

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



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGOẠI NGỮ

**Sinh viên : Bùi Thị Hương
Giảng viên hướng dẫn: Th.s Nguyễn Hữu Hoàng**

HẢI PHÒNG - 2019

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

**AN INVESTIGATION INTO SOME OF THE FACTORS
AFFECTING THE MOTIVATION OF THE THIRD
YEAR ENGLISH MAJOR STUDENTS IN SPEAKING
CLASSES AT HAIPHONG PRIVATE UNIVERSITY**

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

**Sinh viên : Bùi Thị Hương
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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: An investigation into some of the factors affecting the motivation of the third year English major students in speaking classes at Haiphong Private University

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).

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

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:.....

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Hải Phòng, ngày tháng.....năm 2019

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

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Hải Phòng, ngày ... tháng ... năm
Cán bộ hướng dẫn
(Ký và ghi rõ họ tên)

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ABSTRACT

Motivation factors are regarded as one of the most important parts in learning English, especially speaking skill. A positive motivation factor not only helps students have a good performance in learning English but also improves their speaking skill. Accordingly, this thesis concentrates on investigating the factors influencing third year English-major students' motivation to speak English in English classes at Hai Phong Private University and gives some suggestions for enhancing the positive factors and reducing the negative ones.

PART I: INTRODUCTION

1. Rationale of the study

Nowadays, English has become an international language and been used widely all over the world as a third or foreign language. Learning English requires a lot of skills including listening, speaking, reading and writing. Speaking, however, seems to be the most important skill of all the four skills because people who know a language are usually referred to as speakers of that language (Ur, 1996).

There are different factors affecting the process in which learners acquire a language. Among these different factors, motivation is considered as an important role. In fact, motivation is known as one of the key factors that influence the rate and success of the second/foreign language learning. Ely (1986) and Gardner (2000) have shown that those students who have higher motivation are more successful and efficient in their learning.

At Hai Phong Private University (HPU), not all students are good at using English, particularly speaking. They find it difficult to communicate in English. In order to help students improve their speaking skill, it is necessary to study the factors related to motivation to make them overcome their speaking problems.

English speaking and the factors motivating in learning this skill have so far been studied by a number of researchers; however, there has not been a study of the factors motivating learning English speaking on the third year English major students at HPU until now. Therefore, this research is carried out to fill in the gap.

2. Aims of the study

The study aims to find out factors motivating English major students to speak English at Hai Phong Private University. Moreover, some suggestions are also figured out to promote learner's motivation in speaking English classes.

The main purpose of the paper is:

- + To investigate factors influencing motivation of the third-year English major students in learning English speaking skill.
- + To examine the influence of these factors on students' motivation of speaking.

+ To recommend some valuable suggestions so that the positive motivations are promoted and negative ones are improved for students to learn English speaking better.

3. Research questions

The study is conducted to answer the three following questions:

1. What are English major students' motivations in studying English speaking?
2. What factors motivate and demotivate English major students to speak English in speaking classes?
3. What suggestions are made to motivate English major students to speak English in speaking classes?

4. **Significance of the study**

The study is going to be a reference material for English major students of Hai Phong Private University if they would like to investigate students' motivation to study English speaking in English classes in their research. In addition, this study could be considered as an useful review for English lecturers in Foreign Language Department of Hai Phong Private University to understand more about the influence of motivation factors, and then apply proper method in teaching English speaking for better education result.

5. **Scope of the study**

On account of reference constraints, the researcher's ability and time, the study only focuses on the common motivating factors in learning speaking skill of third year English major students in NA2001A and NA2001N at Hai Phong Private University.

6. Structure of the study

The study consists of three main parts:

- Part I: "Introduction" mentions the rationale for choosing the topic. Then the aims and objectives, the research questions and the scope of the study are presented. The final part of this chapter is the organizations of the study.

- Part II: Development

+ Chapter I: "Literature review and theoretical background", this chapter reviews previous researchers' studies related to the topic of the research and presents the

theory of English speaking including review of previous studies, concepts of motivation.

+ Chapter II is “Research methodology” which discusses the participants, research setting, data collection, data analysis and the research.

+ Chapter III aims to present the result of the study based on the data analysis.

- Part III provides “Conclusion and some suggestions”.
- References and Appendix will be placed at the very end of this study.

