

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Trần Thị Thanh Hòa

HẢI PHÒNG – 2021

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

**A STUDY ON MOTIVATIONAL FACTORS
AFFECTING FIRST-YEAR NON-ENGLISH
MAJORED STUDENTS IN LEARNING ENGLISH
VOCABULARY AT HAIPHONG MANAGEMENT AND
TECHNOLOGY UNIVERSITY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH**

Sinh viên : Trần Thị Thanh Hòa
Giảng viên hướng dẫn : Thạc sỹ Nguyễn Thị Thu Hương

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Tên đề tài: A study on motivational factors affecting first-year non- English majored students in learning English vocabulary at Hai Phong Management and Technology University.

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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Giảng viên hướng dẫn

TRẦN THỊ THANH HÒA

NGUYỄN THỊ THU HƯƠNG

Hải Phòng, ngày.... tháng... năm 2021

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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Được bảo vệ Không được bảo vệ Điểm hướng dẫn

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(Ký và ghi rõ họ tên)

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PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

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Đơn vị công tác:

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Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chăm phản biện

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Được bảo vệ

Không được bảo vệ

Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

(Ký và ghi rõ tên)

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Hai Phong, December 2021

Student

PART I: INTRODUCTION

1. Rationale of the study

In the process of globalization, learning a foreign language for anyone is very necessary. However, mastering a foreign language like English is not easy as some people think. Apart from four basic skills including listening, speaking, reading and writing, each learner has to learn its complicating grammar and a lot of vocabulary. For most Vietnamese students, English grammar is not really their big problem, however, vocabulary is different. They often lack words to read, listen, write and speak. Although words are important, they always find difficult to get motivation to learn them. HPU non- English majored freshmen are no exception. They often complain about having poor vocabulary due to demotivation in learning it. According to them, there are many reasons for the demotivation. They can come from learners, teachers, learning environment or even English itself.

With the hope of increasing students' motivation in vocabulary English learning, I have chosen "A study on motivational factors affecting first-year non- English majored students in learning English vocabulary at Hai Phong Management and Technology University" for my thesis paper. I hope that the study will enable learners to study new words more effectively and help English teachers find suitable teaching methods to help students be more interested in vocabulary lessons.

2. Aims of the study

The purposes of the study is to investigate the factors affecting motivation in learning vocabulary among the first-year non-English major students at Hai Phong Management and Technology University. The principal purposes of the study are summarized as follows:

- To investigate factors affecting learners' motivation in vocabulary lessons.

- To suggest some methods to motivate students to learn English vocabulary.

3. Research Questions

The study was carried out in order to find the answers to two research questions:

3.1. What are the factors affecting first – year non – English majors’ motivation in learning vocabulary?

3.2. What are suggestions to motivate first – year non – English majors to learn English vocabulary?

4. Significance of the study

The study is significant for the following reasons. Firstly, it helps first-year non-English majors minimize their demotivation in learning English vocabulary. Thus, they get involved more in vocabulary lessons and learn new words more effectively. Secondly, it helps teachers have more appropriate teaching methods to increase their students’ motivation.

5. Scope of the study

The research only focuses on motivational factors including learner- related factors, teacher- related factors and learning environment that have impact on non – English freshmen in English vocabulary learning.

6. Method of the study

In seeking answers to the research questions, survey questionnaire and interview were chosen to obtain relevant information for the study. The method of the study is quantitative one.

7. Designs of the study

The thesis consists of three parts: Introduction, Development and Conclusion.

The Introduction provides the basic information such as the rationale of the study, aims, research questions, significance, scope and method of the study.

The main content includes three chapters: *Chapter 1: Literature Review*, conceptualizes the nature of vocabulary, motivation and factors affecting

students' motivation in learning vocabulary. *Chapter 2: Research Methodology* presents the methodology used in the study. *Chapter 3: Data Analysis* covers a comprehensive analysis on the data collected from the survey.

The Conclusion is a review of the study, future directions for further research and limitations of the study.

PART 2: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. Theoretical background of motivation

1.1.1. Definition of motivation

Motivation plays an important role in the process of English learning-teaching. According to Dornyei (2001), *motivation is one of the most important factors that influences the rate and success of second language learning.*

Most definitions of motivation reflect the consensus that motivation is an internal state or condition that serves to activate or energize behavior. Woolfolk (2001:366) states that *"motivation is an internal state that arouses directs and maintains behavior"*. Sharing the same point, Brown (2000:160) suggests that *"motivation is some kind of internal drive which pushes someone to do things in order to achieve something"*. Williams and Burden (1997:119) also point out that the reason for and factors affecting your choice of behaving in this way but not in others and how much effort you decide to make in order to obtain your objects are all aspects relating to motivation.

Motivation also refers to the need and desire. According to Lightbown&Spada (1999:6) *state that motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community. If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Likewise, if learners have favorable attitudes towards the speakers of the language, they will decide more contact with them.*

Baron (1996) defines motivations as "the internal process that can't be directly observed but that activates, guides and maintains overt behavior". Wade & Tavis (1998) propose, *"Motivation is an inferred process within a person, which cause that organism to move toward a goal or away from an unpleasant*

situation”, whereas Woolfolk (2004) points out, “*Motivation is an internal state that arouses, directs, and maintains behavior*”. Fernald & Fernald (2005) refer to motivation as “*Inner influence on behaviour as represented by physiological condition, interests, attitudes, and aspirations*”. According to Macintyre et al., (2001), motivation is defined as an attribute of the individual describing the psychological qualities underlying behaviour with respect to a particular task. This goal-directed behavior shows itself through distinct actions of the motivated individual. Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Oxford and Shearin (1994) defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. Motivation is the reasons underlying behavior (Guay et al., 2010). Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something.

1.1.2. Types of motivation

There are many different kinds of motivation:

- "*Intrinsic*": the urge to engage in the learning activity for its own sake. It has been termed "cognitive drive", very typical of young children and tends to deteriorate with age. Intrinsic motivation "comes from the individual" (Harmer, 2001:51) or "stems from factors such as interest or curiosity" (Woolfolk, 2001:368).

- "*Extrinsic*": motivation that is derived from external incentives. Extrinsic motivation, on the other hand, derives from an anticipation of rewards such as praise, awards, prizes, and evaluation and fear for punishment as extrinsically motivated students does the activity itself, and this kind of motivation refers to learning situations where the reason for doing a task is something other than an interest in the task itself by Williams & Burden (1997:40).

- "*Situational*": Brown (1987), (cited in Ur, 1996:276) states that situational motivation refers to the learning context: classroom, total environment which is assumed to be influenced by teacher action.

