motivation. In addition, considerable efforts will be made on reviewing various approaches of researching motivation in the second language field and the framework the researcher follows.

1.1. Teaching and Learning L2 Speaking

1.1.1. Definition of Speaking

According to Brown (1994), Burns & Joyce (1997), “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (cited in Florez, 2005, p. 1). The form and meaning of speaking depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Moreover, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speaking involves understanding that spoken texts differ from written texts in their grammatical patterns and discourse strategies (Burns & Joyce, 1997, p. 12).

1.1.2. Communicative Language Teaching

The reason why Communicative Language Teaching was chosen for review is that it is directly related to speaking skills a great deal. Since the Grammar – translation method and the Audiolingual method did not result in fluent and effective communication in real – life situations, Communicative Language Teaching (CLT) evoked.

Communicative Language Teaching aims at producing students who are communicatively competent. The Communicative approach has to do a great deal to “make communicative competence the goal of language teaching” (Richards and Rodgers, 1986, p. 66). Teaching the students how to use the target language and how to communicate in a language is considered to be as important as learning the language itself. In CLT classrooms, there are a number of meaningful activities and tasks that involve learners’ real communication and require the use of communicative processes. The exercise types range from comparing sets of pictures and noting similarities and differences; or giving instructions on how to complete a map from shared clues; to conversation and discussion sessions, role plays and simulations. As a result, students are urged to contribute as much as they can in

classrooms and learn in such an independent way, under the observation and supervision of teachers who sometimes play the role of facilitating the communication process only. Apparently, classrooms move away from teacher-centeredness to learner-centeredness, which is an essential element to promote students' motivation in language learning.

1.1.3. Stages of language learning in Speaking skill

The process of acquiring a language is divided into 5 stages according to Bashir (2011, p. 36 – 38). In each stage, the learners' speaking ability develops and has some distinct features which will be pointed out below.

The first stage of development is called Pre Production in which most of the learners do not speak yet and some may repeat and imitate what they can hear. In this stage, there is very little real speaking ability. The result of getting through stage one is that the learners have acquired enough of the basic building blocks of the language to start functioning in real communication situations by memorizing some survival phrases to meet the most immediate needs.

In the second stage named Early Production, learners try to speak some words and expand their vocabulary by using short language chunks. This is the time when learners are capable of speaking fairly well in more genuine two-way communication and tasks which are structured and predictable. The result of getting through stage two is a bit of "fluency" in comprehending language.

The next stage is Speech Emergence. In this stage, learners have a good vocabulary of words and simple phrases. Therefore, they can ask simple questions and make short conversation with classmates even though some grammar mistakes still exist. The result of getting through stage three is that learners are able to comprehend language related to a vast range of topics, situations and contexts.

Learners at the following stage – Intermediate Fluency start to know how to use more complex sentences to express opinions and share their thoughts. They are also able to use different learning strategies to acquire the second language and this is also the focus that teachers should take into consideration. Intangible and hypothetical discussions could be integrated in this phase.

Once learners reach the last stage – Advanced Fluency, their English is quite close to native speakers’ in terms of the ability to perform in content area learning. They can respond without preparation in the second language with hardly any mistakes or troubles.

1.2. Approaches of L2 motivation researche

In the long journey of mastering a foreign language, there are numerous factors which influence students’ motivation. Dörnyei (2001, p. 105) dilated the framework of L2 motivation from three levels: the Language Level, the Learner Level and the Learning Situation Level (Figure 1).

Language Level	Integrative Motivational Subsystem Instrumental Motivational Subsystem
Learner Level	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
Learning Situation Level	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Motive Authority Type Direct Socialisation of Motivation * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

**Figure 1: Dörnyei’s 1994a framework of L2 Motivation
(cited in Dörnyei 2001, p. 105)**

According to Dörnyei (2001), the Language Level includes many aspects of L2, for instance the culture, the community as well as the pragmatic values and

benefits associated with it; the Learner Level involves the need for achievement and self-confidence; the Learning Situation Level consists of Course-Specific Motivational Components, Teacher-Specific Motivational Components and Group-Specific Motivational Components.

Nevertheless, as Dörnyei (1998) said, the components listed in the framework are diverse in nature and thus, can not be easily submitted to testing. Therefore, another L2 motivation framework was made by Williams and Burden (1997, cited in Dörnyei, 2001) as a part of a large overview of psychology for language teachers. This framework provided a highly detailed framework of motivational factors (Figure 2) in which factors affecting students' motivation are categorized into Internal factors and External factors.

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

**Figure 2: Williams and Burden's 1997 framework of L2 motivation
(cited in Dörnyei 2001, p. 175)**

In this construct, L2 motivation was examined from both Internal and External factors. Furthermore, each category was also divided into a number of subcomponents as above.

Based on the two given frameworks along with Lei Zhao's research, the researcher has decided to review some significant aspects of Internal and External factors that can influence students' motivation in language learning as follows.

1.3. Motivation

1.3.1. Definition of motivation

Motivation is popularly considered to play a very important role in learning. Motivation is such a vague concept that many theorists find it hard to define the term successfully. As Martin Covington (1998) put it:

“Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define. Of course, this has not stopped people from trying it.”

(cited in Dörnyei, 2001, p. 7)

However, in general, motivation is the origins and the causes of an action. In Jeremy Harmer's view (2001), “motivation is some kind of internal drive that encourages somebody to pursue a course of action”. In the context of language learning, “motivation is typically examined in terms of the internal and external motives of the learners”. (Brown, 2000)

1.3.2. The importance of motivation in English Language Teaching and Learning

According to Gardner and Lambert's published motivation research paper in a social psychological framework in 1972, there have been numerous researchers who put emphasis on the importance of motivation in this area. Dörnyei (1994a) also claimed that, motivation is regarded as the prominent role in the perspectives of psychology and education. Similarly, several researchers such as Gardner (1985); Svanes (1987); Clement, Dörnyei and Noels (1994, cited in Celik, 2004) asserted that the motivation from social-psychological orientation in which attitudes play a significant role is intentionally an affective variable of second language proficiency and behavior. Furthermore, Dörnyei and Guilloteaux (2008)

shared the same idea with Oxford and Shearin (1994) that motivation yields the principal impetus to initiate second/foreign language learning and then the driving force to sustain the long and normally tedious learning process. Consequently, second/foreign language teachers tend to believe that learning motivation is the most important factor in advancing effective learning (Dörnyei, 2001).

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

1.3.3. Types of motivation

According to Harmer (2001), there are two kinds of motivation which are internal and external motivation. Internal motivation is defined as the action of an individual which stems from the innate psychological needs of competence and self-determination rather than some separable consequence (Ryan & Deci, 2000b). Oldham and Cummings (1996) admitted that internal motivation is the extent to which an individual is excited about a task and is motivated to engage in it for the sake of the task itself.

Generally, external motivation is referred to as the motive that keeps an individual at a task by applying external rewards (Ryan & Deci, 2000b). Elements of external motivation consist of concern for rewards, sanctions, praise, feedback, and grades (Ryan & Deci, 2000a). Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.

Ushioda (1996, cited in Lei Zhao, 2012) insisted on the effectiveness of internal motivation over external motivation as it can guarantee the students' autonomy in their long term language learning process, whereas with extrinsically motivated students, they "may work effectively in the short term in response to external rewards and incentives" (p. 101).

Sharing the same theme of motivation, in a social psychological approach, Gardner and Lambert (1972, cited in Brown, 2000) put forth other motivation dichotomy: instrumental orientation and integrative orientation which can be

understood as “a class of reasons for learning a second language” (Gardner, 1985, cited in Hicks, 2008). Considering learning language merely as the means of achieving pragmatic goals or utilitarian benefits is called instrumental orientation. Meanwhile, the desire to interact with other people and the motivation for integrating oneself into the second language culture are termed integrative orientation. Gardner’s theory is even elaborated into a broader concept of the “integrative motive” which is not merely about integrative/ instrumental duality (Dörnyei, 2001). On the whole, the most common categorization of motivation is internal and external motivational factors.

1.3.3.1. Internal motivational factors

Internal motivational factors include various categories but basically are the following:

- Goals Setting

According to Oxford and Shearin (1994), goals setting is exceptionally important in stimulating L2 learning motivation. Schunk (1991, cited in Rueda and Chen, 2005) concluded that the influences of goals on learners’ behavior depend on three characteristics: specificity, proximity, and difficulty level. First of all, specific goals help students determine the amount of effort needed for success and are more likely to increase students’ motivation. Secondly, proximal goals express more reliable information about one’s abilities. As Dörnyei (1998, p. 120-121) concludes, “proximal subgoals may have a powerful motivating function in the way that they mark progress and provide immediate incentive and feedback.” Finally, the difficulty of a goal influences the amount of effort that a learner believes to be essential to complete the task. In making a decision to take part in an activity, setting appropriate goals plays an important role in motivated behaviors so that the decision can be accomplished and the required effort sustained (Williams and Burden, 1997).

- Expectancy

Expectancy refers to the perceived likelihood of success (Dörnyei, 1994a). According to expectancy-value theories, motivation to perform various tasks is the

product of two key factors: the individual's expectancy of success in a given task and the values the individual attaches to success on that task. Dörnyei (2001) believed that the greater the perceived likelihood of goal-attainment and the greater the incentive values of the goal, the higher the degree of the individual's positive motivation. Learners who think they are likely to succeed are more highly motivated than those who expect to fail (Crookes and Schmidt, 1991).

- Anxiety

Language anxiety is one of the influential factors in foreign language learning. According to Horwitz, Horwitz, and Cope (1986, p. 125), anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. In their research, they proposed a model of foreign language anxiety, which consisted of communication apprehension, test anxiety, and fear of negative evaluation. Stipek (1988) said, anxiety interferes both with learning and with performance. According to Krashen (1982, cited in Horwitz et al., 1986), anxiety works as an affective filter, which prevents students from receiving input and then makes language acquisition fail to progress.

- Self-confidence

Dörnyei (2001) points out that self-confidence is about the belief that one has the ability to produce results, accomplish goals or perform tasks competently. Self-confidence was first introduced in the L2 literature by Clément, Gardner and Smythe (1977) to describe a powerful mediating process in multi-ethnic settings that affects a person's motivation to learn and use a L2. In Dörnyei's view (1994a), self-confidence is a major motivational subsystem in foreign language learning situations where there is no direct contact with members of the L2 community.

- Self-efficacy

Self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks, and accordingly, their sense of efficacy will determine their choice of the activities attempted, as well as the level of their aspirations, the amount of effort exerted, and the persistence displayed (Dörnyei, 1998). According

to Williams and Burden (1997), aptitudes and prior experiences will affect learners' initial beliefs about their abilities for learning. As Bandura (1993, cited in Dörnyei 1998, p. 119) summarized, efficacy beliefs influence how people feel, think, motivate themselves, and behave. People with low sense of self-esteem in a given field perceive difficult tasks as personal threats and they dwell on their own personal weaknesses and the obstacles they encounter. Those people easily lose faith in their capabilities and are on the verge of giving up. On the contrary, a strong sense of self-efficacy enhances people's achievement behavior by helping them to approach threatening situations with confidence and to heighten and sustain the effort in the face of failure.

1.3.3.2. External motivational factors

There are many external motivational factors but the most commonly accepted ones in literature are:

- Teachers

Teachers play a very important role in motivating students in speaking English. In fact, some teachers' factors and appropriate teachers' behaviors will enhance students' motivation in learning English in general and English speaking skills in particular.

According to Dörnyei (1994b), teacher-specific components, which are at the learning situation level, are divided into three smaller categories. They are affiliation (i.e. learner's desire to please teachers); authority type (the ways teachers instruct and support learners during studying process, i.e. controlling or autonomy support) and the teaching styles and strategies used of teachers including modeling, task – presentation and feedback.

Dörnyei (2001) even made further clarification of these factors which include good relationship with students, appropriate teachers' behaviors and teachers' enthusiasm and commitment. Firstly, teachers should be sensitive to students' needs and feelings by establishing and maintaining good relationships with their students. The relationships involve mutual trust, respects and personal-level talk in order to let students know that their individual efforts are recognized.

Secondly, appropriate teachers' behaviors play a vital role in enhancing students' motivation. It is considered to be a powerful "motivational tool". The final factor is teachers' enthusiasm and commitment. Teachers should be enthusiastic about what they are doing and involving in the teaching process and material which they are teaching. Furthermore, it would be better if teachers care about what their students have learnt and succeeded in order to show their commitment towards the students.

In general, teacher factors make some of the most prevailing impacts on students' motivation. According to Dörnyei (2001), "teachers are the designated leaders of the class group" and therefore, their responsibility is vital in maintaining their own commitment to the teaching process as the lack of this responsibility will result in "psychological absence" from teaching process, which is the fastest way to "undermine the motivational base of the learners." (p. 178)

- Activities and materials

In terms of activities and materials, motivation was defined by Crookes and Schmidt (1991) as "interest in and enthusiasm for the materials used in class: persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment" (p. 145). In order to draw students' interest and foster a willingness in students to put forth effort and become engaged in learning, activities need to involve some characteristics: "variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control" (Ames, 1992, cited in Zhao 2012, p. 103). Besides activities, the important role of materials cannot be denied. Various types of materials should be implemented so as to develop students' interest as well as encourage their curiosity, thus maintain their motivation. Some popular materials include color illustrations, photographs, videos, poster, etc.

- Relevance

As Dörnyei (2001) stated, relevance means that the instruction and course content are able to meet students' personal needs, values and goals. In other words, students can find the course beneficial and useful to help them achieve their goals.

Relevance can also be considered as a prerequisite for “sustained motivation and requires the learners to perceive that important personal needs are being met by the learning situation” (Keller, 1983, p. 406, cited in Crookes and Schmidt, 1991, p. 481).

- Feedback

Behavioral psychologists were the first to recognize the power of feedback as motivating influence (Williams and Burden, 1997, cited in Zhao 2012, p. 103). Both positive and negative feedback that can be given in many forms such as praises, relevant comments, actions, rewards or marks certainly have some effects on students’ motivation. Furthermore, the feedback that provides information for promoting progress and success will be motivating while the one that merely focus on failures and mistakes will become demotivating factor (Schmidt et al., 1996, cited in Zhao 2012, p. 103).

- Classroom environment

The importance of the appropriate environmental conditions for learning to take place cannot be underestimated (Williams and Burden, 1997), because as Good and Brophy (1986, cited in Zhao 2012, p. 103) stated that learning is greatly influenced by the environment in which it occurs. A pleasant and supportive classroom atmosphere will enhance students’ motivation in studying and encourage students’ creative and effective thinking. Moreover, physical conditions affect not only students but also teachers. Inappropriate class size and poor facilities may decrease the teaching and studying mood among teachers and students. However, different individuals may have different perceptions about preferred conditions for learning, finding certain environmental conditions more conducive to learning than others. Williams and Burden (1997, cited in Zhao 2012, p. 103) mentioned that “the greater the degree of concordance between one’s ideal classroom and the actual classroom, the greater the degree of satisfaction there is likely to be.”

CHAPTER 2: RESEARCH METHODOLOGY

This chapter provides a more detailed picture of the methodology of this study namely the research design, sampling and participants, data collection instruments, data collection procedure as well as data analysis procedure.