PART II: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

1. Motivation

There are different studies on motivation which have been carried out. Generally, most of the theories about motivation aim to explain the fundamental motivation factors which affect language learners. Also, the studies of motivation have been influenced by various psychological theories. Each of these theories states different sources of motivational needs, and each has certain objective and reliable views.

Burden (1997) stated that “from a cognitive perspective, motivation is concerned with such issues as why people decide to act in certain ways and what factors influence the choice they make. It also involves decisions as to the amount of effort people are prepared to expend in attempting to achieve their goals”.

Gardner (1985) assumed that motivation involves four aspects: (i) a goal; (ii) an effort; (iii) a desire to attain the goal; (iv) a favorable attitude toward the activity. Besides, Gardner defined motivation to learn an L2 as “...the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. This definition includes a wide range of aspects, such as effort expended to achieve a goal, a desire to learn the language; and satisfaction with the task of learning the language.

In contrast to Dörnyei’s view, motivation is considered as “general ways of referring to the antecedents (the cause and the origins) of action” (Dörnyei, 2001). He also stated that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activities” (Dörnyei, 2001). The author figured out two dimensions of human behavior which relates to motivation: direction and magnitude (intensity).

Last but not least, academic motivation reflects students’ levels of persistence, interest in the subject matter, and academic effort (Diperna & Elliot, 1999); it is regarded as a contributor to academic success (Alexander, 2006). It is also described as a process through which individuals instigate and sustain goal-directed activity. Brown and Campione (1994) defined motivation as an inner drive, impulse, emotion or desire that moves people to a particular action.

Similarly, some psychologists define motivation in terms of needs or drives. In his famous “pyramid of needs”, Maslow (1970) presented his theory of motivation as a hierarchy of needs which stem from basic physiological needs e.g., air, food, shelter to higher needs of safety, belonging, self-esteem and need for self-actualization. Maslow (1970) claimed that the last need placed on top of his “pyramid” can only be achieved if all other needs are fulfilled.

In conclusion, it can be deduced that motivation is a psychological trait which helps people to achieve a goal. Motivation is what drives learners to behave in a certain way or to take a certain action that examined by previous researches.

2. Motivation in learning foreign languages

Motivation in foreign language learning has been defined in various ways. Dornyei (2001) stated that motivation refers to the efforts which learners make to learn a foreign language. Motivation is one of the keys that influence the rate and success of language learning. Norris-Holt (2001) referring to Crookes and Schmidt (1991), defines motivation as “...the learner’s orientation with regard to the goal of learning a second language”. Motivation in this context can be understood as the one relating to attitude and vice versa with both having an influence on learning and acquisition. Gardner (1985) assumed that motivation involved desire to learn a language, intensity of effort to achieve this, and attitudes toward learning the language. Motivation in foreign language learning is more broadly categorized into two types: integrative and instrumental motivation.

Gardner and Lambert (1959) highlighted “integrative motivation” which stresses “a sincere and personal interest in the people and culture represented by the other group” and “instrumental motivation” which stresses “the practical value and advantages of learning a new language”.

To summarize, factors affecting students’ motivation can be classified into learner’s effort, rate and success of language learning, attitude, personal interest, culture as well as practical values and so on which are regarded as integrative and instrumental motivation factors.

3. Classification of motivation employed by English major students in speaking classes

A large number of English major students, later or sooner, find themselves in a diversity of motivating factors which promote to speak in English classes.

Nevertheless, if they do not practice regularly, these aspects might disappear. Most researchers (Gardner and Lambert, 1959; Harmer, 1983; Dornyei, 1998) divided motivations into two main types: Integrative and Instrumental motivation. With the view of Gardner and Lambert (1959), the integrative motivation can be understood as a desire to become more valued members of the community of the target language. It is based on interest in speaking English because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate into speaking classes.

On the other hand, the instrumental motivation relates to certain purposes of learning to speak, such as passing the exams, getting financial rewards, having a better career or gaining promotion (Harmer, 1983; Gardner and Lambert, 1959). From the point of view of Gardner and Lambert (1959), it is a determination to acquire another language to achieve such goals as a good job or social recognition. In fact, it is difficult to attribute learning language success to certain integrative or instrumental because both integrative and instrumental motivations are mutually inclusive. Most situations in learning language involve a mixture of each type of motivation (Dornyei, 1998). The importance of integrative and instrumental motivation depends on real situations or contexts, whether learning language functions are considered more as a foreign language or as a second language (Gardner and Lambert, 1959).