- "*Task*":

In some learning situations, many learners' reason for learning a foreign language is not because of the interest in the culture and target language community but the interest in learning tasks. They may find the kind of learning activities enjoyable and become productively engaged in learning tasks, and sustain that engagement. In other words, these learners are intrinsically motivated (Ellis, 1997:76).

Brown (1987) (cited in Ur, 1996:276) also states that task motivation occurs when learners are encouraged to invest efforts and energy in doing a particular task attractively designed by the teacher and they succeed.

- "*Resultative*":

Ellis (1997:76) claims that "*motivation is the result of learning. Learners who experience success in learning may become more, or in some contexts, less motivated to learn*". Truly, in some contexts like Vietnam, success in learning Korean may intensify Vietnamese students' liking for Korean culture, and thus, stimulates them to learn more.

Among them, intrinsic and extrinsic motivations have an important part to play in classroom settings. Most writers agree that intrinsic and extrinsic interact with each other. As a result, learners can be either motivated by internal or external factors depending on the circumstances and conditions the activity is performed.

1.1.3. Importance of motivation in second language learning

Learner motivation has become more and more commonly recognized as one of the major defining factors for success in learning English. Motivation affects the extent of active, personal involvement in second language learning.

Reece & Walker (1997) express that "*motivation is a key factor in the second language learning process*". They stressed that a less able student who is

highly motivated can achieve greater success than the more intelligent student who is not well motivated. Among the things that do clearly affect mastery of a second language is the kind of motivation that a learner has Finegan (1994:466).

Harmer (1999: 51) confirms that *"it is accepted for most fields of learning that motivation is essential to success"*

1.1.4. Characteristics of motivated learners

Actually, the term motivation on its own is rather difficult to define. It is easier and more useful to think in terms of the "motivated learner". Motivated learners are those who participate willingly and actively in learning activities in class.

Crookes and Schmidt (1989) (cited in Ellis, 1997:42) describe a motivated student as someone "becomes productively engaged on learning tasks, and sustains that engagement, without the need for continual encouragement or direction".

Additionally, Lightbown and Spada (1999:57) state that motivated students are usually those who participate actively in class, express interest in the subject-matter, and study a great deal.

1.2. Theoretical background of vocabulary

1.2.1. Definition of vocabulary

A vocabulary is defined as "all the words known and used by a particular person" and "all the words which exist in a particular language or subject" (Cambridge advanced learners dictionary).

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them.

Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert).

Besides, according to Webster's Dictionary (1993,327) “ *Vocabulary is a list or group of words and phrase, usually in alphabetical order*”.

According to Nation (1990) and Taylor (1990), knowing a word involves not knowing its spelling, morphology, pronunciation, meaning, or the equivalent of the word in the learner's mother tongue but also knowing its collocations, register, polysemy, and even its homonym.

In general, vocabulary is a component of language that maintains all of information about meaning and using word in language. It is one of the important factors in learning English besides sound system, grammar, and culture. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

A word will be examined in details as followed:

* *Form*

Pronunciation and spelling: Each English word has its spelling and pronunciation. Learners have to know all the spelling, pronunciation, and irregularities of the word.

Grammar: Foreign language learners need some guidance on how to use vocabulary accurately. They need to know the grammatical function, the unpredictable change of form in certain contexts or some idiosyncratic ways of connecting with other words in sentences, the regularity, and irregularity, the singular and plural forms of the new words.

* *Meaning*

There are various kinds of meaning, which include denotational meaning, connotational meaning, pragmatic meaning or appropriateness, and meaning relationship. The meaning of a word is primarily what it refers to in the real world, its denotation. This is often the sort of definition given in dictionaries.

** Use of word*

The most important for students to learn a new word is to know how to use it appropriately and effectively in different oral and written contexts or else it may become a dead or forgettable word. In order to use a word well, they need to know how to collocate it with other words correctly. Therefore, they should put words into collocation.

1.2.2. Types of vocabulary

In general, vocabulary is divided into four types: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.

- *Listening vocabulary*: Listening vocabulary refers to the words we need to know to understand what we hear. A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

- *Speaking vocabulary*: Speaking vocabulary consists of the words we use in everyday speech. A person's speaking vocabulary is all the words he or she can use in speech. According to Nation (1990-29), vocabulary is divided in the specific reference, such a word.

- *Reading vocabulary*: Reading vocabulary is made up of the words in print that we recognize or can figure out. This vocabulary refers to the words we recognise when we read any text. The extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success . This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them.

- *Writing vocabulary*: Writing vocabulary consists of the words we use in writing. A person's writing vocabulary is all the words he or she can employ in

writing. It is very easy to explain ourselves verbally by using facial expressions and modulation of voice, but using the same words for communicating the same concept or thought through writing is not that easy. Our writing vocabulary is intensely affected by the words we can spell.

1.2.3. The importance of vocabulary

Vocabulary is the foundation of any language. Therefore, vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

In general, vocabulary plays an important role in the development of each language, its importance is concluded in this list:

- An extensive vocabulary aids expressions and communication.
- Vocabulary size has been directly linked to reading comprehension.
- Linguistic vocabulary is synonymous with thinking vocabulary.
- A person may be judged by others based on his or her vocabulary.

1.3. Motivation in learning vocabulary

1.3.1. Importance of motivation in learning vocabulary

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. As a result, motivation affects the extent of active, personal involvement in second language learning.

Obviously, unmotivated students are insufficiently involved and therefore unable to develop their skills. Therefore, motivation is one of the main determining factors in success in foreign or second language learning...

Harmer (1999:51) confirms that *"it is accepted for most fields of learning that motivation is essential to succeed"*.

Ellis (1997:515) concludes that the relationship between motivation and achievement is an interactive one.

1.3.2. Factors affecting students' motivation in learning vocabulary

Dornyei (2001) states that a learner with enough motivation is likely to gain an acceptable knowledge of a second language despite his language aptitude or other cognitive characteristics. Even the brightest student without enough motivation is unlikely to persist long enough to achieve any really useful language. Therefore, motivation is crucial for second language learning, and it is essential to understand what our students' motivations are.

As Littlewood (1984:53) puts it "in second language learning as well as in other fields of human learning, motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves".

Reece & Walker (1997) express that "*motivation is a key factor in the second language learning process*". They stressed that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated. Among the things that do clearly affect mastery of a second language is the kind of motivation that a learner has Finegan (1994:466).

In the literature so far, there have been so few studies on the factors that influence students' motivation in learning vocabulary in a foreign language. However, most of researchers have come to an agreement to some common factors affecting students' motivation. These include students' factors, teachers' factors and environmental factors.

1.3.2.1. Students' factors

These factors include intelligence, personality, background knowledge, aptitude, students' beliefs, students' preferences, age, motivation and attitude.