2.1. Setting of the study

The research is conducted at Faculty of English Language Teacher Education, ULIS – VNUH which provides numerous English language teachers each year. The University of Languages and International Studies is one of English training institutions where communicative approach is in considerable use and there is a variety of educational methods which have been applied in the classrooms. With the aim of acquiring a thorough understanding of factors affecting second-year mainstream students' motivation, the researcher analyzes two main types of factors: internal and external factors, which influence students' motivation during their speaking lessons at ULIS – VNUH.

The current second-year mainstream students at FELTE, ULIS – VNUH belong to three different majors of training: English Language Teacher Education, Translation and Interpreting and International Economics. To be more specific, there are five mainstream groups specialized in English Language Teacher Education, ten groups of International Economics and two groups of Translation and Interpreting. As a consequence, there exist differences in their learning objectives and expectancy as well as teachers' teaching materials and methods, which influence both internal and external motivation of students.

2.2. Sampling and participants

The study is carried out to examine some possible motivation types which affect second-year mainstream students' motivation in speaking lessons at FELTE, ULIS – VNUH. In this study, convenience sampling was used to collect data. In all forms of research, it would be ideal to test the entire population. However, in most cases, the population is too large to include every individual. This is also the reason why the research has chosen a sampling technique like convenience sampling – the most common of all sampling techniques. As a result, five second-year mainstream

groups and two teachers were selected as the target population of the research because they were readily available.

2.2.1. Students

There were 125 out of 139 FELTE, ULIS, VNUH mainstream second-year students from five groups participated in the research, among which, two groups are majored in English Language Teacher Education, two groups specialized in International Economics and there is only one group whose major is Translation and Interpreting. The reason for choosing those participants was convenience. After asking for permission from all second-year classes, the researcher received the cooperation of five classes.

Items	Variables	Number	Percentage
Gender	Male	13/ 125	10.4 %
	Female	112/ 125	89.6 %
Years of studying English	More than 8 years	99/ 125	79.2 %
	8 years or fewer	26/ 125	20.8 %

Table 1: Background of the surveyed student participants

2.2.2. Teachers

Two teachers who are currently in charge of teaching second-year students speaking skills were asked to do the survey. Their experience with the students contributed to more comprehensive understanding about possible factors that impact students' motivation in learning speaking skills. Among the two chosen teachers, one is an experienced teacher who has more than 5 years of teaching; whereas one has been a university teacher for less than 5 years. Moreover, the extent of the factor's effect on their students can also be reviewed. Therefore, they can know which motivational strategies should be used as well as when and how to use them to motivate their students in speaking periods.

Teachers (T)	Gender	Years of teaching experience
TA	Female	More than 5 years
TB	Female	Less than 5 years

Table 2: Background of the surveyed teacher participants

2.3. Data collection instruments

2.3.1. Written Questionnaire

2.3.1.1. Reasons for choosing questionnaire

Brown (2001, p.6) defined questionnaires as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers”. In order to empirically explore some aspects of internal and external factors that can impact students’ motivation, written questionnaires (paper-and-pencil questionnaires) was used as one of the main instruments to collect data. The first reason was that this instrument was cost effective, easy to analyze and could help the researcher collect a large sum of data within a short period of time. In addition to this, according to Mackey & Gass (2005), questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities. Moreover, a written questionnaire is familiar to mostly everyone. Nevertheless, “one major disadvantage of written questionnaires is the possibility of low response rates.” (Statpac 2012) Low response rates can influence the reliability of the study. In addition, by doing written questionnaires, the respondents are unable to be flexible and improvise their answers. Understanding these inconvenience, the researcher intended to use the following instruments to better study the targeted topic.

2.3.1.2. Questionnaire design

The questionnaire was adapted from Lei Zhao’s research (2012) which had been based on the two frameworks of Dörnyei’s 1994 framework of L2 Motivation (cited in Dörnyei 2001) and Williams and Burden’s 1997 framework of L2 motivation (cited in Dörnyei 2001). There were two sets of questionnaire: one for teachers and one for second-year mainstream students.

In students’ questionnaire, there are two parts concerning internal factors and external factors. The first part of questionnaire consists of 17 close-ended questions

and the second one includes 19 close-ended questions which are designed in a form of statements. The questionnaire distributed to the teachers also contains two parts of internal factors and external factors which affect students' motivation. There are 15 questions in terms of internal factors and 17 questions in terms of external factors which are also designed in a form of statements. Both of the students and the teachers were asked to give their opinions by rating the statements on 4 point scale ranging from "strongly disagree" to "strongly agree". The purpose of conducting the questionnaire and a desire for cooperation from the participants were to get sincere opinions and objective assessment. Moreover, the confidentiality of shared information was also confirmed.

The first drafts were given to five students and one teacher to be piloted. Afterwards, they were sent to supervisor for more comments. Finally, the last questionnaire version was revised according to the feedback of the supervisor.

2.3.2. Semi-structured Interview

2.3.2.1. Reasons for choosing Semi-structured interview

The name of semi-structured interview has shown its own real function. While a structured interview has a formalized, limited set of questions, a semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored. This instrument not only helps us to create a rapport with the participants and gain their cooperation, but also gives us more freedom. Since the interviewers and the interviewees communicate face-to-face, we can ask for further information and be flexible to improvise on some specific situations.

2.3.2.2. Semi-structured interview design

In-depth interview with eight students who showed their interest in the topic research was carried out so that the researcher could enhance the reliability of the study's data. Both of the two teachers were also invited to the interview as the researcher would like to gather as many opinions of the teachers about factors that affect students' motivation in learning English speaking skill as possible. From these interviews, some gaps in students' and teachers' perception might be found out. All interviews were recorded and main points were noted down.

Students (S)	Gender	Years of studying English
S1	Female	4 years
S2	Female	6 years
S3	Female	9 years
S4	Male	10 years
S5	Male	4 years
S6	Female	7 years
S7	Female	10 years
S8	Female	14 years

Table 3: Interview List (Students)

2.4. Data collection procedure

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

Stage	Activities		Time
1	Data collection preparation	Designing the questionnaire	2 weeks
		Piloting the questionnaire with five second-year mainstream students	1 week
2	Data collection	Delivering and collecting questionnaires from second-year mainstream students	5 days
		Delivering and collecting questionnaires from teachers	5 days
3	Final data gathering	Designing the interview	1 week
		Conducting and gathering data from interviews	1 week

- Stage 1: Data collection preparation

Stage 1 was the preparation for the survey including designing the questionnaire. After preparing all the needed materials for the questionnaire, the researcher piloted the questionnaire with five second-year mainstream students and one teacher. Wording and content were carefully checked and revised by the researcher in the preparation stage.

- Stage 2: Data collection

Stage 2 was the delivery of the completed questionnaire to the targeted participants. Before that, a detailed permission and schedule had been arranged in which the researcher contacted the class monitors of each group to ask the targeted population for help. Five groups of FELTE second-year mainstream students at ULIS, VNUH were asked to do the questionnaire. The researcher went into each class to give the questionnaire and waited until the class time ended for collecting. First of all, the researcher introduced and explained the purpose of the research. After that, the researcher delivered the questionnaire directly to the targeted population and made sure the questionnaire would be done in an appropriate way. Further explanation was employed for the targeted population. At the same time, two teachers who were teaching English Speaking skills for second-year mainstream students were also invited to take part in the survey. Another form of questionnaire was sent to those teachers via e-mail.

The researcher received back both of the questionnaires from the teachers. However, as for second-year mainstream students, the researcher collected 132 among 139 questionnaires in which there were seven unqualified ones due to incompleteness of the answers. In total, the data was analyzed from 125 questionnaires.

- Stage 3: Final data gathering

Stage 3 was the design and execution of the interview. After collecting and analyzing the questionnaire, the researcher found out some information which needed further investigation. As a result, a form of interview questions was designed. The researcher invited eight interviewees whose questionnaire answers were not clear enough or showed interest in this study to this part for further analysis. Besides, both of the two teachers were invited to the interview session.

2.5. Data analysis methods

In this section, both qualitative and quantitative strategies are applied with Interview instrument and Questionnaire instrument respectively. First of all, the Questionnaire Research Instrument includes mostly close-ended questions which have the respondent pick an answer from a given number of options. Hence, it provides us exhaustive and mutually exclusive information and data which can be measured. Regarding the Interview Research Instrument, however, it is to “seek to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say.” (Kvale 1996). The interviews are completed by the interviewer based on what the respondent says. Therefore, the collected data from each interviewee will be different and more difficult to analyze.

2.6. Data analysis procedure

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

- Phase 1: Data classification

Based on the result of 125 questionnaires along with 8 interviews from second-year mainstream students and 2 questionnaires as well as interviews from teachers, the researcher started to classify the data according to four research questions. To be specific, all data gathered from the questionnaires were used to answer all of the research questions, whereas the data from the interviews merely were used to answer research question two and research question four.

- Phase 2: Data coding and decoding

Mechanical counting was performed to present specific statistics. These numbers were put into suitable bar charts and pie charts for better illustration and explanation. Furthermore, so as to support some points, the researcher often quoted and interpreted the participants’ ideas. As a result, the useful information from these two data collection instruments helped give answers to all research questions.

CHAPTER 3: FINDINGS, DISCUSSION AND IMPLICATIONS

In this chapter, all the data collected from the instruments will be reported and discussed in detail, which will be integrated to support each other to answer all of the four research questions.

3.1. Major findings, discussion and implications on research question 1 and research question 2

Research question 1: What are the internal factors that affect the motivation of second-year mainstream students in speaking lessons?

Research question 2: How do these internal factors affect the motivation of second-year mainstream students in speaking lessons?

In this part, the internal factors are categorized into Goals Setting, Expectancy, Anxiety, Self-confidence and Self-efficacy. Generally, the useful information from both of the students' questionnaire and interview will be initially presented before being compared with that from the teachers' perspectives. After that, the findings will be brought into an in-depth analysis and further discussion as well as implications.

3.1.1. Major findings

3.1.1.1. Goals Setting

The table below shows the second-year students' perception about Goals Setting's effects on their motivation.

Items of Internal factors	Frequency of Students' Response (125 students)	Mean
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	1 F/P	2 F/P	3 F/P	4 F/P	
GOALS SETTING (General Mean: 2.996)					
1. I really want to speak more English in the class than I have done in the past.	3 2.4	0 0	47 37.6	75 60	3.552
2. It is important for me to do well in English speaking class because I want to show my ability to my family/ teachers/classmates.	3 2.4	18 14.4	70 56	34 27.2	3.08
3. I have a clear idea of the level of English speaking skill I want to reach.	2 1.6	33 26.4	71 56.8	19 15.2	2.856
4. I often make a list of the things I have to do in my English speaking course.	10 8	57 45.6	44 35.2	14 11.2	2.496

Table 4: Students' perception about Goals Setting's effects on their motivation

As can be seen from the table, 97.6% second-year mainstream students admitted that they really wanted to speak more English in the class than they had done in the past (Item 1). This Item also gained the highest mean score of 3.552 among the four items of Goals Setting effects. Moreover, both teachers had the same opinion that it was good if students had the desire to speak as much English as possible. With the mean value 3.08, Item 2 received a great consent from 104 out of 125 students (83.2%) who agreed that it was important for them to do well in English speaking class because they wanted to show their ability to their family, teachers and classmates. This was in line with teachers' perception as both teachers believed that students' desire to show their ability to their family, teachers and classmates could promote good performance in English speaking class. In addition to this, 90 among 125 students (72%) taking part in the survey had a clear idea of the level of English speaking skill they wanted to reach, accounting for 2.856 in the mean ratings. In response to this Item 3, the fact that students who had clear ideas and aims about their English study were more active in the speaking process achieved the consensus from both teachers. Item 4 achieved the least mean score of

2.496, in which the majority of the respondents did not make a list of things they had to do in their English speaking class. Although not every student made a list of things to do in their English speaking lessons, they realized the advantages of doing so. To be specific, according to the students' opinion (S4, S5 and S8) from the interview, a list of things would serve as a timetable for them to arrange their time schedule appropriately and remind them of things to prepare before going to English classes.

It can be observed from Appendix 5A that Goals Setting was considered as the factor which affected students' motivation with the average mean value 2.996, which means generally Goals Setting was the most prominent internal factor in sustaining students' motivation in learning English speaking skill in FELTE, ULIS – VNUH.

3.1.1.2. Expectancy

Items of Internal factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
EXPECTANCY (General Mean: 2.986)					
5. The English speaking class will definitely help me improve my English.	6 4.8	19 15.2	65 52	35 28	3.032
6. If I try hard, I can do well in English speaking course.	1 0.8	5 4	77 61.6	42 33.6	3.280
7. I expect to do well in English speaking class because I am good at speaking English.	5 4	48 38.4	58 46.4	14 11.2	2.648

Table 5: Students' perception about Expectancy's effects on their motivation

The table 5 above illustrates how the surveyed participants comprehended the Expectancy's influences on their own motivation. Expectancy was ranked as the second in Internal factors effecting students' motivation with the general mean score of 2.986 (Appendix 5A). To be specific, exactly 80% of the students shared the same idea that English speaking class would definitely help them improve their English (Item 5), making up for 3.032 in the mean ratings. When being asked in the

interview, most of the students (S1, S2, S3, S4, S7 and S8) expected to have more time and chances to practise speaking English in class, to have wider choices of topics and to obtain more new words as well as interesting structures, especially in their majors. It seemed to be in line with the result of Item 6 as 119 out of 125 surveyed participants (95.2%) believed that if they tried hard, they could do well in English speaking class. This is also the Item which had the highest mean value of 3.280 among the three items of Expectancy effects. The last item of Expectancy effects witnessed a slight difference between the number of students choosing *Agree* and *Disagree*. While less than half of the students (46.4%) homologated that they expected to do well in English speaking class because they were good at speaking English; 38.4% were of different opinions. Overall, this last item scored the least of 2.648 in the mean value.

In terms of Expectancy, the two teachers had quite different opinions. While teacher A accorded with the statement that students believed the speaking lessons would definitely help them improve their English, the other objected it. She said that it was very difficult to conclude whether students believed in the speaking lessons or not as the belief was in each student’s mind. Besides, the same situation existed in the statement, “Students with good level of English proficiency have the desire to do better in speaking lessons.” The latter – teacher B also argued that this statement was true, yet, to her mind most students, regardless of their language competence, had the desire to speak better English. The only statement which reached both of the teachers’ agreement was “Students hope they can do well in English speaking course through hard work.” At this point, the two teachers said that they could not conclude as it would depend on each individual. Therefore, they were unable to choose either *Agree* or *Disagree*.

