

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên : Phạm Thị Phương Thảo

Giảng viên hướng dẫn : Th.s Nguyễn Việt Anh

HẢI PHÒNG – 2019

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**HOW TO MOTIVATE THE FIRST YEAR STUDENTS
AT HAI PHONG PRIVATE UNIVERSITY IN
SPEAKING ACTIVITIES**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH

**Sinh viên : Phạm Thị Phương Thảo
Giảng viên hướng dẫn : Th.s Nguyễn Việt Anh**

HẢI PHÒNG – 2019

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Phạm Thị Phương Thảo

Mã SV : 1412751089

Lớp: NA1804

Ngành: Ngôn Ngữ Anh

Tên đề tài: How to motivate the first-year students at Haiphong Private University in speaking activities.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

.....

.....

.....

.....

.....

.....

2. Các số liệu cần thiết để thiết kế, tính toán.

.....

.....

.....

.....

.....

.....

3. Địa điểm thực tập tốt nghiệp.

Trung tâm Anh Ngữ AMA

.....

.....

.....

.....

.....

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên: Nguyễn Việt Anh

Học hàm, học vị: Thạc sỹ

Cơ quan công tác: Khoa Ngoại Ngữ - Đại học Dân Lập Hải Phòng

Nội dung hướng dẫn: How to motivate the first-year students at Haiphong Private University in speaking activities

Người hướng dẫn thứ hai:

Họ và tên:

Học hàm, học vị:

Cơ quan công tác:

Nội dung hướng dẫn:

Đề tài tốt nghiệp được giao ngày ... tháng ... năm ...

Yêu cầu phải hoàn thành xong trước ngày ... tháng ... năm ...

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày ... tháng ... năm ...

Hiệu trưởng

GS.TS.NGUT Trần Hữu Nghị

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên:Chuyên ngành:

Nội dung hướng dẫn:

.....
.....

Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

.....
.....
.....
.....

Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T.T.N trên các mặt lý luận, thực tiễn, tính toán số liệu ...)

.....
.....
.....
.....

Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm ...

Giảng viên hướng dẫn

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên:

Chuyên ngành: Ngôn Ngữ Anh

Đề tài tốt nghiệp:

.....
.....

1. Phần nhận xét của giáo viên chấm phản biện

.....
.....
.....
.....

2. Những mặt còn hạn chế

.....
.....
.....
.....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm ...

Giảng viên chấm phản biện

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Part A. INTRODUCION	1
1.Rationale	1
2. Aims of the study.....	1
3. Research Questions.....	1
4. Scope of the study.....	2
5. Methods of the study.....	2
6. Design of the study.	2
PART B: DEVELOPMENT	3
CHAPTER 1: LITERATURE REVIEW	3
1.1. What is motivation in foreign language learning.....	3
<i>1.1.1. Definitions of motivation</i>	3
<i>1.1.2. Types of motivation in foreign language learning.</i>	4
<i>1.1.3. Some conditions for effective motivation in speaking.</i>	5
1.2. What is De-motivation in foreign language learning.....	7
<i>1.2.1 Definitions of de-motivation</i>	7
<i>1.2.2. De-motivation factors in foreign language learning.</i>	8
1.3. Teaching speaking skill in foreign language learning.	9
<i>1.3.1. Definitions of speaking.</i>	9
<i>1.3.2. Approaches to the teaching of speaking.</i>	11
CHAPTER 2: METHODOLOGY	13
2.1. Overview of the study context.....	13
2.2. Participants.....	13
2.3. Research approach	14
2.4. Data collection procedures	15
CHAPTER 3: DATA ANALYSIS AND DISCUSSIONS	16
3.1. Results from students' questionnaire	16
<i>3.1.1 Types of motivation</i>	16
<i>3.1.2. Demotivating factors in a speaking lesson</i>	17
<i>3.1.3. Activities used by teachers and students' preferences</i>	18

3.1.4. <i>Students' expectation on teachers' teaching</i>	19
3.2. Results from teachers' questionnaire	19
3.2.1. <i>Teacher's opinions towards teaching English speaking and students' motivation in speaking English</i>	19
3.2.2. <i>Current teaching method</i>	20
3.2.3. <i>Difficulties in teaching English speaking</i>	21
3.2.4. <i>Techniques and activities applied by teachers</i>	22
3.3. Findings and discussions	23
3.3.1. <i>The current situation of learning speaking of first-year students in HPU.</i> ..	23
3.3.2. <i>The current situation of teaching speaking for first-year in HPU.</i>	23
3.4. Suggested techniques for motivating students in speaking activities.....	24
3.4.1. <i>Suggestions for the teachers.</i>	24
3.4.2. <i>Suggestions for the students</i>	25
PART C: CONCLUSION	27
1. Concluding remarks.	27
2. Limitations of the study.	28
3. Suggestions for further study.....	28
APPENDIX 1.....	30
APPENDIX 2.....	33
APPENDIX 3.....	35
REFERENCES	37

ACKNOWLEDGEMENTS

On the completion of the study, I wish, first of all, to express my deepest gratitude to my supervisor MA. Nguyen Viet Anh, .Without his enthusiastic guidance and precious encouragement, the study could not be fulfilled.

My sincere thanks also go to my lecturers at Haiphong Private University for their useful suggestions which have helped much in completing the study.

I owe a special debt of gratitude to the students, who helped me a lot during the process of the study

Last but not least, I would like to give my heartfelt thanks to every member in my family as well as our friends. Without their spiritual support, this study could not have come up in the present form.

Part A. INTRODUCCION

1. Rationale

It cannot be denied that English plays an important role in many fields such as science, technology, diplomacy and so on. It is considered as a necessary tool to promote not only mutual understanding but also cooperation among countries in the world. In fact, the role of English in Vietnam nowadays has been more and more increasingly crucial because Vietnam has succeeded in becoming an official member of WTO since 2006.