Intelligence affects vocabulary learning a lot. It is often measured by IQ tests.

Personality: Personality of the students constitutes a major factor contributing to success or failure in language learning. For example, Ellis (1997) proves that extrovert students are advantaged in the development of language associated with interpersonal communication. From the same point of view, Lightbown&Spada (1999) give a number of personality characteristics: extroversion, inhibition, self esteem, empathy, dominance, talkativeness, responsiveness. According to Reza (2005), personality is one of the individual differences which are broadly established to have an outcome on learning generally and second language acquisition especially. Thus, it is a motive of leaning a word. To sum up, personality characteristics are likely to affect second language learning including extroversion, relaxation, self-esteem (self-confidence), anxiety and empathy.

Background knowledge: Among these factors, the first and most influential factor is their background knowledge. Background knowledge refers to the existing information on a specific topic in each language lesson. Therefore, if students lack this type of knowledge, it is really challenging for them to get involved in learning activities. They are likely to be unable to comprehend new knowledge, and more seriously, they may lose their interests in learning lessons. Realizing the importance of this factor, the teacher needs to provide students with suitable background information for the lesson and helps them use it effectively.

Aptitude: According to Lightbown&Spada (1999:53), aptitude is the factor that "predicts whether individuals become efficient learners of foreign language in a classroom setting". An aptitude is an innate. Aptitude comprises different types of abilities: auditory ability (the ability to identify and memorize new sounds), grammatical sensitivity (the ability to figure out grammatical rules from language samples, the ability to understand the function of particular words in sentences) and memory (the ability to memorize new words). All human beings exhibit a range of aptitude for learning a second language, either through formal instruction or informal immersion (Lightbown and Spada, 1993).

Therefore, a person who has been born with a high level of aptitude can learn at a faster and easier rate than a person with a low language aptitude (Schmidt 1985: 285).

Student's beliefs are usually based on previous learning experience and the assumption (right or wrong) that a particular type of instruction is the best way for them to learn" (Lightbown, 1999).

Student's preferences refer to learning styles involving an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills (Reid, 1995) (quoted in Lightbown and Spada, 1999: 58). It means that learners have their own preferences for how to learn the new material. According to Smith (1991), "Learning style is an individual's characteristic way of processing information feeling, and behaving in learning situations". Davis (1993) defined learning style as "an individual's preferred way of gathering, interpreting, organizing, and thinking about information". Ellis (1994) analyzed a number of learning styles such as concrete learning style, analytical learning style, communicative learning style, and authority-orientated learning style (based on Willing, 1987). He eventually concluded that "Learners manifest different learning styles but it is not yet clear whether some styles result in faster and more learning than others".

Age

Ellis (1994) pointed out that "learners start as children achieve a more native-like accent than those who start as adolescents or adults. The younger is better in the case of phonology but not in the acquisition of grammar."

Motivation and attitudes: Changya Li (2009) gives the opinion that learning motivation and attitudes are emotional factors influencing the result of foreign language acquisition. The stronger learning motivation is, the more passion learners have for learning, the more lasting the learning activity will be, the more difficulties can be overcome. According to Gardner (1985), the relationship between attitudes, motivation and second language achievement is complex; they always interact and influence each other.

1.3.2.2. Teachers' factors

Many linguists give opinions that learners' motivation in foreign language learning is strongly influenced by what happens in the classroom, including teachers' teaching methods, teachers' personality and teachers' rapport with learners.

- *Teacher's behaviors*: The first factor affecting the motivation of learners is the teacher's attitudes and behaviors. The way the teacher feels, thinks, and behaves while teaching surely has a profound influence on learners' motivation and the learning atmosphere. When the teacher has personal and interpersonal variables such as good mood, warmth, respect, empathy, understanding, sensitivity, enthusiasm, good sense of humor is likely to be relaxing and enjoyable to students. It is suggested that when learners have chances to work with an instructor who shows students excitement about the subject matter being taught, or simply expresses their love for teaching job, inevitably they are affected by this energy and will engage themselves more actively in the learning process.

Moreover, when the teacher shows that their expectations are put on students abilities, they are more likely to reach higher levels of achievement and feel more confident. Learners tend to perform at the level that is consistent with the teacher's belief and expectations.

- *Teachers' teaching methods*

Teachers' teaching methods refer to a set of techniques or activities used to get learners involved in learning to achieve a goal. One of the reasons for learning a foreign language among many learners is that they find learning activities interesting. It means that teachers' teaching techniques or activities can either motivate or demotivate learners to learn.

- *Teachers' personality*

Much of the learning of foreign of a foreign and second language is done through the interaction between the teacher and the learners. During the learning process, "all learners are likely to be influenced by their personal feelings about

their teachers, and therefore, their perceptions of their teachers and of the interaction that occurs between them and their teachers will undoubtedly affect their motivation to learn” (Williams and Burden, 1997). Teacher personalities like sensitivity, encouragement, sympathy, enthusiasm are always highly appreciated by learners.

- *Teachers’ rapport with learners*

In addition to teacher personalities, a good rapport between the teacher and learner is considered significant for learners to cooperate well with the teacher. Wubbel and Levy (1991) (quoted in Williams and Burden, 1997) emphasize that “teachers who demonstrated more relationship, as well as friendly and understanding behavior in their interaction with learners were found to foster greater learner achievement and more positive attitudes towards their subjects. Teachers who showed more uncertain, dissatisfied, and admonishing behavior produce the reverse effect”.

According to Dornyei (2001), enthusiasm, commitment to and expectations for the student's academic progress, good relationship with the students, and teachers' teaching methods are factors.

Enthusiasm: Teacher is willingly to help students whenever they want. Teachers' love, dedication and passion together with their commitment toward the subject matter will give students willingness to pursue knowledge.

Commitment to the student's academic progress: commitments towards the students are concrete assistance, responding immediately when help is requested, correcting tests and papers promptly, or showing concern when things are not going on.

Teachers’ expectation: the expectations teachers set for an individual student can significantly affect the student's vocabulary performance. Teacher expectations can be based on student characteristics such as race, ethnicity, and family income level, or indicators of past performance.

Good relationship with students: teachers get on well with students. Therefore, students can sometimes share their difficulties in real life with their teacher.

Teachers' teaching methods: Teaching methods refers to a set of techniques and activities used to get learners involved. In learning vocabulary, teachers aware that students learn in different ways so they must use techniques which cater to multiple learning styles to help students retain vocabulary and strengthen understanding.