3.1.1.3. Anxiety

Items of Internal factors	Frequency of Students’ Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
ANXIETY (General Mean: 2.66)					

8. It embarrasses me to volunteer answers in English speaking class.	8 6.4	36 28.8	64 51.2	17 13.6	2.72
9. I am afraid other students will laugh at me when I make mistakes.	14 11.2	51 40.8	49 39.2	11 8.8	2.456
10. I often have difficulty in concentrating in English speaking class.	4 3.2	52 41.6	55 44	14 11.2	2.632
11. No matter how hard I try, I can't perform well on English speaking tests and examinations.	8 6.4	51 40.8	54 43.2	12 9.6	2.56
12. It worries me that other students in my class seem to speak English better than I do.	6 4.8	31 24.8	69 55.2	19 15.2	2.808
13. If I can't speak English well, it would cause me to question my learning ability.	7 5.6	27 21.6	77 61.6	14 11.2	2.784

Table 6: Students' perception about Anxiety's effects on their motivation

Above is the table presenting students' understanding about Anxiety's effects on their motivation. Being the item with the least mean score of 2.456 from the chart, Item 9 gained the agreement of only 40% of the second-year students in which they confessed that they were afraid other students would laugh when they made mistakes. The similar situation was seen in Item 11 which showed students' agreement on whether they could perform well on English speaking tests however hard they tried, giving an explanation for the mean ratings of 2.56. The higher mean value of 2.632 was seen in Item 10 where the number of participants often had and did not have difficulty in concentrating in English class was not quite different; accounting for about 55% and 45% respectively. With the mean score of 2.72, Item 8 ranked as the fourth item of Anxiety which had a certain impact on students' motivation. In this item, the majority of the participants felt embarrassed to volunteer and answer in English speaking class. Furthermore, Item 13 received a large amount of the participants' consensus with the mean ratings of 2.784 that it would cause them to question their learning ability if they could not speak English well. The highest mean score of 2.808 belongs to Item 12 in which nearly three

quarters of the students felt worried when other students in their class seemed to speak English better than they did. As can be referred in the interview, 4 out of 8 students (S1, S5, S6 and S7) felt worried in this situation. While only 2 of them (S6 and S7) considered their anxiety to have a positive impact on their motivation in learning English speaking skill, the other 2 (S1 and S5) felt more nervous. As S1 said, 'I definitely lose my concentration or forget what I'm going to say when I make a mistake in speaking in front of my friends, which is followed by more mistakes.' On the whole, with the general mean value 2.66 (Appendix 5A) Anxiety ranks as the third important factor which influences students' motivation.

On expressing their opinions of how Anxiety influences students' motivation, the first and only thing winning the two teachers' harmony was the students' worry about volunteering to answer. Both of the teachers said that students usually felt nervous since volunteering to answer made them embarrassed. It was followed by the students' worry about being laughed at when making mistakes. Teacher B admitted that this situation was true, whereas teacher A supposed this was an old belief. According to her observation in recent years, no one in English speaking class laughed at students making mistakes. Therefore, she thought this was no longer true to the present reality. The three next statements received totally contrasting ideas from the two teachers. While teacher B agreed with those descriptions, teacher A believed they were not true. She thought students did not often have difficulty in concentrating in English speaking lessons, they would not feel frustrated when hard work did not yield satisfying results and when finding others do better in speaking English than they do. In the final proclamation, teacher B declared the sentence's reliability but teacher A was confused to give her answer. She considered the statement, "Students might question their speaking ability if they do not speak English well" undecided.

3.1.1.4. Self-confidence

In the table 7 below, how students acknowledged the impact of Self-confidence on their motivation was demonstrated. In general, Self-confidence was regarded as the least motivational factor with the average mean score 2.408

(Appendix 5A). Among the participants, nearly 60% said that they were not confident in speaking English while confident students constituted only 40% in Item 14. As a result, the mean score of this item in Self-confidence was 2.4. The students' interview showed that Self-confidence was thought by only some students (S4, S7 and S8) to have positive effects on their motivation in learning English speaking skill. According to S8, 'confidence gives me strength to speak out loud in the class and erases my fear of making mistakes during class.' In contrast, the rest of the participants (S1, S2, S3, S5 and S6) supposed that lack of Self-confidence influence negatively on each individual's motivation in learning English speaking skill. This idea was apparently confirmed in S5's interview, 'It influences when my speech is not compulsory or free-marked one. Then, my motivation will decrease remarkably. To such a mere speaking chance, I hardly have motivation to raise my voice, instead of that, I will let other show their ability, not me.' The reason why they felt unconfident was mostly due to their weaknesses in impromptu speaking activities in classes, 'without preparation, my speaking will not be logical or lack of ideas.' (S3). Following Item 14, the same percentage of students was found in Item 15 when they concluded that they could not get through a problem easily when facing it in their English speaking studies. However, the mean value of Item 15 at 2.416 was higher than Item 14 since there were more students in stronger agreement with this statement than that with Item 14.

Regarding Self-confidence, both teachers expressed their disagreement because they did not assume that if students were confident in speaking English, they could overcome the difficulties easily. Teacher B showed her point of view that being confident did not entail the ability to easily overcome the difficulties in students' learning although it did have a role in it. The reality shows that confident students are just frequently more willing to express their ideas in class when being asked, and they normally seize the in-class speaking opportunities to show how good their English is.

Items of Internal factors	Frequency of Students' Response (125 students)	Mean
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	1 F/P	2 F/P	3 F/P	4 F/P	
SELF-CONFIDENCE (General Mean: 2.408)					
14. I am confident in speaking English.	6 4.8	69 55.2	44 35.2	6 4.8	2.4
15. When facing with a barrier in my English speaking studies, I can get through it easily.	6 4.8	69 55.2	42 33.6	8 6.4	2.416

Table 7: Students' perception about Self-confidence's effects on their motivation

3.1.1.5. Self-efficacy

The table below describes students' cognition of Self-efficacy towards their motivation in learning English speaking skill.

Items of Internal factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
SELF-EFFICACY (General Mean: 2.432)					
16. I am not quite sure of my English ability because my grades for English classes at junior and senior high schools were not very good.	5 4	41 32.8	68 54.4	11 8.8	2.68
17. I think I have talent in speaking English, because I have always done well in my English speaking study.	15 12	75 60	32 25.6	3 2.4	2.184

Table 8: Students' perception about Self-efficacy's effects on their motivation

As can be noticed from the above table, most of the surveyed students (about 60%) were not quite sure of their English ability because their grades for English were not good, while some students declared that they had no doubt of their English capacity. This gave an explanation for the mean value of 2.68 in Item 16. At the same time, almost 75% of the participants did not think they had talent in speaking English, because they had not always done well in their English speaking studies. Hence, the mean score of Item 17 was only 2.184. In short, with the general

mean ratings of 2.432 (Appendix 5A), Self-efficacy made students underpowered to maintain the effort in learning English speaking skill. Apparently, students did not show a strong sense of self-efficacy.

In the discussion about Self-efficacy, the two teachers were once again in disagreement with each other. Teacher A was against the ideas that past failure made students lose heart in study and past success boosted their confidence in speaking English, while teacher B supported these ideas. She felt that when students' belief in themselves collapsed, they started to cast doubt on the possibility to achieve the pre-set learning goals and the thought that they were trying to reach nowhere might provoke.

3.1.2. Discussion and implications

Overall, the general mean of internal factors is 2.696 (Appendix 3), indicating that internal factors have influences on students' learning motivation to a certain extent.

Firstly, in response to effects of internal factors, Goals Setting was perceived by second-year students as the most outstanding factor in maintaining their learning's motivation in English speaking skill. Most students have had a clear idea of the importance of learning English speaking skill and the level of English speaking skill they would like to reach. It is without doubt that students' self awareness of their objectives and goals will accordingly influence their actions and behaviors. When they know what they are striving for, they can plan the route to reach their target and they will understand how significant the active participation in class is to their achievement. By reaching their short-term objectives in English speaking classes, they will gradually fulfill their goals in long term.

At the second position in students' survey, there existed Expectancy. In general, this factor was considered by the surveyed students to have a positive impact on their motivation. In fact, Expectancy has a close relationship with Goals Setting. However, the differences in the two teachers' perspectives remind them of reconsidering the importance of Expectancy in students' motivation. Teachers

should be more aware of students' hope to decide what students' priorities are before adjusting their teaching plans and methods to cater students' needs.

Anxiety and Self-confidence were ranked the third and the fifth respectively according to students' questionnaire. The connection between Anxiety and Self-confidence was noticeably seen as the number of students who felt worried when others speak English better than they did and who were not confident in speaking English is quite similar to each other. Although Anxiety and Self-confidence were not highly ranked in students' survey; these are still the two major factors which influence students' motivation when it comes to foreign language learning (Dörnyei, 1994a). In this situation, teachers should be the ones who lend students a hand in reducing their Anxiety, especially in speaking activities without preparation like impromptu speaking sessions. Furthermore, being conscious of their strengths as well as weaknesses will undeniably help students boost their Self-confidence.

Last but not least, the fact that students showed their low sense of Self-efficacy clarified the reason why this factor shared the fourth position in students' survey. Evidently, a low sense of Self-efficacy negatively affects students' motivation. In order to promote students' Self-esteem, teachers can support them in speaking activities by regularly praising them for their job. Moreover, teachers may also want to provide achievable tasks to make students experience success and encourage them to compare their current performance with their past performance rather than with other classmates.

3.2. Major findings, discussion and implications on research question 3 and research question 4

Research question 3: What are the external factors that affect the motivation of second-year mainstream students in speaking lessons?

Research question 4: How do these external factors affect the motivation of second-year mainstream students in speaking lessons?

In this part, the external factors are classified into Teachers, Activities and Materials, Relevance, Feed-back and Classroom Environment. First of all, the

useful information from both of the students' questionnaire and interview will be illustrated. After that, a comparison with that from the teachers' perspectives will be elicited. Finally, the findings will be brought into an in-depth analysis and discussion for further implications.

3.2.1. Major findings

3.2.1.1. Teachers

The table below presents how the students comprehended Teachers' effects on their motivation in learning English speaking skill.

Items of External factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
TEACHERS (General Mean: 2.947)					
1. I look forward to going to class because my English teacher is good.	4 3.2	20 16	84 67.2	17 13.6	2.912
2. My effort of speaking English depends to a large extent on whether I like my English teacher or not.	11 8.8	49 39.2	54 43.2	11 8.8	2.52
3. It would be better to have native English speakers as English teachers.	2 1.6	20 16	70 56	33 26.4	3.072
4. If the teacher does not have high language proficiency, the students will certainly be unable to learn English well.	3 2.4	33 26.4	66 52.8	23 18.4	2.872
5. Teachers should have a dynamic and interesting teaching style.	2 1.6	6 4.8	62 49.6	55 44	3.36

Table 9: Students' perception about Teachers' effects on their motivation

It can be seen from the bar chart that the most prominent mean value of 3.36 springs from the last item in which 93.6% of the students supposed that teachers should have a dynamic and interesting teaching style. Following Item 5, Item 3 shared the second place with the mean score of 3.072. To be specific, approximately 82% of the participants thought that it would be better to have native English speakers as English teachers in Item 3. In Item 1, there were more than

80% of the students looked forward to going to speaking classes because their English teachers were good, making up for the mean ratings of 2.912. All of the participants in the interview were in accord with this statement as they believed that good teachers would surely have a positive impact on their learning's motivation. Item 4 witnessed 89 students agreeing that if the teacher did not have high language proficiency, the students would certainly be unable to learn English well. This accounted for 2.872 in the mean value. Moreover, the amount of students who selected *Agree* and *Disagree* in Item 2 were quite the same. This means that students' effort of speaking English did not depend on whether they liked their English teachers or not. Generally speaking, Teachers' effects showed the average mean score of 2.947 (Appendix 5B). As a consequence, Teachers had the second least impact on the motivation of the second-year mainstream students in English speaking lessons.

On expressing their thoughts about how Teachers impact students' motivation, the primary description of both teachers' accord was teachers' dynamic and interesting teaching style. They all regarded this as a positive encouragement for students to speak in English classes. Nevertheless, teacher A opposed to the statement that having native English speakers as English teachers could stimulate students' interest in speaking while the other agreed. The objection was this relied on the students, their personality and methods of studying. To be specific, when there were foreign teachers, some students were sometimes even shy and not willing to speak, because they thought that if they did, their teachers might not understand them. Nevertheless, some active and extrovert students really loved having native English teachers in class as they wanted to communicate with their teachers and get to know them more.

3.2.1.2. Activities and Materials

Items of External factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
ACTIVITIES AND MATERIALS (General Mean: 3.076)					

6. My effort of speaking English depends to a large extent on the quality of English textbooks.	6 4.8	46 36.8	65 52	8 6.4	2.6
7. In an English speaking class, I prefer activities and materials that really challenge me so that I can learn more.	0 0	12 9.6	92 73.6	21 16.8	3.072
8. I prefer activities and materials that arouse my curiosity and interest even though they are difficult to learn.	1 0.8	15 12	80 64	29 23.2	3.096
9. I prefer an English speaking class in which there are lots of activities that allow me to participate actively.	3 2.4	9 7.2	74 59.2	39 31.2	3.192
10. I like English speaking activities in which students work together in pairs or small groups.	2 1.6	8 6.4	84 67.2	31 24.8	3.152
11. Activities in English speaking class should be designed to help the students improve their abilities to communicate in English	1 0.8	9 7.2	61 48.8	54 43.2	3.344

Table 10: Students' perception about Activities' and Materials' effects on their motivation

Above is the table illustrating students' perspectives about the impact of Activities and Materials on their motivation. Looking at the big picture, this kind of external factor scored 3.076 in the general mean value (Appendix 5B). Specifically, in Item 6, 58% of the students admitted that their effort of speaking English depended to a large extent on the quality of English textbooks; whereas 42% did not share the same opinion. The reason for this was mentioned in the interview which some students (S3, S6 and S7) appreciated the textbook because it provided students with interesting structures, new vocabulary and useful real situations. However, some of the participants (S1, S2 and S4) admitted that they hardly absorbed anything from the textbook but only from other outside materials and by regular practice. The slight difference resulted in the Item 6's mean value of 2.6 as the least mean value among the six items of Activities and Materials. When it came to challenging activities and materials (Item 7), 113 among 125 participants showed

their preference as they wanted to learn more from them. Item 8 also witnessed a big amount of 87% students who preferred activities and materials that aroused their curiosity and interest even though they were difficult, accounting for 3.096 in the mean ratings. This trend continued to appear in Item 9 and Item 10 in which about 90% of the students liked both activities that allowed them to participate actively and that made students work together in pairs or small groups, with the mean value of 3.192 and 3.152 respectively. With the highest mean ratings of 3.344, Item 11 gained the agreement from 92% of the students on the fact that activities in English speaking class should be designed to help students improve their abilities to communicate in English. In general, Activities and Materials showed the more significant role in students' English speaking learning than Teachers did.

When it came to Activities and Materials as an external factor that affect students' motivation in learning English speaking skill, both teachers shared totally different opinions. First of all, while the quality of the textbook gained teacher A's agreement, it was resisted by teacher B. In contrast, while teacher B showed her belief in the usefulness of activities and materials that aroused students' curiosity and interest along with challenging activities and materials; teacher A disagreed and argued that activities and materials should meet the level of students, but if they were too difficult, then it would be difficult to encourage students in their learning.

3.2.1.3. Relevance

The table below describes how students apprehended Relevance's effects on their motivation in learning English speaking skill.

Items of External factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
RELEVANCE (General Mean: 3.168)					
12. The teacher should know why the students are studying English so that the lessons can be made relevant to their goals and needs.	0 0	14 11.2	76 60.8	35 28	3.168

**Table 11: Students' perception about Relevance's effects
on their motivation**

Overall, Relevance stands as the second essential external factor which influences students' motivation with the average mean value of 3.168 (Appendix 5B). To be specific, 88.8% of the participants came to the same conclusion that teachers should know why students were studying English so that the lessons could be made relevant to their goals and needs. On the other hand, only 11.2% of the students disagreed with this statement.

As for Relevance, the two teachers agreed in the questionnaire that the teacher should make the lessons relevant to students' goals and needs after acknowledging why students were studying English.