Being aware of the great significance of English, more and more students want to learn and desire to speak English fluently so as to serve their own purposes. However, how to teach and learn English in general and English speaking skill in particular effectively is a matter of controversy.

It can be said that speaking seems to be the most interesting among four skills. However, many of the students at Haiphong Private University are often inactive and passive in participating speaking activities during speaking lessons. In addition, the interaction between teachers and students is ineffective and restricted. As a result, the students don't get good results in speaking tests.

From the above mentioned reasons, the researcher comes to the decision to carry out a study on "How to motivate the first year English non-major students at Haiphong Private University in speaking activities" with the aim of arousing students' active attitude towards speaking as well as bettering their ability when dealing with the skill

2. Aims of the study.

This study is an attempt to:

1. Investigate the current situation of teaching speaking skill to the first year English non-major students at Haiphong Private University (HPU) .
2. Propose some suggestions to motivate first-year English non-major students in learning speaking skill.

3. Research Questions.

1. What is the current situation of teaching and learning speaking skill to and of the first-year students at Haiphong Private University?
2. What are possible methods to motivate students in speaking activities?

4. Scope of the study.

Target learners aimed in this study are the first-year English non-major at Haiphong Private University. Students at other levels as well as at other universities are not included in this study.

The researcher only investigates methods of motivating first-year students at HPU in learning speaking skill, not all skills.

5. Methods of the study.

- Quantitative and qualitative methods are used in the study.
- Survey questionnaires are used as the main instrument to collect data and evidence for the study.
- Observation has been made used of as another instrument in collecting data.

6. Design of the study.

This study consists of three parts:

Part A, Introduction, presents of rationale, aims, research questions and scope of the study. The methods and design of the study are also included in this part.

Part B, Development, includes three following chapters:

Chapter 1: presents background of motivation and teaching speaking. In the chapter, the main approaches to motivation and de-motivation in foreign teaching a language and discussed.

Chapter 2: provides an overview of the study context, the research approach and information of participants and main instruments applied in the study.

Chapter 3: presents the documentation and data analysis. The analysis and discussion on the data are based on the survey questionnaire and classroom observation. The recommendations and suggestions for speaking teaching improvements are also discussed in this chapter.

Part C, Conclusion, presents some concluding remarks. Limitations and suggestions for future research are also provided in this part.

PART B: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. What is motivation in foreign language learning

1.1.1. Definitions of motivation

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor – the impulse that generates the action – as motivation. As the term itself indicates, it is a “motive force”, something that prompts, incites or stimulates action. According to *The Short Oxford English Dictionary*, motivation is “that which moves or induces a person to act in a certain way; a desire, fear, reason, etc, which influences a person’s volition.

There are many different definitions for the term motivation. *Baron (1996)* defines motivations as “the internal process that can’t be directly observed but that activates, guides and maintains overt behavior”. *Wade & Tavris (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”. For *Feldman (2004)* motivation is a “factors that directs and energizes the behavior of humans and other organisms”. *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. *Dornyei (2001b)* described this explicitly when he wrote the following: The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals. Motivation should be viewed as a hybrid concept, an internal attribute that is the result of an external force (*Dornyei, 2003*). *Dornyei (2001c)* states that motivation energizes human being and provides direction. *Crookes* and *Schmidt (1991)* define motivation as the learner’s

orientation regarding the goal of learning a second language. According to *Elliot and Covington (2001)*, motivation gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. *Pardee (1990)* said that a motive is what encourages the person to act in a certain way or develop an inclination for particular behavior. *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.

Motivation is one of the most important factors which influence language learners' success or failure in learning the language. It refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes towards learning the language. Motivation provides learners with an aim and direction to follow.

Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. As *Huitt (2001)* stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation.

1.1.2. Types of motivation in foreign language learning.

Motivation can be divided in various categories. The following are some of the major ways in which motivation is categorized:

- **Intrinsic (Natural) Motivation**

Intrinsic motivation refers to a force within the individual and it works from within the individual. It can be associated with the inner feelings of learners and it considers how learners engage in the task, and if they are willing to be involved in the activity. The rewards do not relate to external factors. *Deci & Ryan (1985)* suggest that learners who are intrinsically motivated, their learning level will be high.

- **Extrinsic (Artificial) Motivation**

Extrinsic motivation refers to environmental energizers like money, food, recognition, etc., which guide behaviour so as to attain a goal. It is driven by a desire for reward from outside: parents, employers, teachers or others. *Ryan & Deci (2000)* suggested extrinsic motivation may also have a negative purpose to avoid punishment.

- **Integrative Motivation**

According to *Gardner (2000)*, integrative motivation plays an essential role in successful language learning. When the learner's attitudes and motivation towards the target culture is positive, the foreign language learners easily become a part of the foreign language culture.

- **Instrumental Motivation**

Instrumental motivation is related to learners practical needs, such as getting a job, passing an exam or to get high income (*Gardner & Lambert, 1977*). Instrumental motivated learners want to achieve a goal for their own satisfaction.

According to *Ellis (1997)* integrative motivation was observed as having more importance in formal learning than instrumental motivation. Integrative motivation and instrumental motivation also needed to sustain in the foreign language learning process. Motivation is an important factor in foreign language learning achievement, which is why it is important to identify various types and combination of motivation that assists in the successful acquisition of a foreign language.

1.1.3. Some conditions for effective motivation in speaking.

- **Positive Attitude.**

If students have favourable attitudes towards the foreign language and its speakers, towards the teacher and the course, they will probably be more attentive in the class, would take assessments more seriously and, willing to achieve more, would look for situations when they can obtain further practice in the foreign language. Some critics (*Gardner, 1985*) make a distinction between different types of attitudes according to factors in the environment or subject characteristics such as age or sex. Thus we can speak of attitudes revolving around the educational aspects of second language acquisition (educational attitudes) and of social attitudes, focusing on cultural implications of second language acquisition.