1.3.2.3. Environmental factors

Physical conditions: in the classroom include the classroom size, chairs, desks, table, lights, boards and even bulletin boards affect students' motivation either positively or negatively. The decoration (poster, flowers, funny objects) also has a strong influence on the classroom atmosphere. Moreover, according to Dornyei (2001: 42), personalizing the classroom can be seen as students exercising increasing control over their environment.

Classroom atmosphere: Teacher must be aware of how important to create a pleasant and supportive classroom atmosphere. The teacher's rapport with the students, the students' relationship with each other and the norm of tolerance will help students feel safe and comfortable taking risk. Moreover, teacher should make students know that making mistakes is a natural part of learning. Therefore, students are encouraged to express their own opinion and thinking. As Lightbown&Spada (1999), they state that the supportive and non-threatening atmosphere made a contribution to learners' motivation.

CHAPTER 2: RESEARCH METHODOLOGY

2.1. Setting of the study

The study was conducted at Hai Phong University of Management and Technology. Each classroom in the university is equipped with modern equipment such as microphones, speakers, radios, projectors, multi-function audio equipment to make learning and teaching easier and more effective. All the English teachers are well-qualified, enthusiastic, easy-going and responsible for their jobs.

English is a compulsory subject in the training program. Non-English majored students must complete Basic English levels 1, 2 and 3 and pass TOEIC 450 to graduate from HPU. They often have to learn the subject *Basic English 1* in the first semester. The subject is taught in 75 periods.

2.2. Subjects

The subjects of the study are 40 students out of 163 first - year non – English majored students. All of them are very young and most have just graduated from high schools. They are not good at English and seem to be eager to learn in a new learning environment. Like Vietnamese language learners, they are bad at listening, speaking and writing and have limited vocabulary and grammar. It is easy to assume that their English level is basic. The majority is from the countryside and at the time of the study, they were in the first term of the first year.

2.3. Learning materials

The textbook used for Basic English 1 is Solution Elementary written by Tim Faulla, Paul A Davies. It was published in 2008 by Oxford University Press. In the book, it has fifteen lessons, but students only have to learn the first eight lessons. They are net work, free time, school life, time to party, wild, out and about, world famous and on the menu. All of the topics are familiar with daily life and words are basic ones.

In each unit, there are seven parts from A to G. Vocabulary part is mainly found in the first one: Vocabulary and listening.

2.4. Instruments

Firstly, the survey questionnaire was an important instrument used to get the information about factors affecting learning English vocabulary. The survey questionnaire comprises two sections:

- ✓ The personal information consisting of students' gender, age, experience in learning English.
- ✓ The students' opinions on motivational factors affecting in learning vocabulary.

Secondly, the researcher interviewed non – English majored freshmen to receive more reliable information for the study.

2.5. Data collection and data analysis

Data collection: the data was collected in one day. Information regarding data collection was provided for the teacher. Agreement and discussion with the teacher involved were made earlier to ensure that the data collection was carried out smoothly.

Data analysis: after the administration of the instruments, the data were collected and analyzed according to the purpose of the study to elicit answers for the proposed research questions. Data consisted of the information from the answer to the given questions in the survey questionnaire and the interviews. The data was analyzed by the researcher of this study to avoid inconsistency and possible biases.

CHAPTER 3: DATA ANALYSIS

3.1. Data analysis

3.1.1. Demographic information

The subjects consisted of 40 students including 30 male students and 10 female students. All of them were at the age of 18 to 21 years old. They have different time to start learning English. 93% of them had studied English for more than 4 years and the rest had learnt it for 4 years or less. The table 1 below presents the subjects' experience in learning English.

Year of learning	More than 4 years	4 years or less	Total
Number of students	37	3	40
Percentage	93%	7%	100%

Table 1: The subject's experience in learning English

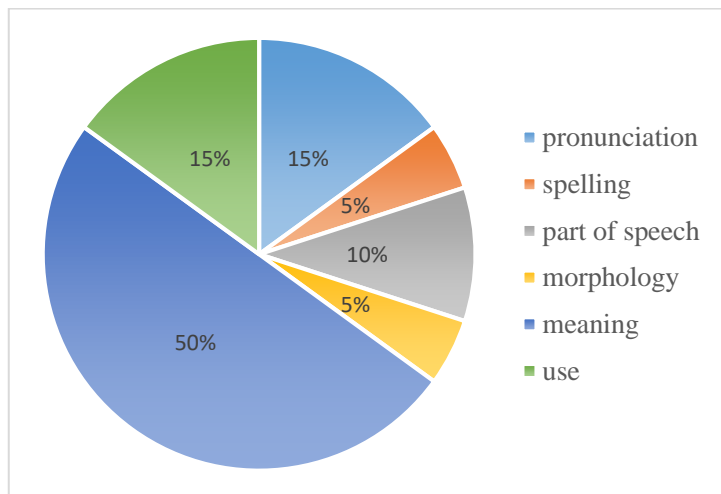
When asked about the importance of vocabulary, all of the participants assumed that they were aware of it. However, most of them (80%) admitted that learning vocabulary was not easy. Only 20% found it easy. Thus, students had to put more efforts to learn new words.

In terms of effort, learners gave the different opinions. While half of the students tried their best to learn words, the other half did not do that. 2 students (5%) put very much effort into learning new words. The same percentage (45%) had ideas "much effort" and "a little effort", 5% chose "no effort". The table 2 below presents the subjects' efforts in learning English.

Effort	Number of students	Percentage
Very much	2	5%
Much	18	45%
A little	18	45%
Not at all	2	5%

Table 2: The subject's efforts in learning English vocabulary

In terms of knowing a word, respondents showed their preference of its meaning most (50%). Pronunciation, usage and part of speech accounted for from 8% to 15%. The least preferred ones were spelling of the word and morphology.