3.2.1.4. Feed-back

Below is the table demonstrating the way students acknowledged Feed-back's effects on their own motivation. As can be observed from Appendix 4, about 95% of the participants believed that it was important for them to have teachers' feed-back to know what they needed to improve in their speaking skill (Item 13). This is also the item which gained the highest mean ratings of 3.424 among the three items. The second highest mean rating of 3.256 belonged to Item 14 with 91% of the unanimous students who agreed that teachers' encouragement and praise could promote their English learning in speaking skill. The same tendency was found out in Item 15 where nearly 90% of the students stated that if they got high mark in the speaking examinations or assignments, they were eager to put more effort into learning speaking. Therefore, this only formed 3.16 in the mean value. In general, Feed-back ranks the most prominent external factor that impact students' motivation with the general mean score of 3.38. This demonstrates that teachers' Feed-back had outstanding influence on students' learning English speaking skill, especially the positive feed-back such as teachers' encouragement and praise as well as the high scores in exams and assignments.

Items of External factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
FEED-BACK (General Mean: 3.38)					
13. It is important for me to have teachers' feedback to know what I need to improve in my speaking skill.	3 2.4	3 2.4	57 45.6	62 49.6	3.424
14. Teacher's encouragement and praise can promote my English learning in speaking skill.	2 1.6	9 7.2	69 55.2	45 36	3.256
15. If I get high mark in the speaking examinations or assignments, I am eager to put more effort into learning speaking.	1 0.8	16 12.8	70 56	38 30.4	3.16

Table 12: Students' perception about Feed-back's effects on their motivation

In terms of Feed-back, both teachers admitted the significance of teachers' feed-back in the progress of the students in their learning English speaking skill. Nonetheless, while teacher A showed her disbelief when being asked whether teachers' encouragement and praise could promote students' learning speaking, teacher B entirely believed in that. One more time, the last statement witnessed the differences in two teachers' answers. On one hand, the issue of whether high marks could make students eager to put more effort in learning speaking skill made teacher A confused and incapable of giving her answer. On the other hand, teacher B had the faith in it.

3.2.1.5. Classroom Environment

The table 13 below shows how students understood about Classroom Environment's influences on their motivation in learning English speaking skill. It can be observed from Appendix 4 that just more than 60% of the second-year mainstream students would like to have only English spoken, which means there was still a big proportion of students who liked to integrate Vietnamese during

English speaking lessons (Item 16). Most of the participants in the interview admitted that they sometimes would like to use Vietnamese in English speaking classes in order to explain difficult words or phrases. This was also in line with the result of Item 18 in which nearly 85% of the students thought that teachers should sometimes explain things in Vietnamese in order to help them understand. Thus, this Item received the most prominent mean ratings of 3.016. In addition to this, more than half of the students gave the reason why they could not speak English well was that they were not in the authentic English speaking context (Item 17). This Item obtains the least mean score of 2.632 among the four items of Classroom Environment. In Item 19, approximately 78% of the participants reflected that teachers should do less of the talking and give students more opportunities to express their opinions in speaking lessons, observing the second highest mean value of 2.976. Generally, with the average mean score of 2.85, Classroom Environment ranked as the least important factor which impacted students' motivation in English speaking lessons.

Items of External factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
CLASSROOM ENVIRONMENT (General Mean: 2.85)					
16. During speaking lessons, I would like to have only English spoken.	4 3.2	41 32.8	59 47.2	21 16.8	2.776
17. The main reason why I cannot speak English well is that I am not in the authentic English speaking context.	5 4	47 37.6	62 49.6	11 8.8	2.632
18. In speaking lessons, the teacher should sometimes explain things in Vietnamese in order to help us understand.	3 2.4	16 12.8	82 65.6	24 19.2	3.016
19. In speaking lessons, the teacher should do less of the talking and give students more opportunities to express their opinions.	1 0.8	27 21.6	71 56.8	26 20.8	2.976

Table 13: Students' perception about Classroom Environment's effects

on their motivation

Last but definitely not least, in the discussion about Classroom Environment, both teachers were in favor of talking less so that students could have more opportunities to raise their voice and using Vietnamese in English speaking class to explain some complicated topics. The reason for the later opinion was that as for the students of low language competence as second-year students, using only English might sometimes be a demotivating factor. The reasonable mix of English and the students' mother tongue would seem more appreciated in classes.

3.2.2. Discussion and implications

The results showed that external factors produce a great effect upon students' learning motivation with average mean score of 3.084 – higher than that of internal factors (Appendix 5C).

As discussed before, the difference is mainly highlighted in accordance with students' and teachers' awareness of the five mentioned aspects' priority: Teachers, Activities and Materials, Relevance, Feed-back and Classroom Environment. Despite having exerted various effects on students' motivation in English speaking classes, these are all essential factors which contribute to create a pleasant and motivational classroom atmosphere.

On the whole, teachers still play an important role in Vietnamese learning context. Therefore, in order to play a motivational role in the classroom, teachers should prepare carefully for the upcoming lessons and try to present the lecture in an interesting way. Moreover, the findings of Zhao (2012) have shown that friendly attitude along with enthusiasm and sense of humor do not guarantee the success of the lesson but they are still an effective way to attract students' attention. In addition to this, teachers should recognize the power of their feed-back towards students' learning process. On one hand, teachers' feed-back helps students to realize and minimize their weaknesses as well as maximize their strength. On the other hand, students will feel happy and inspired when receiving their teachers' praise and compliments. This may give them the feeling of having their teachers' care and hence, encourage progress and promote success in the classroom.

In terms of activities and materials, not only useful textbooks but also varied handouts should be applied to make sure that the content is fresh and different to arouse students' curiosity and interest. Crookes and Schmidt (1991) also stated that "the factor of interest is important for materials". They pointed out the significance of various sources of materials with color illustrations and photographs along with stimulating appearance and content. The level of difficulty is recommended to be challenging enough to meet students' mixed abilities and different needs, but not to lose students' commitment towards the course. Meanwhile, frequent practice is required to help students gain a high level of competence in English speaking.

Last but definitely not least, teachers should be aware of the appropriate classroom environment according to students. Sometimes Vietnamese ought to be integrated in English speaking lessons to bring the new breeze into the classroom. However, since English context was still considered to be a motivational factor by students, the amount of Vietnamese used in the classroom should be as little as possible. By doing so, students will have more opportunities to get used to the English environment.

PART III: CONCLUSION

The final chapter will summarize and evaluate the outcomes of the whole study by summing up the major findings as regard students' and teachers' perception about both internal and external factors which affected students' motivation in learning English speaking skill. Finally, the limitation of the research will be revealed, paving way to several suggestions for further researches.

1. Major findings of the research

On the whole, the research has investigated students' and teachers' perspectives of some internal and external factors affecting second-year mainstream students' motivation in learning English speaking skill at FELTE, ULIS – VNUH. Through the in-depth analysis in all of the data from two sets of questionnaires and interviews, significant findings for four research questions are summarized below.

First and foremost, the study managed to evaluate the effects of five major internal factors, including Goals Setting, Expectancy, Anxiety, Self-confidence and Self-efficacy. In response to effects of Internal factors, Goals Setting is perceived by second-year students as the most outstanding factor in maintaining their learning's motivation in English speaking skill. This factor is also regarded as an important one in teachers' questionnaire. Furthermore, although Expectancy shares the second position in students' survey, teachers are of different opinions. There are perspectives' differences between teacher A and the younger one – teacher B. The same situation exists in Anxiety – the third major factor, according to students, which impact their motivation. The number of students feeling worried when other students in their class seem to speak English better than they do are noticeable. Obviously, self-confidence and self-efficacy are not so important in students' mind when talking about motivation.

Secondly, on the whole, both students and teachers value significant impacts of External factors on students' motivation in learning English speaking skill. The difference is mainly highlighted in accordance with students' and teachers' awareness of the five mentioned aspects' priority: Teachers, Activities and Materials, Relevance, Feed-back and Classroom Environment. In students'

perspectives, Feed-back from teachers ranks as the most prominent factor to affect their motivation in learning speaking skill. Although Lei Zhao produced a similar result, the former's explanation was different from the researcher's. According to Lei Zhao (2012, p. 108), students value the effect of positive feedback which can motivate their progress and success. However, according to this study, teachers' comments on both positive and negative aspects of students' study are highly appreciated. In addition to this, Relevance, which also receives both of the teachers' agreement, is considered as the second essential factor by students. They show their real belief in the importance of the fact that their personal goals and needs should be relevant to what they are taught. It is followed by Activities and Materials, Teachers and finally Classroom Environment in students' questionnaire. Regarding teachers' survey, the different ideas between the two teachers reminds them to pay more attention on students' priorities and adjusts their teaching plans and methods to satisfy students' goals and needs.

2. Limitations of the study and suggestions for further research

Despite the researcher's effort in careful and serious execution of the study, several shortcomings are unavoidable.

Firstly, as stated in the title, this research aims at exploring factors which affect the motivation of second-year mainstream students in speaking lessons at FELTE, ULIS – VNUH. However, the limit of time, human resource and the thesis's length did not allow the researcher to conduct the questionnaires and interviews among all of the second-year groups. Therefore, further investigation on the issue or on other English skills such as Listening, Reading and Writing could be carried out within larger population or different groups of participants.

Secondly, since there were only two data collection methods used in the study which were questionnaire and interview, other instruments should be used in further researches to ensure the validity and credibility of the results.

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APPENDICES

APPENDIX 1. Questionnaire for second-year mainstream students

(Adapted from “Investigation into motivation types and influences on motivation:

The case of Chinese Non-English majors” – Zhao 2012)

I am Nguyen Giang Tam from 09.E1 – ULIS. I am doing a research on **“Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH”**. I would like to have your opinion on the topic basing on some aspects mentioned below. Your responses to the following questions are highly appreciated. It is guaranteed that all the information you give will be kept completely confidential and not be used for any other purposes.

I. Internal Factors that Influence Students’ Motivation:

To what extent do you agree with the following statements about Internal Factors? Please rate each choice by putting a tick in the appropriate column below:

Items of Internal factors	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
GOALS SETTING				
1. I really want to speak more English in the class than I have done in the past.				
2. It is important for me to do well in English speaking class because I want to show my ability to my family/ teachers/classmates.				
3. I have a clear idea of the level of English speaking skill I want to reach.				
4. I often make a list of the things I have to do in my English speaking course.				
EXPECTANCY				
5. The English speaking class will definitely help me improve my English.				
6. If I try hard, I can do well in English speaking course.				

7. I expect to do well in English speaking class because I am good at speaking English.				
ANXIETY				
8. It embarrasses me to volunteer answers in English speaking class.				
9. I am afraid other students will laugh at me when I make mistakes.				
10. I often have difficulty in concentrating in English speaking class.				
11. No matter how hard I try, I can't perform well on English speaking tests and examinations.				
12. It worries me that other students in my class seem to speak English better than I do.				
13. If I can't speak English well, it would cause me to question my learning ability.				
SELF-CONFIDENCE				
14. I am confident in speaking English.				
15. When facing with a barrier in my English speaking studies, I can get through it easily.				
SELF-EFFICACY				
16. I am not quite sure of my English ability because my grades for English classes at junior and senior high schools were not very good.				
17. I think I have talent in speaking English, because I have always done well in my English speaking study.				

II. External Factors that Influence Students' Motivation:

To what extent do you agree with the following statements about External Factors? Please rate each choice by putting a tick in the appropriate column below:

Items of External factors	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
TEACHERS				
1. I look forward to going to class because my English teacher is good.				
2. My effort of speaking English depends to a large extent on whether I like my English teacher or not.				
3. It would be better to have native English speakers as English teachers.				
4. If the teacher does not have high language proficiency, the students will certainly be unable to learn English well.				
5. Teachers should have a dynamic and interesting teaching style.				
ACTIVITIES AND MATERIALS				
6. My effort of speaking English depends to a large extent on the quality of English textbooks.				
7. In an English speaking class, I prefer activities and materials that really challenge me so that I can learn more.				
8. I prefer activities and materials that arouse my curiosity and interest even though they are difficult to learn.				
9. I prefer an English speaking class in which there are lots of activities that allow me to participate actively.				
10. I like English speaking activities in which students work				

together in pairs or small groups.				
11. Activities in English speaking class should be designed to help the students improve their abilities to communicate in English				
RELEVANCE				
12. The teacher should know why the students are studying English so that the lessons can be made relevant to their goals and needs.				
FEED-BACK				
13. It is important for me to have teachers' feedback to know what I need to improve in my speaking skill.				
14. Teacher's encouragement and praise can promote my English learning in speaking skill.				
15. If I get high mark in the speaking examinations or assignments, I am eager to put more effort into learning speaking.				
CLASSROOM ENVIRONMENT				
16. During speaking lessons, I would like to have only English spoken.				
17. The main reason why I cannot speak English well is that I am not in the authentic English speaking context.				
18. In speaking lessons, the teacher should sometimes explain things in Vietnamese in order to help us understand.				
19. In speaking lessons, the teacher should do less of the talking and give students more opportunities to				

express their opinions.				
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Full name: _____ Gender: _____

Class: _____ Years of studying English: _____

Mobile phone: _____

E-mail: _____

THANK YOU SO MUCH FOR YOUR HELP!

APPENDIX 2. Questionnaire for teachers

(Adapted from “Investigation into motivation types and influences on motivation:

The case of Chinese Non-English majors” – Zhao 2012)

I am Nguyen Giang Tam from 09.E1 – ULIS. I am doing a research on “Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH”. I would like to have your opinion on the topic basing on some aspects mentioned below. Your responses to the following questions are highly appreciated. It is

guaranteed that all the information you give will be kept completely confidential and not be used for any other purposes.

I. Teachers' Responses to Internal Factors that Influence Students' Motivation:

To what extent do you agree with the following statements about Internal Factors? Please rate each choice by putting a tick in the appropriate column below:

Items of Internal factors	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
GOALS SETTING				
1. It is good if students have the desire to speak as much English as possible.				
2. Students' desire to show their ability to their family/teachers/classmates can promote good performance in English speaking class.				
3. Students having clear ideas and aims about their English study are more active in the speaking process.				
EXPECTANCY				
4. Students believe that the speaking lessons will definitely help them improve their English.				
5. Students hope they can do well in English speaking course through hard work.				
6. Students with good level of English proficiency have the desire to do better in speaking lessons.				
ANXIETY				
7. Students are anxious about volunteering answers because they feel it makes them embarrassed.				
8. Some students are afraid of being laughed at when making mistakes.				

9. Students often have difficulty in concentrating in English speaking lessons.				
10. Students will feel frustrated when hard work doesn't get satisfying results.				
11. Students may feel frustrated when finding the others do better in speaking English than they do.				
12. Students might question their speaking ability if they don't speak English well.				
SELF-CONFIDENCE				
13. If students are confident in speaking English, they can overcome the difficulties in their study easily.				
SELF-EFFICACY				
14. Past failure in speaking English makes students lose heart in study.				
15. Past success in speaking English boosts students' confidence.				