- **Learning styles.**

Closely related to the problem of students' attitudes towards the language course is the problem of their different learning styles. Researchers and foreign language teachers have gradually become conscious that individual students have preferred modalities of learning. Consequently, when learners are given some freedom to choose one way of learning or another, they might do better than those who find themselves forced to learn in environments where a learning style, which does not suit them, is imposed as the only way to learn. One of the views put forward by the initiators of humanistic approaches to learning was that teachers should be allowed to adapt their programmes with due attention to the objectives of their students and the needs of the area where they are teaching. Though, this might not always be easy, a concern for the students' learning styles might be of great help in motivating them to learn.

- **The role of the teacher/professor in the class.**

Nowadays the role of the teacher is recognized as being highly significant in all the stages of the motivational process. Motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. At the top of the list I should place the teacher's enthusiasm, acknowledgement and stimulation of students ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of pupils with difficulties, helping them to increase their expectations of themselves. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners to become motivated to learn. External reinforces in the form of rewards, good marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners. Conversely, extra homework, punishment or other sanctions, proved not only ineffective in bringing about positive change, but also having exactly the opposite effect.

- **External Pressures**

There are external pressures that motivate learners to learn speaking English. Whether it is to please parents, receive a reward, or fulfill some pragmatic goal, the student is motivated to satisfy some external pressure.

Noels et al. link extrinsic and instrumental motivation by suggesting that they both,

...[refer] to the desire to [learn] a second/foreign language because of some pressure or reward from the social environment (such as career advancement or a course credit), internalized reasons for learning an L2 (such as guilt or shame), and/or personal decisions to do so and its value for the chosen goals (**2001, in Liu, 2007:128**).

1.2. What is De-motivation in foreign language learning?

1.2.1 Definitions of de-motivation

Basically, de-motivation is a comparatively new item in the field of second language learning. **Dörnyei** defined de-motivation as specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action”.

Deci and Ryan used a similar term “a-motivation”, which means “the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual’s experiencing feelings of incompetence and helplessness when faced with the activity.”

Dörnyei pointed out that de-motivation does not mean that all the positive influences that originally made up the motivational basis of a behavior have been got rid of. It only means that a strong negative factor restrains the present motivation with some other positive motives still remain ready to be activated. Though, both of these terms concern with lack of motivation. They differ in that amotivation is related to general outcomes expectations that are unrealistic for some reasons whereas demotivation concerns specific external causes. Amotivation, by contrast, according to **Dörnyei (2001)** refers to the lack of motivation resulting from realizing that there is no point. *Amotivation* was introduced by **Deci and Ryan (1985)** as a constituent of their self-determination theory and they (1985, as explained by **Dörnyei (2001a)** define it as “the relative absence of motivation that is not caused by a lack of initial interest but rather

by the individual's experiencing feelings of incompetence and helplessness when faced with the activity" (p.144).

A de-motivated student is someone who was once motivated but has lost his or her commitment /interest for some reasons. In this study, the term demotivation refers to the lack of interest in learning process and difficult to understand the lesson.

It is important to make a distinction between the states of 'diminished motivation' and 'total loss of motivation', that is to say demotivation and amotivation respectively. *Dörnyei (2001a)* emphasizes that "demotivation does not by all means entail that all the positive influences that in the beginning made up the motivation basis have been lost" (p.143).

1.2.2. De-motivation factors in foreign language learning.

According to *Dörnyei*, factors demotivating student's learning are as follows.

- The teacher (personality, commitment, competence, teaching method).
- Inadequate school facilities (group is too big or not the right level, frequent change of teachers).
- Reduced self-confidence (experience of failure or lack of success).
- Negative attitude towards the L2.
- Compulsory nature of L2 study.
- Interference of another foreign language being studied.
- Negative attitude towards L2 community.
- Attitudes of group members.
- Course-book.

To conclude, based on *Dörnyei's* study, factors affecting student's motivation can be classified into learner's factors, teacher's factors, environment factors, and teaching and learning conditions.

In addition, *Tsuchiya (2006)* studying the effective factors on de-motivation among some unsuccessful English language learners listed demotivates:

- Teachers.
- Classes.
- The Compulsory Nature of English Study.
- A Negative Attitude Toward The English Community.
- A Negative Attitude Toward English Itself.

- Reduced Self-Confidence.
- Negative Group Attitude.
- The Lack Of Positive English Speaking Models And Ways Of Learning.

Sakai and Kikuchi (2009) investigated six factors on de-motivation based on the previous studies on demotivation:

- ***Teachers***: Teacher's attitude, teaching competence, language proficiency, personality and teaching style.
- ***Characteristics of classes***: Course contents and pace, focus on difficult grammar or vocabulary, monotonous and boring lessons, a focus on university entrance exams and the memorization of the language.
- ***Experiences of failure***: Disappointment due to test scores, lack of acceptance by teachers and others and feeling unable to memorize vocabulary and idioms.
- ***Class environment***: Attitude of classmates, compulsory nature of English study, friend's attitudes, inactive classes, inappropriate level of the lessons and inadequate use of school facilities such as not using audio-visual materials.
- ***Class materials***: Not suitable or uninteresting materials (e.g., too many reference books and/or handouts).
- ***Lack of interest***: Sense that English used at schools is not practical and not necessary little admiration toward English speaking people.

1.3. Teaching speaking skill in foreign language learning.

1.3.1. Definitions of speaking.

According to *Longman Dictionary*, speaking is the utterance of intelligible speech or seeming to be capable of speech. Speaking is the process of orally expressing thought and feelings of reflecting and shaping experience, and sharing information. Speaking is a complex process, which involves thinking language and social skills. The speaker combines words to sentences and paragraphs and use a language style that is appropriate to a social context.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of

speaking (*Burns & Joyce, 1997*).