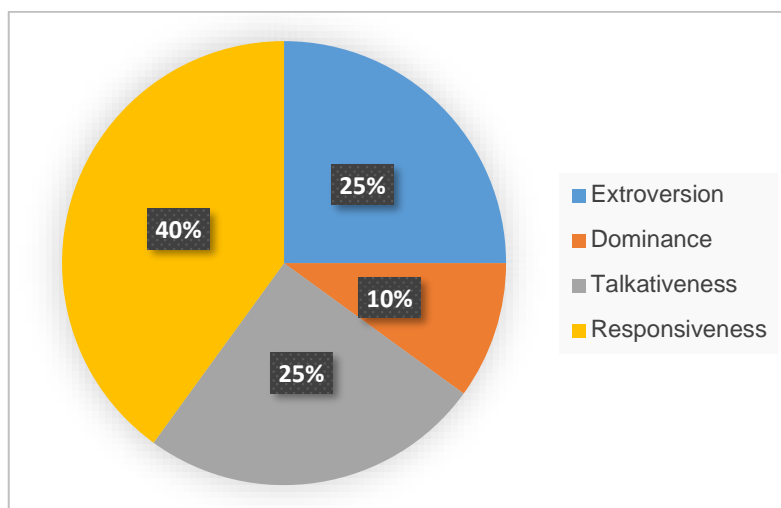


Pie chart 1: Students' preference in learning English vocabulary

3.1.2. Factors affecting non-English majored freshmen in learning vocabulary

3.1.2.1. Students' factors

Question 7:

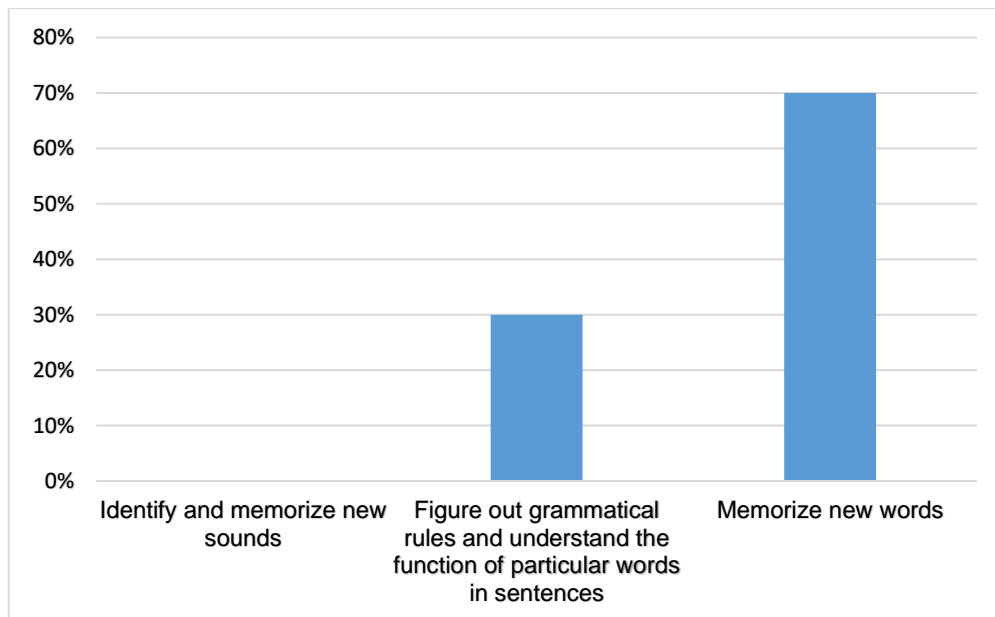


Pie chart 2: Personality factor in learning English vocabulary

The table shows different opinions of the students about the motivational factor as personality in motivating students in learning a word. The highest number of the students (40%) considered responsiveness as the main factor

while the lowest number was in dominance (10%). The percentage of extroversion and talkativeness were similar.

Question 8:



Bar chart 1: Aptitude factor in English vocabulary learning

The bar chart shows students' aptitudes towards motivation in learning English vocabulary. All of the students found their motivation in the three abilities. The largest percentage of participants (70%) was in memorizing new words. The rest got motivated from the word's usage and no students chose identifying and memorizing new sounds.

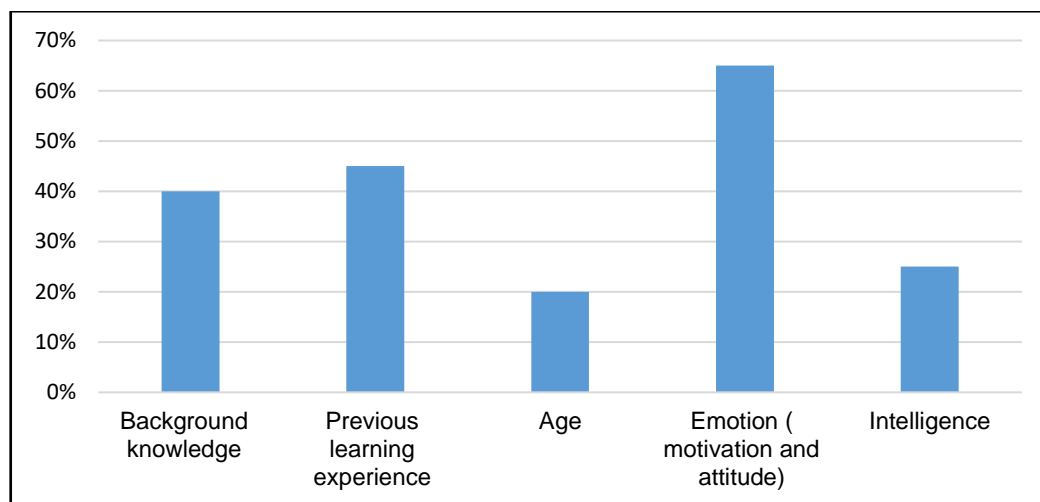
Question 9:

Vocabulary learning style	Number of students	Percentage
Learning words by topics	23	57.5%
Learning words in reading passages	20	50%
Learning words in listening texts	10	25%
Learning from daily communication with foreigners	24	60%
Learning from other resources: internet, TV,...	20	50%

Table 3: Learning preference as motivational factor in learning English vocabulary

It can be seen that there were several vocabulary learning styles to help students avoid demotivation in learning. 60% of students thought that learning from daily communication with foreigners was a good way to improve vocabulary. Approximately 57% claimed that learning words by topics help them remember vocabulary faster and longer. 20 students (about 50%) learned words in reading passages and from other resources: internet, TV, etc. Only 10 students (25%) liked learning words in listening texts.

Question 10:



Bar chart 2: Students’ motivational factors in learning English vocabulary

The bar chart shows students’ other motivational factors learning English vocabulary. The percentages of choice “previous learning experience” and “emotion” were 45% and 65% respectively. Those were the two factors students care about the most. Besides, 40% of students felt that background knowledge was an important factor that directly affected the motivation to learn a word. The two lowest factors, the percentages of “age” and “intelligence” were 20% and 25% respectively.