II. Teachers' Responses to External Factors that Influence Students' Motivation:

To what extent do you agree with the following statements about External Factors? Please rate each choice by putting a tick in the appropriate column below:

Items of External factors	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
TEACHERS				
1. If students like their English teachers, they will be more enthusiastic about their English				

speaking.				
2. If the teacher does not have high language proficiency, the students will certainly be unable to speak English well.				
3. Teachers' dynamic and interesting teaching style can motivate students to speak.				
4. Having native English speakers as English teachers can stimulate students' interest in speaking.				
ACTIVITIES AND MATERIALS				
5. The quality of English textbooks can influence students' efforts of speaking English to a certain extent.				
6. Challenging activities and materials can promote students to speak more.				
7. Activities and materials that arouse students' curiosity and interest can motivate them to speak although they are difficult.				
8. The English speaking class should involve lots of activities that allow students to participate actively.				
9. Activities in which students work together in pairs or small groups win students' high favor.				
10. Activities in English speaking class should be designed to help the students improve their abilities to communicate in English.				
RELEVANCE				
11. The teacher should know why the students are studying English so				

that the lessons can be made relevant to their goals and needs.				
FEED-BACK				
12. It is important for students to have teachers' feedback to know what they need to improve in their speaking skill.				
13. Teacher's encouragement and praise can promote students' learning in English speaking skill.				
14. High marks in the speaking examinations/ assignments can make students eager to put more effort into learning speaking skills.				
CLASSROOM ENVIRONMENT				
15. During speaking lessons, it would be better to have only English spoken to make students feel involved in an English context.				
16. In speaking lessons, the teacher should sometimes explain things in Vietnamese in order to help students understand.				
17. In speaking lessons, the teacher should do less of the talking and give students more opportunities to express their opinions.				

Full name: _____

Gender: _____ Years of teaching English: _____

Mobile phone: _____

E-mail: _____

THANK YOU SO MUCH FOR YOUR HELP!

APPENDIX 3. Effects of Internal factors on students' motivation, perceived by second-year mainstream students

(Adapted from "Investigation into motivation types and influences on motivation: The case of Chinese Non-English majors" - Zhao 2012)

Items of Internal factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
GOALS SETTING (General Mean: 2.996)					
1. I really want to speak more English in the class than I have done in the past.	3 2.4	0 0	47 37.6	75 60	3.552
2. It is important for me to do well in	3	18	70	34	3.08

English speaking class because I want to show my ability to my family/ teachers/classmates.	2.4	14.4	56	27.2	
3. I have a clear idea of the level of English speaking skill I want to reach.	2 1.6	33 26.4	71 56.8	19 15.2	2.856
4. I often make a list of the things I have to do in my English speaking course.	10 8	57 45.6	44 35.2	14 11.2	2.496
EXPECTANCY (General Mean: 2.986)					
5. The English speaking class will definitely help me improve my English.	6 4.8	19 15.2	65 52	35 28	3.032
6. If I try hard, I can do well in English speaking course.	1 0.8	5 4	77 61.6	42 33.6	3.280
7. I expect to do well in English speaking class because I am good at speaking English.	5 4	48 38.4	58 46.4	14 11.2	2.648
ANXIETY (General Mean: 2.66)					
8. It embarrasses me to volunteer answers in English speaking class.	8 6.4	36 28.8	64 51.2	17 13.6	2.72
9. I am afraid other students will laugh at me when I make mistakes.	14 11.2	51 40.8	49 39.2	11 8.8	2.456
10. I often have difficulty in concentrating in English speaking class.	4 3.2	52 41.6	55 44	14 11.2	2.632
11. No matter how hard I try, I can't perform well on English speaking tests and examinations.	8 6.4	51 40.8	54 43.2	12 9.6	2.56
12. It worries me that other students in my class seem to speak English better than I do.	6 4.8	31 24.8	69 55.2	19 15.2	2.808
13. If I can't speak English well, it would cause me to question my learning ability.	7 5.6	27 21.6	77 61.6	14 11.2	2.784
SELF-CONFIDENCE (General Mean: 2.408)					
14. I am confident in speaking	6	69	44	6	2.4

English.	4.8	55.2	35.2	4.8	
15. When facing with a barrier in my English speaking studies, I can get through it easily.	6 4.8	69 55.2	42 33.6	8 6.4	2.416
SELF-EFFICACY (General Mean: 2.432)					
16. I am not quite sure of my English ability because my grades for English classes at junior and senior high schools were not very good.	5 4	41 32.8	68 54.4	11 8.8	2.68
17. I think I have talent in speaking English, because I have always done well in my English speaking study.	15 12	75 60	32 25.6	3 2.4	2.184
General Mean					2.696

APPENDIX 4. Effects of External factors on students' motivation, perceived by second-year mainstream students

(Adapted from "Investigation into motivation types and influences on motivation: The case of Chinese Non-English majors" – Zhao 2012)

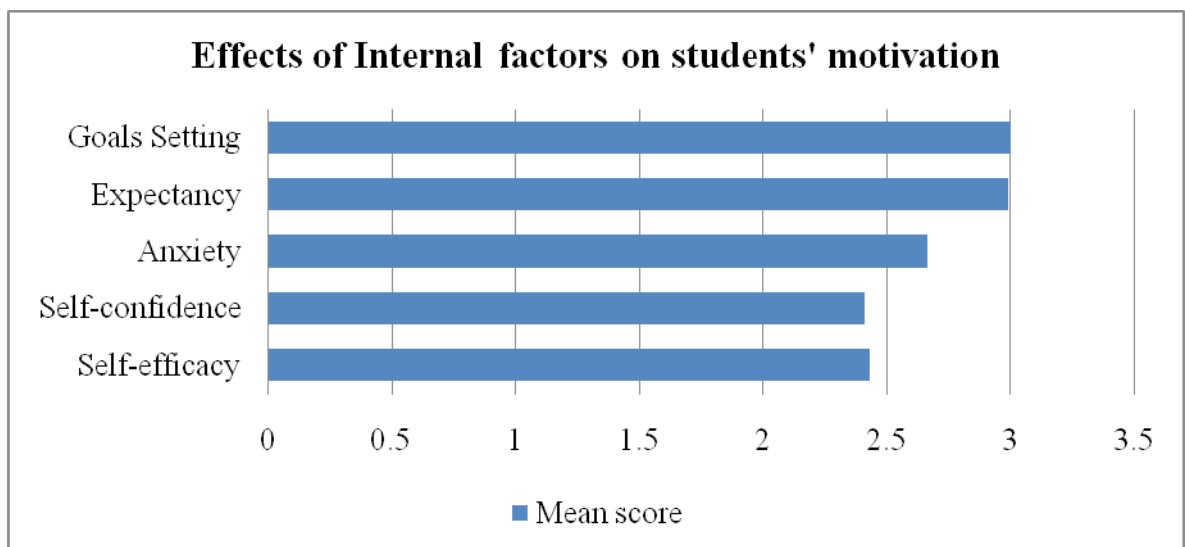
Items of External factors	Frequency of Students' Response (125 students)				Mean
	1 F/P	2 F/P	3 F/P	4 F/P	
TEACHERS (General Mean: 2.947)					
1. I look forward to going to class because my English teacher is good.	4 3.2	20 16	84 67.2	17 13.6	2.912
2. My effort of speaking English depends to a large extent on whether I like my English teacher or not.	11 8.8	49 39.2	54 43.2	11 8.8	2.52
3. It would be better to have native	2	20	70	33	3.072

English speakers as English teachers.	1.6	16	56	26.4	
4. If the teacher does not have high language proficiency, the students will certainly be unable to learn English well.	3 2.4	33 26.4	66 52.8	23 18.4	2.872
5. Teachers should have a dynamic and interesting teaching style.	2 1.6	6 4.8	62 49.6	55 44	3.36
ACTIVITIES AND MATERIALS (General Mean: 3.076)					
6. My effort of speaking English depends to a large extent on the quality of English textbooks.	6 4.8	46 36.8	65 52	8 6.4	2.6
7. In an English speaking class, I prefer activities and materials that really challenge me so that I can learn more.	0 0	12 9.6	92 73.6	21 16.8	3.072
8. I prefer activities and materials that arouse my curiosity and interest even though they are difficult to learn.	1 0.8	15 12	80 64	29 23.2	3.096
9. I prefer an English speaking class in which there are lots of activities that allow me to participate actively.	3 2.4	9 7.2	74 59.2	39 31.2	3.192
10. I like English speaking activities in which students work together in pairs or small groups.	2 1.6	8 6.4	84 67.2	31 24.8	3.152
11. Activities in English speaking class should be designed to help the students improve their abilities to communicate in English	1 0.8	9 7.2	61 48.8	54 43.2	3.344
RELEVANCE (General Mean: 3.168)					
12. The teacher should know why the students are studying English so that the lessons can be made relevant to their goals and needs.	0 0	14 11.2	76 60.8	35 28	3.168
FEED-BACK (General Mean: 3.38)					
13. It is important for me to have teachers' feedback to know what I need to improve in my speaking skill.	3 2.4	3 2.4	57 45.6	62 49.6	3.424
14. Teacher's encouragement and	2	9	69	45	3.256

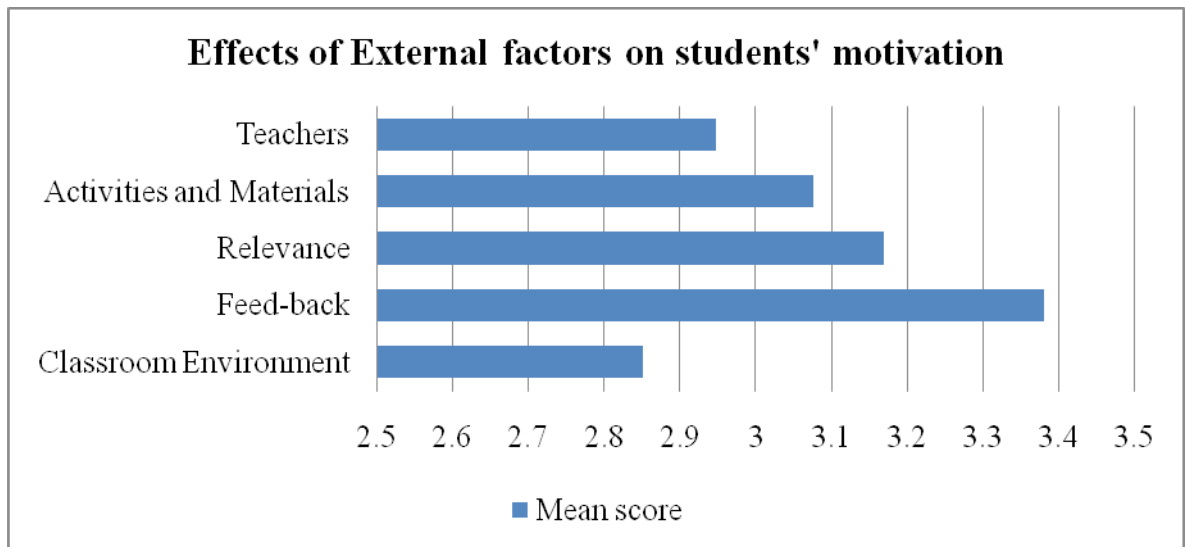
praise can promote my English learning in speaking skill.	1.6	7.2	55.2	36	
15. If I get high mark in the speaking examinations or assignments, I am eager to put more effort into learning speaking.	1 0.8	16 12.8	70 56	38 30.4	3.16
CLASSROOM ENVIRONMENT (General Mean: 2.85)					
16. During speaking lessons, I would like to have only English spoken.	4 3.2	41 32.8	59 47.2	21 16.8	2.776
17. The main reason why I cannot speak English well is that I am not in the authentic English speaking context.	5 4	47 37.6	62 49.6	11 8.8	2.632
18. In speaking lessons, the teacher should sometimes explain things in Vietnamese in order to help us understand.	3 2.4	16 12.8	82 65.6	24 19.2	3.016
19. In speaking lessons, the teacher should do less of the talking and give students more opportunities to express their opinions.	1 0.8	27 21.6	71 56.8	26 20.8	2.976
General Mean					3.084

APPENDIX 5. Effects of Internal and External factors on students' motivation, perceived by second-year mainstream students

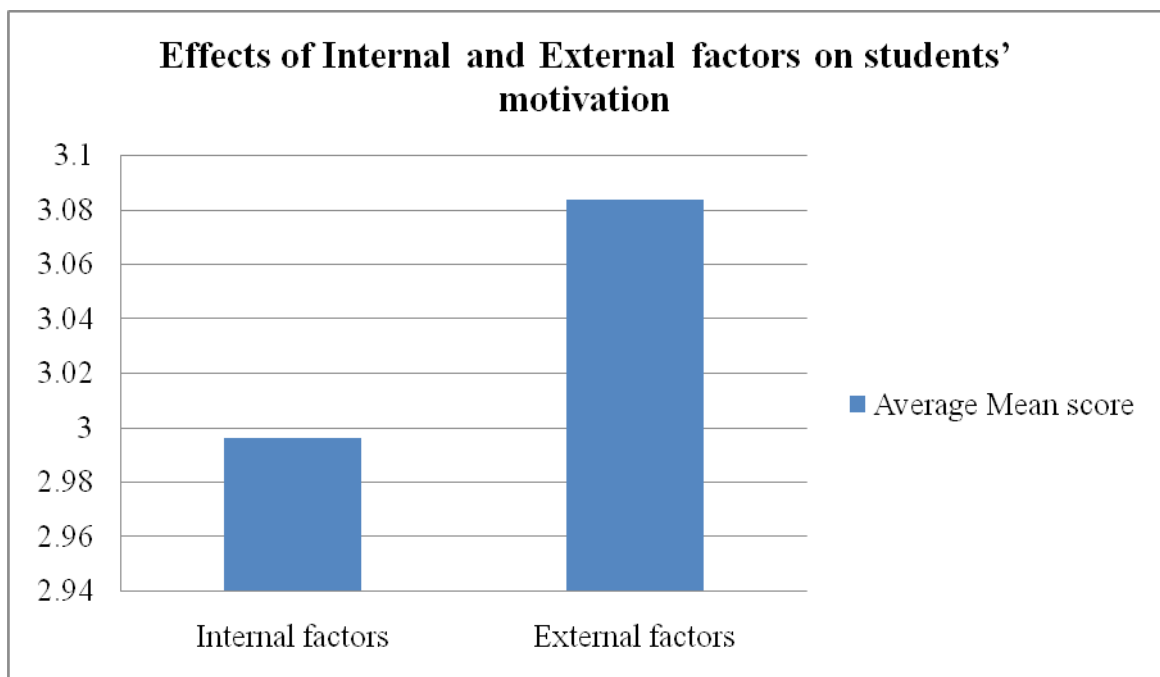
APPENDIX 5A. Effects of Internal factors on students' motivation



APPENDIX 5B. Effects of External factors on students' motivation



APPENDIX 5C. Effects of Internal and External factors on students' motivation



APPENDIX 6. Interview questions

APPENDIX 6A – Interview questions for second-year mainstream students

1. **I often make a list of the things I have to do in my English speaking course.**

For Students (Ss) who agree: How does the list affect your motivation in your English speaking course?

For Ss who disagree: Does the fact that you don't set the goals affect your motivation during your English speaking course?

2. **The English speaking class will definitely help me improve my English. Does this expectancy affect your motivation in speaking English?**

For Ss who agree: How does this expectancy affect your motivation in speaking English?

For Ss who disagree: Why not?

3. **It worries me that other students in my class seem to speak English better than I do.**

For Ss who agree: How does this worry influence your motivation in speaking English?

For Ss who disagree: Why doesn't this worry influence your motivation in speaking English?