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of your body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips.

Speaking can be formal or informal:

- Informal speaking is typically used with family and friends, or people you know well.
- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

According to *Ladouse (1991)* speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. *Furthermore, Tarigan (1990: 8)* said that “*adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*”. It means that speaking as the way of communication influences our individual life strongly.

When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, *Wilson (1983:5)* defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation”. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Stern (in Risnadedi, 2001: 56-57) said watch a small child’s speech development. First he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker’s or learner’s desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking can not be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, *Freeman (in Risnadedi, 2001:56-57)* stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

1.3.2. Approaches to the teaching of speaking.

There are many approaches to teaching speaking could be categorized into two types: the direct/controlled approach which focuses more on language form, and the indirect/ transfer approach which gives more emphasis on language use in communication.

- **Direct/controlled approach.**

Taking the practice of focusing on language forms as the core of teaching, the direct/controlled approach focuses on language accuracy and makes great use of repetitive drills. As noted by *Ellis (2008)*, “(such) practice...involves an attempt to supply the learner with plentiful opportunities for producing targeted structures in controlled and free language use” (p. 480). With the targeted structures as the major focus, teachers would ask students to repeat basic structures in translation exercises as in a Grammar Translation method, or they might engage students in repetitive and mindless drills as in an *Audiolingual Method (DeKeyser, 1998)*. These types of activities are particularly useful to help students memorize targeted structures accurately (*DeKeyser, 2001*), and raise learners' awareness of the language knowledge (*Goh & Burns, 2012*), but may not be effective in preparing students for authentic communication (*DeKeyser, 1998; Ellis, 2008; Johnson, 1996*). In other words, although the direct/controlled approach could help foster isolated

speaking skills, it has paid insufficient attention to how language is used in authentic and realistic contexts and thus cannot provide effective support to learners' speaking development in the long run.

- **Indirect/transfer approach.**

The indirect/transfer approach was introduced in the 1980s when the theory of communicative competence gained popularity. According to this approach, teachers should plan activities that prompt authentic communications, where students would focus on the negotiation of meanings rather than on the accuracy of language features. It is said that instructions of this type would help learners develop fluency in spoken English and later transfer their speaking skills to real-life situations. Based on the assumption that L2 can be acquired through real-life communications with people speaking that language, teachers in the programme would encourage students to express their ideas using whatever linguistic means they have at their disposal. Since the key consideration is that they should produce language that is understood by their interlocutors, students in this programme are normally given a lot of opportunities to communicate with their teachers and peers. Recent studies (*e.g., Lyster, 1994; MacFarlane, 2001; Mougeon & Rehner, 2001*), however, have shown that the language produced by learners involved in communicatively-oriented language programmes is seldom accurate and rarely “target-like” (*Ranta & Lyster, 2007, p. 148*).

CHAPTER 2: METHODOLOGY

2.1. Overview of the study context.

English is a compulsory subject in the training curriculum of the college. English is very important and necessary as students when they after graduating. The English program at university is comprised of General English This thesis works with freshmen's studying of English for communicative purposes. In the first year at university, the students are equipped with basic knowledge of grammar and vocabulary in everyday life and four language skills

The researcher and other teachers are full-time teachers of English at the college. Most of them teach general English and have at least five years of teaching experience.

Students at HPU are from north provinces and cities in Vietnam. Most of them are from the rural areas of Thai Binh, Nam Dinh, Hung Yen and Hai Duong. Some have been learning English for few years while some others have no knowledge of English as they studied at high schools. Generally, students' English proficiency is at beginning level with basic knowledge of grammar and their language skills are very bad.

2.2. Participants

50 students selected from 4 classrooms (25 males, 25 females).

Students come from many regions across the country but almost all of them from the Northern provinces, many of them living in rural areas. As I mentioned above, before entering the college, most of them had learn English at high schools but the placement test results show that their level of English obtained is still very low had speaking results below 6 in term 1.

Five teachers to participated have many years of experiences, enthusiasm, 2 male teachers, 3 female teachers have graduated from different universities and they are Masters. Although they come from different backgrounds, they have many things in common: enthusiasm of teaching, eagerness of learning experiences from experienced teachers and are taking part in intensive and higher training courses. Up to now, four teachers have successfully gained Master degree, and one is preparing for his MA Graduation Thesis.

2.3. Research approach

To find answers to the research questions, the study collects data from survey questionnaires and classroom observation.

Questionnaire is one of the most popular instruments in obtaining broad and rich information. It is easy to prepare and helpful to the researcher to get great amount of information within a short period of time.

Along with questionnaire, observation is applied to help the researcher clarify information which cannot be provided in the questionnaire.

- **Questionnaire for the students.**

The questionnaire is designed with two main parts and includes four questions.

Part 1 is to get students' information about their age, place of birth, the duration they have learnt English.

Part 2 is designed to collect information on students' current situation of English speaking learning at HPU and factors affecting their motivation in speaking lessons.

The aim is to gather information about the situation of speaking skills in HPU and the factors that motivate them in the lessons.

- **Questionnaire for the teachers.**

The questionnaire is designed with two main parts and includes four questions.

The first part is to get personal information about the teachers (gender, age, teaching experience)

The second part has four questions, the purpose of which is to find out teachers' current teaching method, their difficulties in teaching speaking to first-year students, which the researcher will base on the current context or situation to make some suggestions to help teachers improve their teaching method in order to motivate students in speaking lessons.

- **Observation**

The observation was carried out in the second semester in HPU. Teachers have observed taken notes on the activities of four classrooms.

2.4. Data collection procedures

The time for data collection lasted for six weeks from the third month of the second semester. This was the time when students completed two-third of the term. Students may have an overview on the difficulties of English speaking learning in the first year at the HPU.