3.1.2.2. Teachers’ factors

Question 11:

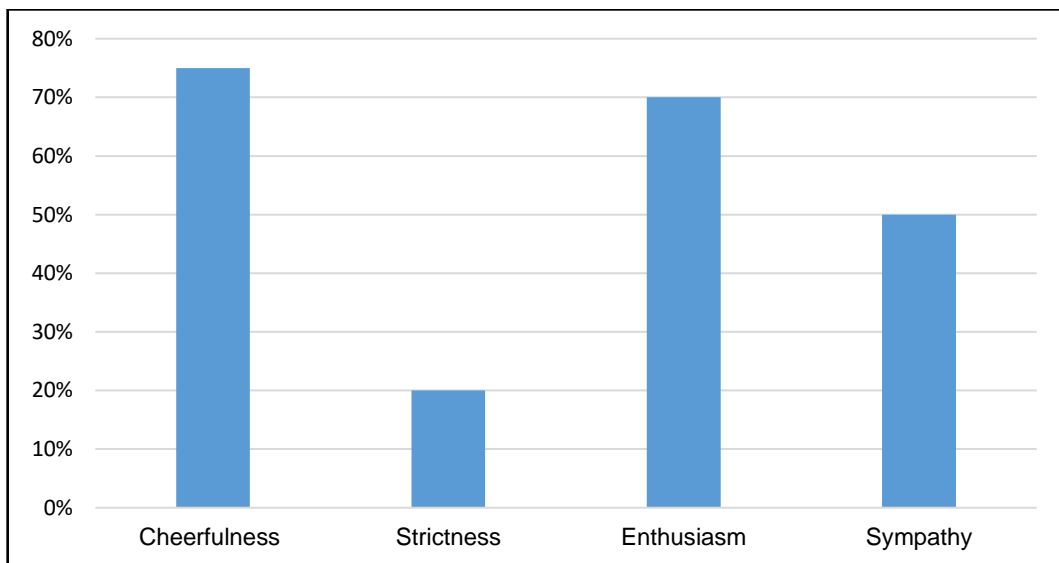
When asked about teachers’ teaching methods, students show their preferences in the table below.

	Very much	Rather	A little	Not at all	Total
Number of students	10	20	9	1	40
Percentage	25%	50%	22.5%	2.5%	100%

Table 4: Teaching method factor affecting students' motivation in vocabulary learning

As can be seen from the table, students were quite interested in teaching methods of the teachers. Half of the students quite liked the methods. 10 out of 30 students (25%) loved their teachers' ways to impart their knowledge. The percentages of choices "a little" and "not at all" were 22,5% and 2,5% respectively.

Question 12:

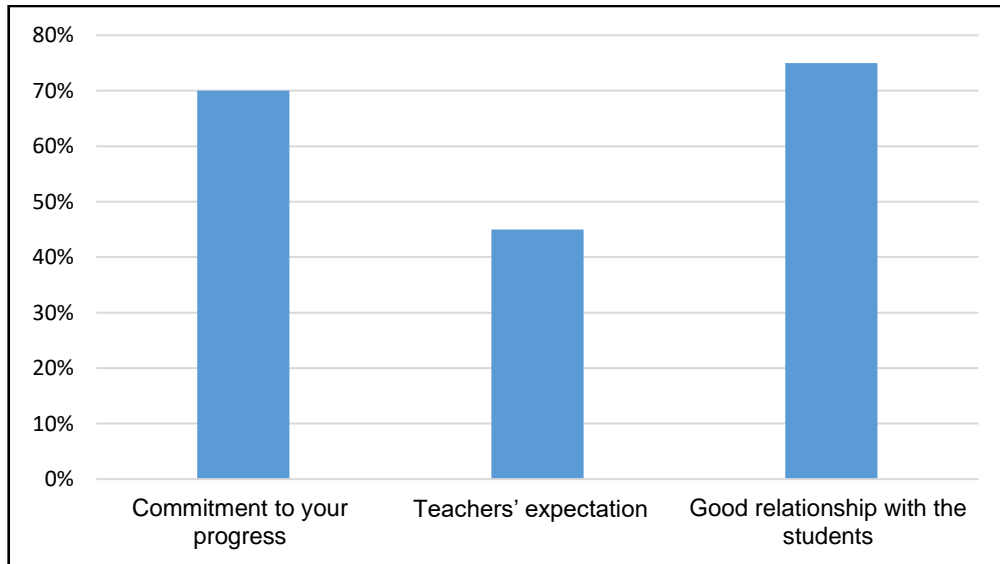


Bar chart 3: Teachers' personality in learning English vocabulary

This chart shows the different opinions of students about the teacher's personality factor in increasing vocabulary learning motivation. The percentages of cheerfulness and enthusiasm accounted for 75% and 70% respectively. Teachers' sympathy was preferred at 50% and 20% is for strictness.

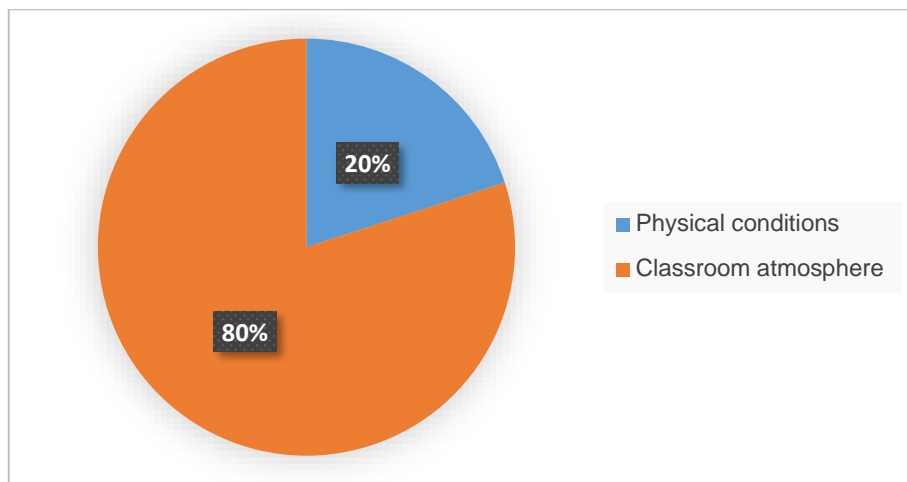
Question 13:

The bar chart below shows teachers' other factors influencing learners in their learning process. 70% of the students liked teachers having some commitment to their progress. 45% of them wanted to have teachers' expectation. 75% of the sampling admitted that good relationship with the students was an important motivational factor.



Bar chart 4: Teachers' other factors in learning English vocabulary

Question 14:



Pie chart 3: Environmental factor in learning English vocabulary

One of the factors that has a significant influence on creating positive motivation in learning vocabulary is the environmental factor. Eight students (20%) were interested in learning vocabulary effectively if they were supplied with good learning facilities. Four fifths of the participants thought that the atmosphere in the classroom was an important motive.