4. I am confident in speaking English.

For Ss who agree: How does your confidence impact your motivation in speaking English?

For Ss who disagree: How does this impact your motivation in speaking English?

5. I am not quite sure of my English ability because my grades for English classes at junior and senior high schools were not very good.

Does this affect your motivation in speaking English?

For Ss who agree: How does this affect your motivation in speaking English?

For Ss who disagree: Why not?

6. I look forward to going to class because my English teacher is good.

For Ss who agree: Why is a good English teacher a reason for you to go to class?

For Ss who disagree: Why is a good English teacher not a reason for you to go to class? What is (are) (an) other reasons for you to go to class if it's not a good English teacher?

7. My effort of speaking English depends to a large extent on whether I like my English teacher or not.

For Ss who agree: What makes a teacher that you like? (i.e. appearance, characteristics, manner, pedagogy, etc.) How does "a favorite teacher" affect your effort of speaking English?

For Ss who disagree: Why doesn't whether you like your teacher or not affect your effort of speaking English?

8. My effort of speaking English depends on a large extent on the quality of English textbooks.

For Ss who agree: How does the quality of the textbook affect your effort of speaking English?

For Ss who disagree: Why doesn't the quality of the textbook affect your effort of speaking English?

9. It is important for me to have teacher's feedback to know what I need to improve in my speaking skill.

For Ss who agree: How does teacher's feedback affect you in your learning?

10. During speaking lessons, I would like to have only English spoken.

For Ss who agree: Why shouldn't Vietnamese be used in class?

For Ss who disagree: Why do you want to use Vietnamese in class?
When should Vietnamese be used in class?

11. The main reason why I cannot learn English well is that I am not in an English speaking environment.

For Ss who agree: How does English speaking context affect your ability to speak English?

For Ss who disagree: Why doesn't English speaking context have a large impact on your ability to speak English?

APPENDIX 6B – Interview questions for teachers

1. Students having clear ideas and aims about their English study are more active in the speaking process.

For Teachers (Ts) who agree: Why does having clear ideas and aims about the English study affect positively students' motivation?

For Ts who disagree: Why doesn't having clear ideas and aims about the English study affect positively students' motivation?

2. Some students are afraid of being laughed at when making mistakes.

For Ts who agree: How does this influence students' motivation in speaking English?

For Ts who disagree: Why doesn't this influence students' motivation in speaking English?

3. If students are confident in speaking English, they can overcome the difficulties in their study easily.

For Ts who agree: How does students' confidence impact their motivation in speaking English?

For Ts who disagree: How does this impact students' motivation in speaking English?

4. Past failure in speaking English makes students lose heart in study.

For Ts who agree: Why is past failure a reason to demotivate students in speaking English?

For Ts who disagree: Why isn't past failure a reason to demotivate students in speaking English?

5. Having native English speakers as English teachers can stimulate students' interest in speaking.

For Ts who agree: Why do having native English speakers as English teachers stimulate students' interest in speaking?

For Ts who disagree: Why don't having native English speakers as English teachers stimulate students' interest in speaking?

6. Activities and materials that arouse students' curiosities can motivate them to learn even if they are difficult.

For Ts who agree: How can difficult activities and materials motivate students?

For Ts who disagree: How can't difficult activities and materials motivate students?

7. High marks in the examinations/assignments can make students eager to put more effort into learning speaking skills.

For Ts who agree: How can high marks in the examinations/ assignments motivate students in learning speaking skills?

For Ts who disagree: Why can't high marks in the examinations/ assignments motivate students in learning speaking skills?

8. During speaking lessons, it would be better to have only English spoken to make students feel involved in an English context.

For Ts who agree: Why?

For Ts who disagree: Why not?

APPENDIX 7. Students' interview transcript

APPENDIX 7A – Student 1's interview transcript

R: Researcher

S1: Student 1

R: Hi!

S1: Hi!

R: My name is Tam and I am reading up for my graduation thesis with the topic: "Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH". Could I ask you some questions?

S1: Yes, of course.

R: Ok, thanks a lot. Firstly, in your survey questionnaire, you said that you often make a list of things to do in English speaking lessons, so how does the list influence your studying motivation in the speaking class?

S1: Well, I usually write down all the things I have to do for the whole semester. It's my stimulation. When I don't know what to do, that list helps me a lot. Moreover, when I'm sad or in bad mood or my motivation is not big enough, that list is indeed my solution.

R: It means that list puts positive effects on you, right?

S1: That's right.

R: OK. You also stated that the speaking classes absolutely help you improve your speaking skill. So, how does your expectation affect your motivation?

S1: I hope that in those lessons, my teacher can create as many opportunities as possible for us to practice, rather than simply give out the theory and we just listen. We also hope that our teachers can help us enlarge our vocabulary, for example giving a real situation that we could practice in reality. It's better for our study.

R: What about your anxiety? You said that you was quite nervous when your friends seem to be better at speaking than you are, right? So how does your anxiety have an effect on you in speaking lesson?

S1: Actually, I don't have enough confidence to speak in class, which means when I see my friends speak well at class, I feel more inferior to them. I definitely lose my concentration or forget what I'm going to say when I make a mistake in speaking in front of my friends, which is followed by more mistakes.

R: So it means your focus will be put on your anxiety when you're nervous, not your speaking right? As for the confidence, why aren't you confident?

S1: Perhaps, my interpretative ability is not good. Although people say that my pronunciation is quite good, I am often tongue-tied or use wrong words.

R: Ok, what about your self-awareness? You are not sure about your speaking ability, are you? Does it affect your English speaking?

S1: Yes, quite much because I don't believe in my ability while learning so when people judge me, I think they are right. Maybe I'm not good.

R: How about your teacher? You said that your teacher was very good and you were awaiting her lessons. So how does she affect your study?

S1: Teacher's guidance and care for student's study and practice are the big motivation to us. Besides teaching, she still leaves us some times to practice ourselves. She also cares about students' private life, that's a chance for us to speak English.

R: As for you, which characteristics does a good teacher need?

S1: In my opinion, a good teacher needs to be active, has good speciality and takes care for students.

R: You also stated in the survey questionnaire that your effort in learning English does not depend on course book or textbook. Why so?

S1: I think textbooks contain only written language, not spoken one like in news, interview or film on the Internet. Thanks to them, I can learn many ways to express in spoken language. Textbooks usually give us chances to read and improve reading skill or writing skill, but not speaking skill.

R: So how do teacher's comments on your speaking influence your speaking study?

S1: They have an important role to us because in fact we often make mistakes, big one or small one and teacher's comments help us to know clearly about our mistake and which improvement we need to take. For example, when we don't speak fluently, our teacher will give out some tips that we can practice ourselves and avoid the mistakes next time.

R: You agree with the argument that English is not the only one used in speaking class. It means Vietnamese is included, right?

S1: Yes. If our teacher can verbalize everything in English clearly including terminology, we still want her to alternate among two languages.

R: And you denied that not being in English speaking environment is not the main reason that makes you bad at English.

S1: Yes, in any environment, if I have the motivation to self-study or find friends via social network, I can still practice speaking, no need of authentic environment.

R: OK, thanks for your collaboration.

APPENDIX 7B – Student 2’s interview transcript

R: Researcher

S2: Student 2

R: Hi, I am Tam and I am reading up for my graduation thesis with the topic: “Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH”. Could I ask you some questions?

S2: Yes absolutely.

R: Thank you. Firstly, regarding your questionnaire, you said you don’t usually prepare a list of what to do in speaking lesson. So how does it affect on your motivation in speaking lesson?

S2: I don’t usually prepare a list of what to do in speaking lesson, I just comply with activities that my teachers offer and join with my classmates. Because I don’t want to prepare those lists so having a list of what to do in speaking lesson or not doesn’t affect my motivation at all.

R: Yes, I see. Let’s talk about your aspiration of improving speaking skill in speaking class. What do you aim for in speaking lesson?

S2: I would like to have more time to practice speaking, gain lots of new words from a variety of topics and grammar structures also.

R: So how do these aspirations affect your motivation in speaking lesson?

S2: They help me to pay more attention to the activities in speaking lesson.

R: In the questionnaire, you said that you don't feel worried even if other classmates seem to speak English more fluently than you. Could you tell me why?

S2: I think that classmates who speak English fluently than me can help me to improve my speaking skill when I am with them. Furthermore, I can learn from their case analyses and vocabulary.

R: Then what about your self-confidence in English speaking lesson?

S2: Just a little, not so much.

R: Does it affect on your motivation in speaking class?

S2: There are several topics that I think I can speak, but there are also some topics that I am afraid to speak. It means my lack of self-confidence affects so much that I am afraid to speak.

R: And regarding your questionnaire, you also said that you don't feel confident about your speaking skill. Does it affect a lot on your motivation in speaking lesson?

S2: Yes, it does, because I see that my proficiency is weak. At class, hardly do I speak when taking part in activities.

R: I got it. As you said that you are eager to join English speaking lesson because the teachers are very good? Could you explain the reason why a good teacher can inspire you to try harder in learning English?

S2: Good teachers could give out lots of interesting topics for students to take part in and also explain more carefully about grammar structures and vocabulary. Teachers' ability helps students improve theirs.

R: So according to you, what are the qualifications or requirements of a good English speaking teacher?

S2: I think that good teachers could bring out interesting activities that attract students to join. I attended Mr. Tuan Anh's classes last semester and now I am attending Mr. Giang's classes, they both have a great sense of humor and set up a lot of funny games. These really make the classes become more effervescent. Moreover, their speaking skills are pretty good.

R: Conformable to you, your effort on learning speaking has no affection by manual book's quality? How can you explain that manual book's quality does not affect your motivation in learning speaking?

S2: In my opinion, manual book just provides students partial vocabulary and cases. Besides, at class students need a lot of assistance from teachers and classmates. Thus, manual book doesn't affect that much. Joining with classmates in speaking lesson will improve my speaking skill. I guess that a manual book could not help us that much, because teachers can offer tasks and hand-out documents for practicing speaking without depending on a manual book too much.

R: So do you think that the teacher's comment is important to you?

S2: I think that after students finish the task, the teacher's comment can help the students fix their own mistakes. For example, I hope that the teacher will give comments and fix my structures when I have troubles speaking or miss the last syllables.

R: So how does the teacher affect on your motivation in learning speaking?

S2: When I receive comments from teachers, I will try to correct my mistakes and spend more time practicing at home to improve my skill.

R: You also said in the questionnaire that while attending English speaking class, English is not the only language you want to speak. So that means you want to speak Vietnamese also in speaking class. Could you give me the reason?

S2: Because students couldn't understand completely the lesson if English is the only language used. For example, the teacher gives very long definitions of some words in English, but students don't understand their Vietnamese meanings. Further, I guess that it is okay to add some Vietnamese in some English parts that really hard to make their meanings clearly.

R: So when do you think it is necessary to use Vietnamese in English speaking class?

S2: I think we can use Vietnamese when there are words that we don't know or when we find it hard to apply in a specific case, but just a little Vietnamese.

R: And it seems that you don't agree with the idea that the reason for your bad English performance is that your living environment is not English speaking environment. So what is the reason?

S2: As I said before, that I can't speak English perfectly at the moment. So being in English speaking environment makes me feel that I couldn't understand completely and of course couldn't improve my skill.

R: Thank you for attending the interview.

APPENDIX 7C – Student 3's interview transcript

R: Researcher

S3: Student 3

R: Hi! My name is Tam and I'm I am reading up for my graduation thesis with the topic: "Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH". Could I ask you some questions?

S3: Yes, of course.

R: Ok, thanks a lot. Firstly, in your survey questionnaire you said that you often listed all the needed works to do in speaking lessons, so how does it influence your studying motivation in the speaking class?

S3: I think that writing down all the needed works affects my motivation a lot because when I do it, I bring out my goals, my expectation that I need to obtain in the speaking lessons. Once I have clear target, I will probably have stimulation to try my best and strive for it.

R: OK. You also stated that the speaking classes absolutely help you improve your speaking skill. So, how does your expectation affect your motivation?

S3: When I have the conception in my mind that English speaking class helps me improve my ability, I will have a certain belief in it, which makes my study easier. Everything is possible if we have the faith.

R: So specifically what is your expectation in speaking lesson?

S3: I want to improve my speaking ability that I speak more fluently.

R: It definitely affects your study's motivation, doesn't it?

S3: Yes. Because I always look forward to a better thing so my hope would positively influence my stimulation.

R: What about your anxiety? You said that you wasn't really nervous when your friends were better at speaking than you are, right?

S3: Actually, I'm a second-year student so I still have chance to enlarge and improve my knowledge. Maybe right now, I'm not good enough but I believe that with all my efforts next years, I can study well.

R: I see you are quite confident but it is reversed in your survey questionnaire. Why so?

S3: In fact, I am only confident about my writing or reading knowledge, or my vocabulary and grammar. However, when I immediately speak or express my thoughts, although I have grammar and vocabulary foundation, I still cannot speak out precisely what I want to say. Sometimes, I am still confused at that point. Without preparation, my speaking will not be logical or lack of ideas.

R: Ok, what about your self-awareness? You are not sure about your speaking ability, are you? Does it affect your English speaking?

S3: Because I think I'm not quite good at English so I must urge myself more to be better.

R: How about your teacher? You said that your teacher was very good and you were awaiting her lessons. So how does she affect your study?

S3: If we have good teachers who can guide us, give us good study methods or plans, we can improve our speaking ability a lot. Our first semester's teacher is Mrs. Phan Ngoc Quynh Anh and Mrs. Viet Huong is our teacher in this semester. Thanks to their effective methods, we better our skill much more than before.

R: As for you, which characteristics does a good teacher need?

S3: I see that my teachers can create a comfortable atmosphere in lessons in order to make us easily acquire the knowledge. Moreover, they know what our strong points and weak points are so that they give out the methods that we need.

R: And you said that textbook plays an important role in your study. How does textbook's quality affect your motivation?

S3: For example, when we find out a grammar or vocabulary mistake in it, we would lose our faith and begin to worry about it. I think it can affect my study. However, there are many useful structures or real situations for us to practice everyday or new words for our speciality in the textbook.

R: So how do teacher's comments on your speaking influence your speaking study?

S3: In class, our teacher usually teaches us the method and then she calls someone to make examples and present or ask the whole class to practice together. Afterwards, she will give out the comments, both the strength and the weaknesses so that we can concentrate on our weak points and continue to enhance the strong ones.

R: How about using only English on class? You don't want that, do you?

S3: In my opinion, there are many words that need to be explained in Vietnamese to avoid the misunderstanding.

R: That means you want to alternate the two languages?

S3: Sometimes. In the speaking lesson, our teacher often uses English. Firstly, it is not our mother tongue so using English during the whole lesson will make us tired and stressful and there are many words that we can not understand. At that time, our teacher should use Vietnamese to explain more.

R: And you denied that not being in English speaking environment is not the main reason that makes you bad at English. Why so?

S3: I think environment only affect us partly, the most important thing is ourselves. We must have basic knowledge or a good foundation that we will not like a fish out of water in reality.

R: OK, thanks for your collaboration.

APPENDIX 7D – Student 4’s interview transcript

R: Researcher

S4: Student 4

R: Hi, I am Tam and I am reading up for my graduation thesis with the topic: “Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH”. Could I ask you some questions?

S4: Yes, absolutely.

R: Firstly, regarding your survey, you said you often make a list of things to do in English speaking lessons. So how does that list affect your motivation in English speaking lessons?