During the first two weeks, the questionnaires were delivered to fifty first-year students in four classes. The students had 15 minutes to complete the questionnaire. The purpose and importance of the study were explained. The researcher also helped students clear with the contents of the questions and how to answer them. All questions from students were clarified by the researcher during the completion of questionnaire.

In the next week, the survey to the teachers was delivered to five teachers teaching English speaking skills for the first-year students in the HPU, the time for them to complete it was for ten days.

In the last three weeks, the classroom performance was observed. The detailed notes were kept and interpreted, and then the results were drawn out.

CHAPTER 3: DATA ANALYSIS AND DISCUSSIONS

3.1. Results from students' questionnaire

3.1.1 Types of motivation

Question 1: What is/are your purpose(s) of learning English?

Table 1: Types of motivations

Purpose(s)	Students	Rate
a. To communicate to foreigners	36	60%
b. To know about English-speaking countries.	18	30%
c. To prepare for survival in English speaking countries	30	50%
d. To entertain	27	48%
e. To fulfill the college requirements	9	14%
f. To get good results at the exams	15	26%
g. To prepare for the future job	58	96%

Most of the student's purpose of learning English is to prepare for future work (96%)-the highest percentage. In addition to these, 60% of the students wanted to learn English for the purpose of communicating with foreigners. Another students learns English to prepare for survival in English speaking countries. The students interviewed also revealed that they want to learn English to get more knowledge of culture and people of English speaking countries. A little bit students want to learning English for entertainment (listen foreign music, watching film without subs....).

Only 9 out of 50 students claimed that they studied English speaking because to fulfill the college requirements .15% of the students perceived that they learned English speaking for a good result at the examination.

3.1.2. Demotivating factors in a speaking lesson

Question 2: What are your main demotivating factors in a speaking lesson?

Table 2: The main factors demotivating students in a speaking lesson

<i>Factors</i>	<i>Students</i>	<i>Rate</i>
a. Unenthusiastic teachers	15	30%
b. Stressful classroom atmosphere	8	16%
c. Crowded class	18	36%
d. Unsuitable speaking topics	20	40%
e. Boring speaking activities	16	32%
f. Unsuitable textbook content	30	60%
g. Low language proficiency	46	92%
h. Attitudes of group members	35	70%
i. Lack of confidence	47	94%
j. Teacher's inference in your speaking	25	50%
k. Mother-tongued inference	45	90%

The table mentioned above revealed that the confident of students had the greatest effect on students' motivation. The second factor was that low language proficiency the students had no effective methods in learning English speaking. About 46 out of 50 students perceived that learning English speaking was very difficult, nearly all of them lacked vocabulary, which led to de-motivation in speaking lesson. Mother tongue also affects the process of speaking English, especially the problem of pronunciation.

The attitude of the group members is not exciting, lazy, only one or two members works, that makes the lesson more uninteresting.

3.1.3. Activities used by teachers and students' preferences

Question 3: What activities below does your teacher use to motivate you in a speaking lesson? What activities do you like?

Table 3: Students' comment on teachers' activities

<i>Activities</i>	<i>Students</i>	<i>Rate</i>
a. Role play	27	54%
b. Discussion (in pair, in group...)	35	70%
c. Providing useful language for the speaking tasks	20	40%
d. English and Vietnamese speaking alternatively	30	60%
e. Games (at warm-up stage, ...)	46	92%
f. Compliment	37	74%
g. Teaching aid application: projectors, video players...	40	80%
h. Authentic situations	26	52%
i. Post activities (questioning, interviewing, practicing ...)	42	84%

All students like to have games in the class, interesting activities helps students get more excited about the lesson, it also motivation for them to speaking English more.

Activities in speaking lesson can help students in class to connect and understand each other through discussion (in group, in pair...).

Teaching aid application (projectors, video players...) can help students understand the important of English and know about foreign cultures. Sometimes, some compliments are also a way to motivate students more.

3.1.4. Students' expectation on teachers' teaching

Question 4: What do you expect your teachers to do to motivate you to speak in English speaking lessons?

Table 4: Student's expect the teachers motivate in English speaking lesson

<i>Expect</i>	<i>Students</i>	<i>Rate</i>
a. Let you choose topics to discuss	28	56%
b. Give you more time to work in pair or in group	15	30%
c. Let you choose partners who share the same opinion with you	45	90%
d. Give you speaking tasks suitable to your ability	30	60%
e. Vary speaking activities flexibly	6	12%

(90%) of students want to choose the partner they like, that make them feel comfortable in speaking English and promote their speaking ability.

Some other students expect the teachers can let them choose topics they can talk, if they can choose the topics suitable, they will become comfortable in their presentation.

3.2. Results from teachers' questionnaire

3.2.1. Teacher's opinions towards teaching English speaking and students' motivation in speaking English

Question 1. Which stage of a speaking lesson do you think necessary to motivate students?

Table 5: Teacher's opinions on teaching English speaking and students' motivation in speaking English

Stages	Teachers	Rate
a. The warm-up stage	1	20%
b. Pre-speaking stage	0	0%
c. While-speaking stage	0	0%
d. Post-speaking stage	0	0%
e. All above mentioned stages	4	80%

As is shown table 5, most of the teachers (80%) agreed that they should motivate students in all stages of the speaking lesson, from the warm-up stage to the post-speaking stage. Only one teacher claims that motivation was needed in the warm-up stage.

3.2.2. Current teaching method

Question 2: Which teaching methods do you currently apply to teaching English now?

Table 6: Teachers' current teaching method

Methods	Teachers	Rate
a. Communicative language teaching	3	60%
b. Audio-lingual	0	0%
c. Grammar translation	0	0%
d. Combination <i>Communicative language teaching & Grammar-translation</i>	2	40%

As clearly stated from table 6, the teaching method currently applied by 60% of the participants is communication teaching whereas 40% of the total use teaching combination to teach in English lessons.