With the hope of finding some suggestions to motivate students in vocabulary lessons, the last question was provided. The result collected as follows:

Ways to increase students' motivation	Number of students	Percentage
Reviewing and checking learnt words regularly	30	75%
Presenting new words in interesting ways (visual aids, gestures, etc)	25	62.5%
Instructing you how to pronounce words correctly	30	75%
Creating pleasant classroom atmosphere	35	87.5%
Giving a variety of vocabulary tasks	15	37.5%
Giving more vocabulary parts in tests	26	65%

Table 5: Teaching method factor affecting students' motivation in vocabulary learning

According to the table, it is clear that students wanted their teacher to do quite many things to help them motivate in learning new words. Nearly 90% liked teachers create pleasant atmosphere in the classroom. Class atmosphere is always the first factor to help students be motivated to learn English vocabulary because it is very difficult for students if they have to study in a stressful and strict environment. Three thirds students wanted teachers to regularly review and check learned words and guide them on how to pronounce words correctly. In addition, 65 % hoped to have tests with more vocabulary and 62.5% expected teachers to present new words in interesting ways like visual aids, gestures, etc. Only 37.5% got motivation from vocabulary tasks provided by their supervisors.

3.2. Findings and suggestions

3.2.1. Findings

The study has attempted to study motivational factors affecting first-year non-English majored students in learning English vocabulary. After analyzing the data, it has been found that all of the motivational factors studied have different effects on students' motivation in learning English vocabulary.

There are three main factors affecting the motivation to learn English vocabulary including learners' factors, teachers' factors and environmental factors and learners' factor has the most effects and learning environment is the least one. In each main factor, the roles of factors in motivating participants are not the same.

Firstly, among the eight factors related to learners, aptitude has the most influence on motivation of freshmen. The result shows that long-term memory is the best motive. The second influential factor is motivation and attitude when respondents assure that their emotion affects a lot. Learning preference is the third one. The next factors are students' belief, background knowledge, personality and intelligence. Age is found to have the least contribution to students' motivation.

Secondly, among teachers' factors including teaching methods, personality and others, teaching method creates the best motivation for learners. Personality is considered to be the second motive. In this factor, teachers' cheerfulness and enthusiasm enhance students much in their learning process. Besides, students also expect English teachers build good relationship with them and commit with their learning progress. The least influential factor is teachers' expectation.

Thirdly, environmental factors also affect learners' motivation. The best preferred factor is from classroom atmosphere and physical conditions motivate less. The result indicates that students learning in a classroom with a lively, comfortable atmosphere and full of comfortable modern equipment will be easy to strengthen their motivation.

3.2.2. Suggested solutions

Based on the findings, some solutions are suggested for the university, students and teachers to motivate in learning English vocabulary.

3.2.2.1. Suggested solutions for the university

There are three suggestions for the university.

Firstly, more opportunities should be created to improve the professional qualifications of English teachers as well as their teaching methods.

Secondly, the university should upgrade unsuitable facilities such as old radios, projectors, broken neon lamps, etc. to make students feel more comfortable to focus on their studies in the classrooms and to support the teachers to work more effectively.

Thirdly, Wifi system should be synchronous in both the campus and the student dormitory. It must be always in good connection in order that students, teachers can access the internet easily. It is access that helps these people learn and work better.

3.2.2.2. Suggested solutions for students

- ✓ Students should believe in themselves to increase their efforts to learn vocabulary.
- ✓ Knowing a word, students need to know pronunciation, spelling, meaning, part of speech, morphology and usage.
- ✓ It is advisable that each learner chooses the best way to know new words and retain them for a long time because memorizing words is the biggest learning motive.
- ✓ It is important for students to find their own learning style.
- ✓ Students should control their emotions well so as not to negatively affect their studies.
- ✓ Non-major freshmen need to read a lot of material to improve their background knowledge and to use it effectively in their studies.
- ✓ Students are always ready to participate in activities such as games given by teachers to learn vocabulary effectively.
- ✓ Students need to build a good relationship with teachers, share learning difficulties so that teachers can overcome and be more motivated in learning.
- ✓ If the class is boring, students can directly state their point of view. That will contribute to building a happy and comfortable atmosphere for the classroom, helping each class to take place in the most effective way.

- ✓ Students need to consciously complete all the homework provided by the teacher and review new words every day before going to class.
- ✓ Modern facilities should be available to learn for all learners.

3.2.2.3. Suggested solutions for teachers

- ✓ Teachers need there are many interesting teaching methods, suitable for each topic so that students are more motivated in learning.
- ✓ Teachers must always be cheerful and enthusiastic in every class.
- ✓ Teachers should also create good relationships with students.
- ✓ Teachers always check learned words before learning new ones.
- ✓ More vocabulary parts should be provided in tests.
- ✓ Teachers need to understand the personality of each student and the difficulties that students face to overcome and find effective teaching methods.
- ✓ Teachers should attend more professional trainings to improve their personal and professional skills.
- ✓ Teachers need to listen, care about learners, try to understand what they want to share and then find the best way to support.
- ✓ Lecturers revise learnt words regularly.
- ✓ Lecturers present words with a variety of ways: putting them in reading texts instead of listening texts, listing them by topics, etc.
- ✓ It is highly recommended that supervisors understand the emotion, background knowledge, English level to provide suitable activities.
- ✓ It is essential that lecturers instruct how to pronounce words correctly.

PART III: CONCLUSION

1. Summary

The students at Hai Phong Management and Technology University often encounter difficulties and sometimes do not have enough efforts when learning English words. They care much about the meaning of a word than other things related to it.

There are a lot of factors affecting the students' motivation in learning vocabulary. From the data analysis, they are learner's factors, teachers' factors and environmental factors. Each factor has different effects on learners' motivation.

In order to better the situation, the teachers should take into account things such as the activities, learning strategies and students' preferences.

2. Limitations and suggestions for further study

In any research papers, limitations are unavoidable. With limited time, the study in this minor thesis is of no exception. I hope that I will receive comments to improve the research paper.

The study only has the participants of non- English majored freshmen to find out motivational factors affecting learners in learning vocabulary. Therefore, I expect that. There will be more researches related to motivation in learning English related to grammar, four basic skills to enrich the existing study.

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APPENDIX 1
SURVEY QUESTIONNAIRE
(For students)

This survey questionnaire is designed for the study on motivational factors affecting HPU first-year non – English majors in learning vocabulary. Your assistance in completing the following items is highly appreciated. All the information provided by you is of great use and solely for the study purpose. Thank you very much for your cooperation.

Please put a tick (√) or write the answer where necessary. You can use English and Vietnamese language.

I. Personal information:

* Your gender:

Male

Female

* Your age:

* How long have you been learning English?