S4: That list helps me arrange my schedule. To be specific, it’s like my speaking learning timetable. For example, when receiving assignments from my teacher, I will write them down in that list. It affects considerably my time arrangement as well as stabilizing and balancing my skills.

R: So what do you expect from speaking classes?

S4: In speaking classes, I expect to have more chances to discuss about more various topics so that the time for me to practice my skill would be expanded. Moreover, my desire is that my classmates would show more enthusiasm not only in discussion activities but also impromptu speaking activities without preparation in advance. After that, teacher could listen and correct our faults while speaking at the end of the lesson.

R: So how does your expectation influence your speaking learning motivation?

S4: That expectation provides me with confidence and certainly helps me improve my speaking skill remarkably. Once we have more chances to speak and be corrected, our speaking skill would be better.

R: Having seen in your survey, you said you are not really anxious while others seem to have better English speaking skill than you.

S4: Surely, since it depends on individual ability. It doesn't worry me because I am trying so much to improve my speaking ability.

R: Why doesn't it impact your motivation of learning English speaking skill?

S4: I don't often pay attention to others' ability, but develop mine. It isn't competition. It isn't the comparison too because few classmates compare the ability of each other or our teacher hardly mention the evaluation between students. Therefore, I feel confident about my ability.

R: So it seems that you are so confident about yourself. So how can that confidence affect your motivation of learning speaking?

S4: It affects a lot. The confidence lets me raise my voice whenever there is a speaking topic. It also aids me when facing with speaking examinations as well as interviewers.

R: So what about your self-efficacy? I found in your survey that you are quite sure of your speaking capacity owing to your high marks at speaking in class. So how does your self-efficacy influence your speaking learning?

S4: It is undeniable that with my confidence, my desire to assert my ability would let me show it whenever I have a chance. Nevertheless, I have never been satisfied with my achievement and always want to get further.

R: Yes. You said you are also eager to going to English speaking classes because of your good teacher?

S4: Yes. In the first semester, I had the chance to be under one foreign teacher's instruction. She was very humorous and we practiced speaking skill so much. Furthermore, she was a native speaker so we were eager to take part in her lessons with the hope of improving our speaking skill; as speaking like native speakers would be a standard skill. In the second semester, I was instructed by a Vietnamese teacher; however, she had studied abroad so she got a standard speaking skill, also. Her lessons were so enjoyable thanks to burning topics which students cared about.

R: So according to you, what are the qualifications or requirements of a good English speaking teacher?

S4: In my opinion, a good speaking teacher firstly has a standard level, IELTS level at least and has effective imparting skill. In addition, teacher would be condescending since the speaking learners need to be commented and corrected always.

R: By the way mentioning the teacher's comments on student performance, how can it affect your speaking learning?

S4: Teacher's comments help me realize my weak points and strong points as well while practicing spoken language. Therefore I can lessen my weak points and enhance strong ones. Those advices are really helpful.

R: Conformable to you, your effort on learning speaking has no affection by textbooks' quality. How can you explain about that?

S4: Speaking skill depends mostly on practicing. Although we learn speaking theory in class, skills absorbed through practicing help me much more.

R: You said while attending English speaking class, English is not the only language you want to speak? Can you make it clearer?

S4: Vietnamese should be used also. While learning speaking, we would come across new words and explaining them by English would be hard to follow. It had better explain them in Vietnamese. Furthermore, Vietnamese don't favor of using too much foreign language on daily life so my idea is we had better use English merely on speaking class, not while chatting with friends. Vietnamese is famous for its variety and when we get it inside out, it is better chatting in Vietnamese.

R: You also agree with the idea that the reason for your bad English performance since your living environment is not English speaking environment. So is this opposite to what you said?

S4: It is true partly. It is evident that there will be difference between an English learner in Vietnam and that one studying abroad. Not that the former speaks not well but he can't reach the native speaker's standard. If there is English context for English learners, they would achieve more owing to practicing chances increased. Speaking English all the time would expand our vocabulary and our intonation, rhythm is improved also. Once attending English environment, we would learn from native speaker or simpler from better English speaker because of their experience.

R: Thank you for attending the interview!

APPENDIX 7E – Student 5’s interview transcript

R: Researcher

S5: Student 5

R: Hi, I am Tam and I am reading up for my graduation thesis with the topic: “Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH”. Could I ask you some questions?

S5: Hi, it is my pleasure.

R: Thank you. Firstly, regarding your survey, you said you often make a list of what to do in speaking lesson. So how does that list affect your motivation in speaking lessons?

S5: To my mind, lists help us to arrange not only learning assignments but also practicing time. We would practice speaking in pairs, in groups or learn vocabulary individually to enrich our English conversation as well as make it more informative. At home, we could also use reference books.

R: So what do you expect from speaking classes?

S5: In speaking lessons, what I expect from the teacher is the ability to involve the whole class, making it become an alive and active environment. Since the general state of mind in those lessons is fear, so students have little desire to raise their voice. Therefore, compulsory appointment from teachers sometimes is necessary. In addition, the inquiring mind from students also plays an important part.

R: How do those expectations affect your motivation in speaking classes?

S5: Once my expectations are reached, I would feel more confident.

R: According to the survey, you feel quite nervous when other students seem to speak English better than you?

S5: When I listen to another group making a really good presentation and my speech is right after theirs, I will tremble with a little fear. Listening to such fluent speeches is my pleasure; however, after that I still face with the fear that my speech would be worse than the former ones or I may forget some points while speaking, kind of that! You know! There is always fear mentality before making every speech.

R: So how does such fear impact your speaking motivation?

S5: It impacts me to some extent, such as forgetting my points or disordering them even if I listed them carefully in my hand-held material. Maybe I would speak with some pause also.

R: Yes. And you say you are not self confident of English speaking skill. So how does that lack of self-confidence affect your speaking learning?

S5: It influences when my speech is not compulsory or free-marked one. Then, my motivation will decrease remarkably. To such a mere speaking chance, I hardly have motivation to raise my voice, instead of that, I will let other show their ability, not me.

R: So you are not sure about your speaking capacity, aren't you?

S5: Frankly, It is not about whether my speaking ability is good or not. The matter is that if I have to brainstorm the whole content for a speech or arrange speaking points logically in a limited duration, I often lack of time. It is similar to the fact that in an exam, I won't have enough time to organize my speaking points comprehensively so that is the reason why I feel lack of self-confident about my speaking skill.

R: Yes. You said you were eager to join English speaking lessons because of the good teacher?

S5: Actually, my teachers play a very important role in boosting motivation for my speaking learning. For instance, my speaking teacher have a lesson in order to particularly introduce and orient us about the content, procedure of the speaking class to make sure all the students are involved in. Next, she gradually gives comments, correction for the whole class. She also gives some tips on taking speaking examinations in terms of intonation, vocabulary, etc.

R: So your effort of learning speaking skill depends considerably on teacher, isn't it?

S5: Actually, self-studying plays a main role while learning English. On the other hand, my expectation is to make use of practicing time at speaking class and also the teacher instruction. Of course, self-studying takes the main part while learning foreign languages in general and learning English in detail.

R: So according to you, what are the qualifications of a good English speaking teacher?

S5: In my opinion, a good English speaking teacher must be enthusiastic and active. When teaching foreign languages, it is vital that the teacher active to avoid the boring periods. People tend to assume that language, human culture or history is boring subjects. Therefore, the more dynamic the teacher is, the more alive the speaking lesson becomes.

R: What about the qualification of textbooks, you said your effort on learning English speaking depends remarkably on it?

S5: I mean the qualification of textbooks here is how to choose the right ones. Some textbooks don't meet the demand of students. For instance, when designing a lecture, teachers shouldn't use a foreign or a having compiled one but use them as a reference material or recompile them so that students can follow respective topics. Since a good speaking skill is evaluated by good vocabulary and sentences' structure, so teacher should allocate lectures into particular parts. Then students would gradually absorb them. In summary, choosing the suitable textbook is very important.

R: So how does the qualification of your current textbook affect your speaking learning motivation?

S5: In my opinion of the current textbook, the Market Leader is very useful.

R: So what about the comment, assessment of teacher in speaking class? Are they important to you?

S5: They are a great motivation for me. If I only self study at home; I wouldn't assert my ability correctly. It is vital that there must be an outsider to comment more completely on my performance rather than myself. For example, semester one a year ago, my teacher showed me how to pronounce word by word and gradually, presentation groups improved their speaking skill. She also gave us the thinking

method, showed us how to use speaking structures effectively or made examples of them while speaking.

R: And you say while learning English, you expect that English would be the only language used?

S5: Actually using English completely is a little bit difficult, yet most of the time English must be used. When you learn any foreign language, you had better attend the environment of that language and practice regularly. Using foreign language extravagantly maybe doesn't sweep our skill cleanly but we are not skillful anymore.

R: You want English to be the only used language in speaking class, but in your opinion poll why do you agree with the idea that teacher should sometimes explain new words in Vietnamese?

S5: When teacher explains in English, they often depict or explain the meaning of those words. Then, students would find it hard to comprehend their equivalent meaning in Vietnamese. With easy words, this works but with other difficult ones, teachers had better explain in Vietnamese so that student would know how to use them or in which context they should be used.

R: And you quite agree with the opinion that the reason why you aren't learning English well because you are not in authentic English speaking environment?

S5: It is true. I think people studying abroad will have good English speaking skill because they enjoyed a long time living with native people. During that time, they can speak English the whole day. Speaking other languages, otherwise, would isolate them from the living environment so with such condition, their English communication skill would be improved remarkably.

R: Thank you for attending the interview!

APPENDIX 7F – Student 6’s interview transcript

R: Researcher

S6: Student 6

R: Hi, I am Tam and I am reading up for my graduation thesis with the topic: “Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH”. Could I ask you some questions?

S6: Hi, It is my pleasure.

R: Thank you. To start with, you say in your survey that you never make a list of what to do in speaking lesson. So how does that affect your motivation in speaking lesson?

S6: In my opinion, not making the list doesn’t matter to my speaking learning much. In speaking lesson, my teacher often gives ideas of helping us speak more and she fosters ourselves to do that also. So I don’t find the list necessary.

R: So what do you expect in speaking class?

S6: I expect to improve my pronunciation, work out more speaking ideas as well as show them more clearly so that listeners would absorb the content briefly.

R: So how do those expectations influence your motivation of learning speaking?

S6: Owing to these expectations, I always wanna speak more in class and when teacher ask a question I am ready to volunteer and raise my voice.

R: Yes and what about your anxiety, how does your anxiety of others’ better speaking ability affect your learning motivation?

S6: The anxiety has two influences. The first is positive influence: seeing other students speak much more and better than me fosters me to give my own ideas. Whereas, when there are too many confident speakers, I feel shy and don't wanna speak any more, especially when their ideas are the same with mine.

R: So anxiety brings both positive and negative impacts on your motivation, doesn't it?

S6: Yes, it does.

R: What about your confidence, having said in your opinion poll you are not confident enough of your English speaking, aren't you?

S6: Yes. When I really want to represent my ideas, I am afraid that they would be unclear and people won't understand them. Or sometimes at Q&A part after my speech, I don't figure out how to express my answers plainly and apprehensively.

R: I see that you are not sure about your English speaking capacity. Am I right?

S6: Yes, you're right.

R: Is that because of your bad mark at class?

S6: Actually, I find my classmate's mark equivalent to each other. Besides, I think high mark or bad mark doesn't show the performance exactly since the speaking manner is not stable all the time.

R: Yeah. And you are quite eager to attend speaking class because of your good speaking teacher. So how does that affect your motivation of learning speaking?

S6: To my mind, a good teacher always finds motivation for her students to speak and help them to improve their speaking skills. Hence I find my current teacher so dynamic and smart when she always lets us play interesting games and gives enjoyable discussion questions. Then she marks the one who spoke and appoints the one who doesn't so that the chance to speak is equal to every student in the class.

R: So according to you how is a good English speaking teacher?

S6: To my mind, a good teacher must be excellent at her major, understand student's thought and know how to make students realize their weak points. From that point, she would find way for us to limit our weak points.

R: Yes. You say your effort on learning speaking depends so much on the quality of manual books, isn't it? How does it affect your motivation?

S6: I think the more interesting lessons in manual books are, the more students are attracted and want to speak. Otherwise, they won't read manual books but find something more interesting to do.

R: What about the comments given by teachers? Do they impact on you?

S6: Of course they impact me a lot. As I am speaking, I can find my mistakes. Even when that is the best presentation I have ever made in my opinion, teacher still finds mistakes of grammar or ideas. Therefore, teacher's comments are often true and their advices are useful also.

R: You said while attending English speaking class, English is the only language you want to speak? Why don't you want to use Vietnamese also?

S6: In my opinion, when English is the only language used in speaking class, our habit of speaking English everyday would be formed. Speaking Vietnamese too much makes us depend on it. When coming across a difficult word that you learned but you forgot, it is better to find another way to describe it in English, more than using Vietnamese. In concrete communication situations, speaking much more English would train us to speak flexibly.

R: You also agree with the idea that the reason for your bad English performance is due to the fact that your living environment is not English speaking environment. How does such an environment influence your learning motivation?

S6: I think being in entire English speaking environment fosters myself to speak English since no one would understand me if I say something in Vietnamese. Since then, I will have to find the best way to express my ideas understandably and boost my language to more flexible and correct level. Therefore, it is better for an English speaking learner to be in an entire English speaking environment.

R: Vice versa, you are in an environment that not everyone speaks English. How does that affect your motivation in speaking class?

S6: As I know in the speaking class, when students find a word difficult to translate into another word in English, they will speak it in Vietnamese. The result is a sentence with an half English, a half Vietnamese. I find it not good at all. They had better express that word in another comprehensive way in English. In the case of a reality conversation, they would be passive and can't make listeners understand. Gradually, they can improve their speaking skill in that way.

R: Thank you for attending this interview.

APPENDIX 7G – Student 7’s interview transcript

R: Researcher

S7: Student 7

R: Hi, I am Tam and I am reading up for my graduation thesis with the topic: “Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH”. Could I ask you some questions?

S7: Yes, of course. I am very willing to answer your questions.

R: Thank you. Firstly, regarding your questionnaire, you said you often prepare a list of what to do in speaking lesson. So how does that list affect on your motivation in speaking lesson?

S7: I often prepare a list of what to do in speaking lesson to help me establish what I need to do, and what activities I need to take part in to improve my speaking skill at class.

R: What do you expect in speaking lesson?

S7: I would like to have more chances to practice speaking because I want to fulfill my self-confidence when communicating with schoolmates or English native speakers. So I want to take part in more activities and gain more of my own major’s knowledge together with social knowledge.

R: In the questionnaire, you said that you feel worried if other classmates seem to speak English more fluently than you. Could you tell me why?

S7: I studied at high school in my countryside so I didn’t have lots of opportunities to speak. I spent most of the time learning grammar. Then when I became first-year student, I felt like a fish out of water and it made me worried.

R: So does it have any effect on your motivation in learning speaking?

S7: When it happened, I did try to get closer with friends and speak more than before.

R: It means that your worry makes you feel that you need to speak more than before?

S7: Yes, that's right.

R: Despite your worry, you said that you hold a firm belief on your English speaking capacity. So how does your self-confidence affect on your motivation in learning speaking?

S7: That brings me much more confidence in communicating with others and expressing my ability. I can speak without being scared of making mistakes. It helps me to improve my speaking skill a lot.