Most teachers in the survey prefer the combination of communicative language teaching and grammar-translation.

3.2.3. Difficulties in teaching English speaking

Question 3: What are your difficulties in teaching English speaking for 1st year students?

Table 7: Difficulties teachers often faced in teaching English speaking

Difficulties	Teachers	Rate
a. The students' lack of motivation in learning speaking skill	4	80%
b. The students' laziness in pair work and group work	3	60%
c. The students' low English proficiency	5	100%
d. The students' unequal participation	2	40%
e. Crowded class	0	0%
f. Multi-level class	0	0%
g. Unsuitable class hour	0	0%
h. Lack of teaching aids	0	0%

There are 3 difficulties the teachers have to deal with in their teaching speaking. All of the teachers perceive that in their speaking teaching, they have some difficulties. Most of them agree that their students have low English proficiency (100%).

The second difficulties are their students lack motivation in learning speaking skills (80%). The third difficulties are the students' laziness in pair work and group work. Some teachers think that they have difficulties in teaching speaking because of the students' unequal participation. It can be seen that teachers' difficulties mostly come from student's factors.

3.2.4. Techniques and activities applied by teachers

Question 4: Which of the following techniques do you use to motivate students to speak English?

Table 8: Techniques applied by teachers in motivating students

Techniques	Students	Rate
a. Creating a co-operative atmosphere	2	40%
b. Creating a natural speaking environment	2	40%
c. Using supplementary materials	4	80%
d. Giving feedback regularly	0	0%
e. Giving rewards	1	20%
f. Providing students with interesting topics	3	60%
g. Providing students with useful language for the speaking tasks	5	100%
h. Designing appropriate speaking tasks to the students' abilities	0	0%
i. Letting students talk freely	3	60%
j. Varying communicative activities flexibly	2	40%

The results show that all of teachers (100%) chose providing students with useful language for the speaking tasks. The second technique applied by most teachers is using supplementary materials (80%).

(60%) teachers agree that letting students talk freely and providing interesting topics are a good way to motivate students. Sometime giving rewards is a way to encourage students.

(40%) believe that creating a co-operative atmosphere and creating a natural speaking environment is their way to motivate students with varying communicative activities flexibly can help students reduce stressful class atmosphere.

3.3. Findings and discussions

3.3.1. The current situation of learning speaking of first-year students in HPU

From the above survey results, there were 96 percent of students learning English to prepare for the future job, that is the major studying purpose and there was 92 percent of surveyed students responded that their low language proficiency is the main factor influencing affective to their learning process, that is a factor to reduce their motivation. In brief, all of them want to learn English firstly for a future job, and secondly for communicate to foreigners.

The statistics from data analysis also point out two main demotivating factors which students face when they learn speaking:

a) Low language proficiency

This factor is the main reason preventing students from speaking. The result of placement test for first-year students showed that students' level was just at the beginning level. In addition, the statistics from the survey prove the fact that mother-tongued inference has bad influence on their participation in English speaking lessons.

b) Lack of confidence

This is the second factor affecting students to speak in speaking lessons. They feel shy and not willing to speak because they are afraid of being laughed by their partners whenever they make mistakes or when being asked by their teachers. Being feared of speaking in front of other members in the class also makes them reluctant to speak in lessons.

Most students are interested in activities in the speaking lesson, they expect teachers can be comfortable to let them choosing partners and topics they can talk, give them more time to work in pair and in group and at the same time provide them with suitable and interesting speaking tasks because these activities can help students a lot in expressing their ideas freely and creatively. Finally, give them the speaking tasks that suit their abilities.

3.3.2. The current situation of teaching speaking for first-year in HPU.

- All teachers agreed that activities for warm-up stage, pre-speaking, while-speaking and post-speaking are necessary in order to increase the effectiveness of learning speaking.

- In the teaching, the methods they applying provide students with useful language for the speaking tasks were used much in the class room. Providing students with interesting topics and using supplementary materials are technique to motivate students. Besides that, creating a natural speaking environment is the one of the methods to connect with the students.
- All of the teachers perceived that in their speaking class, they had some difficulties. Most of them revealed the students' low English proficiency and the students' lack of motivation in learning speaking skill are the two main reasons affecting their teaching. These two reasons are closely related to each other. The students are lazy in pair work and group work, especially in group work that is a reason make them had a difficult, especially in group work that is a reason make them had a difficult.
- The techniques applied by most teachers in motivating students are providing students with useful language for the speaking tasks and using supplementary materials. Two other techniques that most teachers use are letting students talk freely and providing intersting topic because they give students more speaking opportunity basing on their ability and teachers can encourage them by giving them feedback regularly. To encourage students to take part in speaking lessons, teachers should creating a natural speaking environment and design appropriate activities for students, vary communicative activities flexibly and giving them rewards.
- Besides, the result of classroom observation shows that all of the teachers prepared the lesson very carefully; the lessons went smoothly and logically because all of the teachers were showed their interest and enthusiasm. The pair work and group work were used in lesson. However, in all classes some students were passive. Whenever the students were asked to work in groups, they became quiet or did some other things.

3.4. Suggested techniques for motivating students in speaking activities

3.4.1. Suggestions for the teachers.

The teacher plays an important role as an instructor and encourages students in learning process .In English speaking class, the stages such as warm up while speaking and post speaking should be applied. Clarification and whole-hearted guidance are

influential factors which help stimulate learners. The teacher's instructions should be brief, easy to understand and clear so that all students know what they have to do.

The teacher's attitudes are very important in increasing students' motivation. The teachers' sense of humor and friendliness as well as the attention will attract students during the whole lesson.