4 years or less

More than 4 years

II. Motivational factors affecting first-year non-English majors in learning vocabulary

3. *What do you think of the importance of vocabulary?*

Very

Important

important

Not important

4. *How difficult is learning English vocabulary?*

Very difficult

Difficult

Easy

5. *How is your effort in learning English vocabulary?*

Very much

Much

A little

Not at all

6. *Which of the following do you like in learning English words?*

Its pronunciation

Its spelling

- Its part of speech
- Its morphology
- Its meaning
- Its use

7. *Which personality help you motivate most in learning new words?*

- Extroversion
- Dominance
- Talkativeness
- Responsiveness
- Others:

8. *Which ability helps you get motivated in learning vocabulary? (You can have more than one choice)*

- Auditory ability (the ability to identify and memorize new sounds)
- Grammatical sensitivity (the ability to figure out grammatical rules and understand the function of particular words in sentences)
- Memory (the ability to memorize new words)

9. *Which vocabulary learning style motivates you in learning a word? (You can have more than one choice)*

- Learning words by topics
- Learning words in reading texts
- Learning words in listening texts
- Learning from daily communication
- Learning from other resources: internet, TV,...
- Others:.....

10. *Which factor increases your motivation in learning new words? (You can have more than one choice)*

- Your background knowledge

- Your previous learning experience
- Your age
- Your emotion
- Your intelligence

11. *How does the teaching method affect your motivation to learn English vocabulary?*

- Very much Much A little Not at all

12. *Which teachers' personality enhances your motivation in vocabulary learning? (You can have more than one choice)*

- Cheerfulness
- Strictness
- Enthusiasm
- Sympathy
- Others:

13. *What teachers' factor improves your motivation in learning vocabulary? (You can have more than one choice)*

- Commitment to your progress
- Teachers' expectation
- Good relationship with the students
- Others:

14. *Which environmental factors influence your motivation most in learning vocabulary?*

- Physical conditions (tables, chairs,...)
- Classroom atmosphere
- Others:

15. *What would you like your teacher to do to help you get motivation in learning English vocabulary? (You can have more than one choice)*

- Reviewing and checking learnt words regularly
- Presenting new words in interesting ways (visual aids, gestures, etc)
- Instructing you how to pronounce words correctly
- Creating pleasant classroom atmosphere
- Giving a variety of vocabulary tasks
- Giving more vocabulary parts in tests
- Others:

APPENDIX 2
CÂU HỎI KHẢO SÁT

(Dành cho sinh viên)

Bảng khảo sát này được thiết kế để nghiên cứu về các yếu tố động lực ảnh hưởng đến việc học từ vựng của sinh viên không chuyên Anh tại trường Đại học Quản lý và Công nghệ Hải Phòng. Việc hoàn thành các mục, câu hỏi sau đây được đánh giá cao. Tất cả thông tin do bạn cung cấp chỉ được sử dụng cho mục đích nghiên cứu.

Cảm ơn bạn vì sự hợp tác của bạn!

Vui lòng đánh dấu (✓) hoặc ghi câu trả lời khi cần thiết. Bạn có thể sử dụng ngôn ngữ tiếng Anh và tiếng Việt.

I. Thông tin cá nhân:

* Giới tính:

Nam

Nữ

* Tuổi:

* Bạn học tiếng Anh được bao lâu rồi?

4 năm hoặc ít hơn

Hơn 4 năm

II. Các yếu tố ảnh hưởng đến động lực học từ vựng của sinh viên năm nhất không chuyên Anh

3. *Bạn nghĩ gì về tầm quan trọng của từ vựng?*

Rất quan trọng

Quan trọng

Không quan trọng

4. *Bạn thấy học từ vựng tiếng Anh khó như thế nào?*

Rất khó

Khó

Dễ

5. *Nỗ lực của bạn trong việc học từ vựng tiếng anh như thế nào?*

Rất nhiều

Nhiều

Ít

Không

6. *Bạn thích điều nào sau đây khi học từ tiếng Anh?*

Cách phát âm

Chính tả

- Từ loại
- Hình thái học
- Ý nghĩa
- Cách dùng

7. Tính cách nào giúp bạn có động lực nhất trong việc học từ mới?

- Hướng ngoại
- Muốn chiếm ưu thế
- Nói nhiều
- Phản ứng nhanh
- Khác

8. Khả năng nào giúp bạn có động lực học từ vựng? (Bạn có thể có nhiều hơn 1 lựa chọn)

- Khả năng thính giác (khả năng xác định và ghi nhớ âm thanh mới)
- Độ nhạy cảm về ngữ pháp (khả năng tìm ra các quy tắc ngữ pháp và hiểu chức năng của các từ cụ thể trong câu)
- Khả năng ghi nhớ từ mới

9. Cách học từ vựng nào thúc đẩy bạn học từ? (Bạn có thể có nhiều hơn 1 lựa chọn)

- Học từ theo chủ đề
- Học từ trong văn bản đọc
- Học từ trong văn bản nghe
- Học từ giao tiếp hàng ngày
- Học hỏi từ các nguồn khác: mạng, TV,...
- Khác

10. Yếu tố nào làm tăng thêm động lực học từ mới của bạn? (Bạn có thể có nhiều lựa chọn)

- Kiến thức nền

Kinh nghiệm học trước đây

Tuổi

Cảm xúc

Sự thông minh

11. Phương pháp giảng dạy của giáo viên ảnh hưởng đến động lực học từ vựng tiếng Anh của bạn như thế nào?

Rất nhiều

Nhiều

Một chút

Không

12. Tính cách nào của giáo viên giúp bạn tăng động lực học từ vựng? (Bạn có thể có nhiều lựa chọn)

Vui vẻ

Nghiêm khắc

Nhiệt tình

Thông cảm

Khác

13. Yếu tố nào của giáo viên cải thiện động lực học từ vựng của bạn? (Bạn có thể có nhiều lựa chọn)

Cam kết sự tiến bộ của bạn

Kỳ vọng của giáo viên

Mối quan hệ tốt với sinh viên

Khác

14. Yếu tố môi trường nào ảnh hưởng đến động lực học từ vựng của bạn nhiều nhất?

Điều kiện vật chất (bàn, ghế,...)

Không khí lớp học

Khác

15. Bạn muốn giáo viên của mình làm gì để giúp bạn có động lực học từ vựng tiếng Anh? (Bạn có thể có nhiều hơn 1 lựa chọn)

- Thường xuyên ôn tập và kiểm tra các từ đã học
- Dạy các từ mới theo cách thú vị (hỗ trợ trực quan, cử chỉ, v.v.)
- Hướng dẫn bạn cách phát âm từ một cách chính xác
- Tạo không khí lớp học dễ chịu
- Đưa ra nhiều bài tập từ vựng
- Đưa ra nhiều phần từ vựng hơn trong các bài kiểm tra
- Khác