R: Yes. It seems that you don't feel self-confident in your English speaking capacity because of your mark at speaking in class. So how does your awareness influence on your speaking learning?

S7: When I realize that my mark is not high enough, though I couldn't speak fluently, I try much more to get people to listen and understand what I said. Besides, I could learn a lot of speaking vocabulary and structures, especially in my major.

R: As you said that you were eager to join English speaking lesson because the teachers were very good? Could you explain the reason why a good teacher can affect your motivation in learning speaking?

S7: The teachers are very enthusiastic and give out a lot of helpful activities that inspire the students to speak more eagerly. That does help us to gain lots of knowledge together with learning how to make the listeners feel more comfortable in class.

R: So according to you, what are the qualifications or requirements of a good English speaking teacher?

S7: In my opinion, a good English speaking teacher is the person who could speak English very well and also know how to inspire the students to speak more and more by giving helpful activities. And I hope that the teacher is also an enthusiastic person.

R: Conformable to you, your effort on learning speaking is affected pretty much by manual book's quality? How can you explain that manual book's quality has that much affection on your motivation in learning speaking?

S7: Because the manual book's quality itself gives definition of what it provides to readers. There are some kinds of books that lack of structures and vocabulary, while we need much more to widen knowledge and improve speaking methods also. I think that the current manual book has too few activities for students to work in groups.

R: I see. So do you think that the teacher's comment is important to you?

S7: Yes, it's important to me, because the teacher's comment let me know what I am not good at. Then, I will keep improving my good sides and try to improve my bad ones. For example, when I pronoun incorrectly, I hope that the teacher will give comments and correct my pronunciation.

R: You said while attending English speaking class, English is the only language you want to speak? Could you explain why Vietnamese should not be used in English speaking class?

S7: To me, it is necessary to use more English in speaking when it comes to learning English. Though we can use Vietnamese when we have troubles giving explanations in English, but English should be used more frequently than Vietnamese in any case. For example, I guess it is okay to explain a difficult word in Vietnamese if we couldn't define its meaning in English. And it is really common for the teachers and the students to communicate in English.

R: And I see that you agree with the idea that the reason for your bad English performance since your living environment is not English speaking environment. So according to you, why does English speaking environment can affect on your speaking motivation ?

S7: I guess that living in a native speaker's environment could help us communicate more naturally and we could learn standard pronunciation.

R: Thank you for attending the interview.

APPENDIX 7H – Student 8’s interview transcript

R: Researcher

S8: Student 8

R: Hello, my name is Tam. I am working on graduation thesis named “Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH.” Can you do me a favor and answer a few questions?

S8: Hello. It’s my pleasure.

R: Thank you. Firstly, according to your questionnaire, you have mentioned about preparing a list of things to do in English speaking class or goals that should be achieved after every speaking class. Can you please explain how could that list motivate you in class?

S8: Having that list has been extraordinarily effective for developing my speaking skills. Firstly, the list acts as a timetable which brings me a crystal clear view of how I should manage my time for studying. Secondly, the list reminds me of what I should prepare before going to the class. Lastly, the list seems to be the driving force for me to complete the things I jotted down because whenever I achieve things, I immediately have something else to add in the list to improve myself.

R: What do you expect during the English speaking class?

S8: During English speaking class, I wish I have more practical experiences with teacher and classmates. Moreover, the speaking topic should be more flexible, trendy such as personal network pages or teenage love.

R: How can those expectations affect your motivation?

S8: They help me want to express myself more in the class. Not only my speaking skills improve, but also my confidence is strengthened.

R: In the questionnaire, you have said that you did not feel diffident when your classmates performed better than you in the speaking class. Can you explain?

S8: In the meantime, I am a sophomore and obviously, I have quite a time to improve my speaking skills. Besides, I want to try my best to catch up with my classmates, to be as good as they are.

R: I can see you are a very confident girl. Does your confidence bring you any advantage in speaking class?

S8: Of course. Confidence gives me strength to speak out loud in the class and erases my fear of making mistakes during class.

R: I believe you are confident about your speaking ability, aren't you? How can that help you during class?

S8: I know my strength and weakness. I hope I could do my best to improve both my strength and weakness with the help of my teachers and friends.

R: According to your questionnaire you look forward to going to speaking classes because your English teacher is good. Why do you think this fact help you improve your skills?

S8: I always look up to the teachers and want to be as excellent at English as they are. I am inclined to express myself more in the class which is delivered by inspiring teachers.

R: How can the remarks from teacher help you improve your speaking skills?

S8: I found this really important. I want to perfect the way I express myself. Sometimes I am quite confident about my speech, which in fact, has several problems that need to be implemented.

R: Which elements can you find from a good teacher?

S8: Personally, I think the first factor is his/her ability to speak English fluently. I am not convinced while being taught by a teacher who is not fluently in speaking English. The second factor is his/her enthusiasm. He/she can organize many activities that help us understand the lesson more easily. The third factor is his/her understanding towards student because what us students want and need are 2 different things.

R: You said your motivation depends a lot in the content of the textbook. Can you explain?

S8: I am very confused when I find any mistakes in the textbook. Because textbook provides a lot off useful structure, it will be more difficult to study what is not right.

R: Can you tell me the reason that you would not like to have only English spoken?

S8: Sometimes I find it stressing to studying in a class with only English spoken. If there is something I don't understand, I want it to be explained in Vietnamese, which helps me to understand better. However, Vietnamese should be used as a little part.

R: You agree that the main reason why you can't speak English well is that you are not in the authentic English speaking context. Can you explain?

S8: I partly agree. In my opinion, I am motivated in the authentic English speaking context because only by speaking English, I am able to make people understand what I try to say. It also pushes me to find more interesting structures to deliver what I want to say than what I should say in the written work. That's the advantage why students who study overseas have. The other reason is my own effort. If I want to be better, I will have to find more books, documents to practice.

R: Thank you.

APPENDIX 8. Teachers' interview transcript

APPENDIX 8A – Teacher A's interview transcript

R: Researcher

TA: Teacher A

R: Good afternoon. My name is Giang Tam and I am reading up for my graduation thesis with the topic: "Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH". Could I ask you some questions?

TA: Yes, of course.

R: Thank you. First of all, I would like to ask whether you agree or disagree with the statement in which students having clear ideas and aims about their English study are more active in the speaking process.

TA: In my opinion, this statement is true. Students having clear ideas and aims about their English study such as how they want to study and which level of English they want to reach will be more active in learning and taking part in speaking activities in classes. I think that their self awareness would accordingly influence their actions and behaviors. However, when students are not aware of the reasons why they have to learn English, they won't be able to realize and appreciate the value of speaking lessons. This leads to the situation in which if they like, they will join the activities in class; if not, they will not participate any more. We can see that the level of motivation among those students is not as much as the students having clear ideas and aims about their English study.

R: Yes. What do you think of some students who are afraid of being laughed at when making mistakes?

TA: Actually, I think this is an old belief in which students learning foreign languages are afraid of being laughed at when making mistakes and then, they will not practise speaking. Yet, as I have observed in recent years, no one in English speaking class laughs at students making mistakes. Therefore, this is no longer true to nowadays reality. For instance, if one makes a grammar mistake or a mistake in the use of vocabulary, I don't see anyone else laugh or tease that person. This phenomenon does not occur anymore.

R: So is it true that this fear or this anxiety does not affect students' motivation in learning English speaking skill?

TA: As for me, it does not affect students' motivation in learning English speaking skill because it does not happen.

R: And what is your opinion about that fact that if students are confident in speaking English, they can overcome the difficulties in their study easily?

TA: In fact, this is not quite true to my mind. There are some students who are very confident in speaking classes but whether they can overcome the difficulties in their study depends on many other elements. For example, they have to know some tactics or methods of how to study effectively, and then these can help students overcome the difficulties. Hence, I don't think only self-confidence is able to guarantee that whether they can overcome the difficulties in learning or not, but it will only help the students be more active in finding the methodology in their learning.

R: So according to you, does past failure in speaking English make students lose heart in their study?

TA: I believe this counts upon two subjects when facing failure in learning English speaking skill. Failure here can be defined as receiving bad marks in speaking or having comments and feed-back from teachers that indicate more mistakes in their presentation than they imagine. This results in their disagreement because they suppose that they are better than that. Hence, these students are a little disappointed. From here, there are two trends: one is when they are disappointed, they get bored of their English study and lose faith in it because they don't know how to study to improve the situation. The other is when they recognize their mistakes and bad marks, they will strive more. On the whole, it is very difficult to say which subjects lose faith and which subjects are motivated.

R: Yes. And do you agree that having native English speakers as English teachers can stimulate students' interest in speaking?

TA: To my mind, this depends on the students, their personality and methods of studying. It can not be assured that having native English teachers in class can stimulate students' interest in speaking. According to my observation, when there are foreign teachers, a group of students is sometimes even shy and not willing to speak, because they think that if they do, their teachers can't understand them. Nevertheless, some active and extrovert students really love having native English teachers in class as they want to communicate with their teachers and get to know them more. But for those who are introvert, I find no motivation for them to be able to raise their voice more.

R: How about activities and materials, do they arouse students' curiosities and motivate students in English speaking lessons?

TA: In fact, the materials which I am teaching can partly arouse students' curiosities and motivate them in English speaking lessons. For instance, in a lesson I taught last week about mystery, the textbook brought some stories and facts which aroused students' curiosities, making students think about why did this happen and some explanation for that. This raises their interest when discussing about these stories. However, to conclude whether they motivate students in English speaking lessons or not counts upon numerous other factors such as their knowledge and range of vocabulary to talk about these issues. If they don't have enough background knowledge, they can't explain it and thus, they don't to speak their minds. If they don't acquire enough vocabulary, they can't express their thoughts and ideas clearly. In general, arousing students' curiosity is good but to conclude whether they can motivate students in English speaking lessons or not counts upon various factors.

R: Yes. So in your opinion, if the activities and materials are at more difficult level, can they motivate students to learn speaking?

TA: Absolutely not. If they are too difficult, then students will feel tired. For example, if there are too many difficult words that students can not learn by heart or apply in exercises, or the knowledge is too difficult compared to students' level, they can not be encouraged. I think activities and materials should meet the level of students alone, but if they are too difficult, then it will be difficult to encourage students in their learning.

R: Do you agree or disagree with the statement that high marks in the examinations or assignments can make students eager to put more effort into learning speaking skills?

TA: That's actually what I am curious about. I also did observe the students who have high and low marks in the examination and try to notice whether they are more interested in learning to speak or not. It is generally very difficult to conclude. And I haven't found the answer to that question because it depends on speaking themes and students' personality. If they are curious and sensible, they will speak more. Yet, I have not found any connection between high scores and the fact that students participate more in classes' activities.

R: So is it better to have only English spoken or integrate Vietnamese during English speaking lessons?

TA: I believe with the level of second-year students, sometimes it is not necessary to completely use English throughout class time, but can integrate Vietnamese to be more effective and dynamic in classes. Of course, I would not use too many Vietnamese, but it is also not compulsory to use entirely in English.

R: Yes. And one more final question, so in which context should Vietnamese be used?

TA: In fact, if you ask that question, it may be a question for a study of the bachelor's thesis or even masters'. According to some researches and studies, having effective class time will depend very much on teachers' sense about the whole class. In order to conclude in which situation, Vietnamese should be used, it can be applied to this object, but not to other objects or other classes. As for me, I often use Vietnamese after giving my English comments or feed-back for all of the students. I can give some comments in Vietnamese to relieve stress, because when we speak Vietnamese we will feel closer to each other. Or sometimes when organizing activities and lecturing, I can integrate some Vietnamese words to make the atmosphere more lively and more fun in classes.

APPENDIX 8B – Teacher B’s interview transcript

R: Researcher

TB: Teacher B

R: Good afternoon. My name is Giang Tam and I am reading up for my graduation thesis with the topic: “Factors that affect the motivation of second-year mainstream students in speaking lessons at Faculty of English Language Teacher Education, ULIS – VNUH”. Could I ask you some questions?

TB: Yes, of course.

R: Thank you. First of all, I would like to ask whether you agree or disagree with the statement in which students having clear ideas and aims about their English study are more active in the speaking process.

TB: A student unaware of his/her own learning target is just like a blind finding the way, so how can he/she be active? On the contrary, when he/she knows what he/she is striving for, he/she can plan the route to reach his/her target and he/she will understand how significant the active participation in class is to his/her achievement.

R: Yes. What do you think of some students who are afraid of being laughed at when making mistakes?

TB: This is the matter of losing or saving the face. The big “I” in ourselves often cries when it is criticized or looked down on, and thus it turns us into cowardly introverts. In fact, those students are blind to the fact that making mistakes is a part of growing up, or becoming more mature. Unfortunately, students consider it a risk of losing individual value. As a consequence, they try in vain to preserve their value by keeping their mouth shut up all the time. I myself think that they make two

serious mistakes in so doing: 1) they don't give themselves a chance to be corrected and then these mistakes will become fossilized, which is extremely harmful to their future communication and 2) they don't give the teacher a chance to understand their drawbacks in order that the teacher can come up with a plan to assist them.

R: And what is your opinion about that fact that if students are confident in speaking English, they can overcome the difficulties in their study easily?

TB: Have I said it's an over-generalization? Being confident doesn't entail the ability to overcome the difficulties in their study easily although it does have a role in it. The reality shows that confident students are frequently more willing to express their ideas in class when asked, and they normally seize the in-class speaking opportunities to show how good their English is. Being self-assured, students often take every learning task as a challenge to their knowledge and skill, and their belief that they can cope with the challenge keeps them moving forward.

R: So according to you, does past failure in speaking English make students lose heart in their study?

TB: Past failures make students lose their confidence. When their belief in themselves collapses, they start to cast doubt on the possibility to achieve the pre-set learning goals and the thought that they are trying to reach nowhere may provoke. Of course, not every student is demotivated by a failure (although in most cases they are). I myself observed many situations of students "fighting back" with even greater determination and motivation after they had failed.

R: Yes. And do you agree that having native English speakers as English teachers can stimulate students' interest in speaking?

TB: Students often think that native English speaking teachers undoubtedly provide the perfect language model because more or less, they are deemed as "the master of the language". Interacting with native speakers, therefore, they suppose, can maximize their chance to better their pronunciation, to broaden their knowledge of spoken English, and so on.

R: How about activities and materials, do they arouse students' curiosities and motivate students in English speaking lessons?

TB: Difficult activities and materials make students to think hard and try hard. It's something quite common sense here. If we complete a difficult task, it often gives us a sense of achievement. As if we could conquer a high mountain, the results are really rewarding. However, one important note is that the activities and materials should not be "too difficult" or "too challenging"; otherwise, they would cause the counter-effects.

R: Yes. And do you agree or disagree with the statement that high marks in the examinations or assignments can make students eager to put more effort into learning speaking skills?

TB: Scores are always what students are deeply concerned about. They have apparently become such an obsession that students will be motivated or demotivated for a while after the test scores have been announced. When students get high marks, they will feel that their efforts deserve and that they do have the capability to "study well". In other words, high marks are like a springboard for the next jump, or the next endeavor, to a higher target.

R: So is it better to have only English spoken or integrate Vietnamese during English speaking lessons?

TB: Many researchers have pointed out that using only English can sometimes be a de-motivating factor, especially to the students of low language competence. The reasonable mix of English and the students' mother tongue can be more appreciated.