In teaching, the teachers had better provide students with not only linguistic knowledge but also cultural knowledge, especially English speaking countries. That makes student broaden their mind and feel excited about speaking tasks.

Giving some interesting and suitable topics is a good way to motivate students in speaking lessons and create enjoyable class atmosphere that makes them interested to get involved in

Also, students should be given more time to work in pair and in group because working in pair and in group can help them exchange ideas and learn from each other

Teachers should give students more compliments, encouragements than criticism and establish close and friendly relationship with students in order to minimize their reluctance to involve in speaking lessons and help correct their pronunciation when necessary

Finally, the teachers should create a free speaking environment for students because this can help students a lot in expressing their ideas freely and creatively.

3.4.2. Suggestions for the students.

In order to overcome the difficulties and better get motivated in speaking lessons, students are suggested to:

- more actively participate in activities given by teachers
- exchange ideas with other students in the same group or learn experiences from better students
- try to speak in class although your voice is not good enough
- Be confident when presenting your ideas and not be afraid of being laughed by other students because your teachers will be always beside you and assist.
- prepare well given topics and discuss with your pair or group before presenting in front of other members
- practice taking the roles of subjects in the conversations with other partners

- Listen to the CDs or teachers to correct your pronunciation, which will help you more confident to speak.
- put yourselves in imaginative situations and find solutions to these situations if any difficulties arise, you can ask your partners or teachers for help

PART C: CONCLUSION

1. Concluding remarks.

Teaching speaking is always a great concern of all teachers at HPU. There have been issues arising in the process of teaching and learning speaking skill, one of which is how to motivate students in speaking activities and help them improve speaking capability. Therefore, the study was set out to answer two questions:

1. What is the current situation of teaching and learning speaking skill to and of the first-year students at HPU?
2. What are possible methods to motivate students in speaking activities?

To investigate the current situation of teaching and learning speaking skill for and of first-year students at HPU, the researcher carried out two survey questionnaires with English teachers and students in HPU. The data collected from these two survey questionnaires revealed some facts about teaching and learning English for and of first year student at HPU. From the findings, the following conclusions can be drawn out:

- The type of motivation that first-year students are possessing is instrumental motivation. They consider learning English as an instrument for their future career.
- Students are dealing with some factors preventing them from participating in speaking activities. These factors come from students themselves, teachers and learning condition.
- The teachers' current teaching method is communicative language teaching and they are dealing with some difficulties in teaching speaking to first-year students. Although teachers have applied various activities and techniques in order to motivate students in speaking lessons, students' feedback is out of their expectation.

Basing on these conclusions, the researcher has offered some suggestions for teachers, students in university. These suggestions aim to enhance the co-

operation from all three sides in teaching and learning speaking. They encourage self-study and activeness in learning speaking from students; promote creation, flexibility and enthusiasm in teaching from teachers and call for support in renovating training program and teaching materials.

It is hoped that this study will be one of useful teaching material recourses in teaching speaking skill to non-major students at universities in general and at HPU in particular.

2. Limitations of the study.

Because of limited time and ability, there are a number of related areas which the researcher cannot cover in the study.

Firstly, subjects of the study are only the small number of student at HPU; the researcher only focuses on the first-year students in HPU. It would be far better if there was longer time this would more helpful for researchers to be more aware of the real situations about how factors motivate students to speak English better.

Secondly, in teaching and learning English in general, the techniques proposed above are only a small part and should be applied in a creative and flexible way in each class.

Thirdly, the time for study is limited which is not enough to apply the new teaching methods to students and evaluate their effectiveness in teaching and learning speaking skill. Therefore, the researcher just stops at offering suggestions for teachers and students.

Finally, the study has not evaluated the effect of the current textbook in teaching speaking for first-year students. These shortcomings somehow make the reliability of the study reduced.

3. Suggestions for further study

With above limitations, the following suggestions are proposed to make the research more reliable and applicable for college training program:

- ❖ Students of all levels in the college should be included.

- ❖ New teaching methods should be carried out and their effectiveness in teaching and learning skill should be also evaluated.
- ❖ The effect of speaking motivation on other skills such as listening, reading and writing should be considered as a focus of the study.
- ❖ Textbook evaluation should be carried out to improve the effectiveness of the textbook in teaching speaking for first-year students

APPENDIX 1

SURVEY QUESTIONNAIRES (FOR STUDENTS)

This survey questionnaire is designed for the research into how to motivate the 1st-year students in speaking activities. Your assistance in completing the survey is highly appreciated. All the information provided by you is solely for the study purpose, not for sharing or revealed for any other purposes.

Thank you very much for your cooperation!

I. Personal information

1. Your age
2. Your hometown
3. How long have you been learning English?year(s)

II. Current situation of learning speaking at Haiphong Private University

1. What is/are your purpose(s) of learning English

- a. To communicate to foreigners
- b. To know about English-speaking countries.
- c. To prepare for survival in English speaking countries.
- d. To entertain
- e. To fulfill the college requirements
- f. To get good results at the exams
- g. To prepare for the future job
- h. Other (please specify):

.....

2. What are your main demotivating factors in a speaking lesson?

a. Unenthusiastic teachers
b. Stressful classroom atmosphere
c. Crowded class
d. Unsuitable speaking topics
e. Boring speaking activities
f. Unsuitable textbook content
g. Low language proficiency
h. Attitudes of group members
i. Lack of confidence
j. Teacher's interference in your speaking
k. Mother-tongue interference
l. Other (Please specify):
.....

3. What activities below does your teacher use to motivate you in a speaking lesson? What activities do you like?

<i>Activities</i>	<i>Teacher</i>	<i>Preference</i>
a. Role play		
b. Discussion (in pair, in group...)		
c. Providing useful language for the speaking tasks		
d. English and Vietnamese speaking alternatively		
e. Games (at warm-up stage, ...)		
f. Compliment		
g. Teaching aid application: projectors, video players...		
h. Authentic situations		
i. Post activities (questioning, interviewing, practicing ...)		
j. Other (Please specify):		

4. What do you expect your teachers to do to motivate you to speak in English speaking lessons?

- a. Let you choose topics to discuss
- b. Give you more time to work in pair or in group
- c. Let you choose partners who share the same opinion with you
- d. Give you speaking tasks suitable to your ability
- e. Vary speaking activities flexibly
- f. Other (please specify):

.....

3. What are your difficulties in teaching English speaking for 1st year students?

a.	The students' lack of motivation in learning speaking skill
b.	The students' laziness in pair work and group work
c.	The students' low English proficiency
d.	The students' unequal participation
e.	Crowded class
f.	Multi-level class
g.	Unsuitable class hour
h.	Lack of teaching aids
i.	Other (Please specify):

4. Which of the following techniques do you use to motivate students to speak English?

a.	Creating a co-operative atmosphere
b.	Creating a natural speaking environment
c.	Using supplementary materials
d.	Giving feedback regularly
e.	Giving rewards
f.	Providing students with interesting topics
g.	Providing students with useful language for the speaking tasks
h.	Designing appropriate speaking tasks to the students' abilities
i.	Letting students talk freely
j.	Varying communicative activities flexibly
k.	Applying visual and audio teaching aids
l.	Other (Please specify):

APPENDIX 3

CLASSROOM OBSERVATION SHEET

(Adapted from Brown, 1994)

Unit:

Class:

Name of the teacher:

Number of students:

Observation time:

Date:

<i>Categories</i>	<i>Results (%)</i>	
	N	NA
Criteria		
I. Preparation		
1. Well-prepared, well-organized in class		
2. Appropriately prepared objectives of the class		
II. Presentation		
3. Clear and concise instruction language		
4. Authentic materials are added		
5. The lesson is smooth		
6. Material is presented at the students' level of comprehension		
7. The teacher show interest and enthusiasm		
III. Methods		
8. Teacher moves round class, use eye contact		
9. There are balance and variety of activities		
10. Examples and illustrations used effectively		
11. Instructional aids and resource material used effectively		
12. Drills are used		
13. Teacher explores genuine situations in the class		
14. Structures are taken out of artificial drill contexts and applied to the real contexts of the students' culture and personal experiences		
IV. Personal characteristics		
15. Patience in eliciting responses		
16. Clarity, tone, and audibility of voice		
17. Pronunciation, intonation, fluency are appropriate and acceptable use of language		
V. Teacher/student interaction		
18. Teacher is a fascinator		
19. Teacher encourages students		
20. Teacher organizes effectively individual, pair and group work		
21. Teacher controls and directs the class		
22. Students are communicators		
23. The students are attentive		
24. The students are active and involved		
25. The students are encouraged to ask questions, to disagree, or to express their own ideas		

Note: A: applicable NA: not applicable

REFERENCES

1. Broussard, S. C., & Garrison, M. E. B. (2004). *The Relationship between Classroom Motivation and Academic Achievement in Elementary School-aged Children*. *Family and Consumer Sciences Research Journal*, 33(2), 106–120.
2. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press, Cambridge.
3. Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow, England: Longman.
4. Dörnyei, Z. (2005) *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, N.J.: Lawrence Erlbaum.
5. Dörnyei, Z., 2001. *Teaching and Researching Motivation*. 1st Edn., Longman, Harlow, ISBN-10: 0582382386, pp: 295.
6. Ellis, R. (1997). *The study of Second Language Acquisition*. Oxford: Oxford University Press
7. Elliot, A. J., & Covington, M. (2001). *Approach and Avoidance Motivation*. *Educational Psychology Review*. 13(2).
8. Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
9. Gardner, R. C. (1985). *Social Psychology in Second Language Learning*. Edward Arnold Ltd, London, Great Britain.
10. Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*.
11. Guay, F., Chantal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, Identified, and Controlled Types of Motivation for School Subjects in Young Elementary School Children. *British Journal of Educational Psychology*, 80(4), 711–735.
12. Huitt, W. (2001). *Motivation to Learn: an Overview*.
13. Liu, M. (2007) *Chinese Students Motivation to Learn English at the Tertiary Level*. *Asian EFL Journal*, 9/1, pp. 126 – 146.
14. Narayanan, R. (2006). *Motivation Variables and Second Language Learning*. Vinayaka Mission Research Foundation University, Kanchipuram, India.
15. Noels, K., Pelletier, L. and Clement, R. et al. (2003) *Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory*. *Language Learning*, 53/1, pp. 33 – 64.
16. Oxford, R., & Shearin, J. (1994). *Language Learning Motivation: Expanding the Theoretical Framework*. *Modern Language Journal*, 78, 12-28.
17. Pardee, R. L. (1990). *Motivation Theories of Maslow, Herzberg, McGregor and McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation*. Rowley, Mass.: Newbury House.

18. Ryan, R. M., & Deci, L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
19. Wu, X. (2003) Intrinsic motivation and young language learners: the impact of the classroom environment. *System*, 31, pp. 501 – 517.
20. Kikuchi, K., 2009. Listening to our learners' voices: What demotivates Japanese high school students? *Langu. Teach. Res.*, 13: 453-471. DOI: 10.1177/1362168809341520
21. Kiwa, A., 2004. What 'demotivate's language learners? Qualitative study on demotivational factors and learner's reactions. *Bull. Toyo Gakuen Univ.*, 12: 39-47.
22. Kikuchi, K. and H. Sakai, 2009. Japanese learner's demotivation to study English: A survey study. *JALT J.*, 31: 183-204.
23. Wallace, D'Arcy-Adrian. 1978. *Junior Comprehension 1*. England: Longman.
- Wilson, S. 1983. *Living English Structure*. London: Longman