Another popular view on types of motivation divided motivation into: Extrinsic and Intrinsic motivation. According to Harmer (1983), extrinsic motivation is related to the concept of a goal. He explains that students who decide to go and study a language to obtain some goals that they wish to reach. Extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could have a negative impact to the students because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. Besides, intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do. He states that intrinsic motivation plays by far the larger part in most student's success or failure or language learners (Harmer, 1991). Because this type of motivation is from within the students, they are always willingly and voluntarily try to learn what they think is worth or important for

them. When students have intrinsic motivation, they have the internal desire to learn without the need for external outcomes.

Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals and neither are appropriate for curricular and good qualifications. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions.

4. The importance of motivation in learning speaking

Motivation plays an important role in success and failure in learning a second language, especially in speaking classes. Motivated students are likely to learn more effectively and even more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. Apart from the role that intellectual capacity and language aptitude play in a second or foreign language learning (Gardner & Lambert, 1972 cited in Xu 2008), motivation is a main factor in the successful study of language acquisition. It is considered as a goal which is directed and defined as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Gardner, 1985). Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge about structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, speaking, reading and writing (Gardner, 1985 cited in Xu 2008).

Furthermore, motivation is an issue worthy to investigate because it has a great number of implications in how support language learners to be more successful. And motivation is the answer that researchers and teachers make effort to create when referring to efficient language learning environment. Most teachers and researchers have widely accepted that motivation is one of the key factors which affect the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Dörnyei,

1998, as cited in Huang 2007). Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers and how long they preserve and maintain L2 skills after language study is over (Oxford & Shearin, 1994, as cited in Huang 2007). Conversely, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement (Dörnyei & Csizér, 1998, as cited in Huang , 2007).

5. Factors affecting students' motivation in speaking lessons

There are some researchers who have presented and analyzed factors affecting motivation. Most of these views agree that the most common factors include teacher's factors, learners factors and physical factors (Gardner and Lamber, 1959; Brown, H. Douglas, 2001). Among these researches, the most effective one is Harmer, 1991 and Dornyei, 2003 views on factors influencing negatively and positively on extrinsic and intrinsic motivation. Those researches also state factors that can affect intrinsic motivation as follows:

- Student's attitude: From the point of view of Harmer (1983), the factor affecting extrinsic motivation most is students' attitude toward the language. This attitude may be affected by those around him who have the positive or negative attitude to the culture or the target language community or by his previous experiences as a student.
- Physical conditions: Harmer (1983) states that they have a great effect on learning and can alter a student's motivation either positively or negatively. For example, if a student has to study in the bad lighting classroom, overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, he/she can lose their motivation or their motivation in learning will be lowered.
- Method of teaching: Harmer (1983) believes that the ways that students are taught must have some effects on their motivation. Whenever the learners feel bored with the teacher's method, their motivation would likely to be lost or gradually decreased, whereas, if they are interested in the teaching method, they will find it motivating.

- The teachers: Harmer (1983) considers teachers as the most powerful variable of motivation as well as demotivation, and can become a major part in demotivating the learners. Dennis Girard (1970, cited in Harmer, 1983) suggested some qualities a teacher should have to provide students with intrinsic motivation:
 - The teacher has to make his classes interesting.
 - The teacher must be fair, treat his students equally and as far as possible understand and act on the worries and aspirations of his pupils.
 - The teacher must offer a good model as the target language user.
 - The teacher must be a good technician.
- Success: Success plays a vital part in the motivation of a student. It relates to the suitable level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can cause students a demotivated situation in learning.

As Harmer (1983) pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

6. Strategies to motivate students in English classroom

The question of how to motivate students to learn always causes the concern from many teachers and researchers. According to Dorney and Cheng (2007), motivation is one of the key factors that determine the success in L2 learning, strategies for motivating language learners should be seen as an important aspect of the theoretical analysis of L2 motivation. Generally, they agree that extrinsic and intrinsic motivation should be combined, but teachers should target at the intrinsic motivation as the main long-term motivation to students' learning. Dörnyei (1998) offered a set of Ten Commandments for motivating learners. All of these ten items focus on what the teacher can and should do to stimulate intrinsic motivation:

- 1) Set a personal example with your own behavior
- 2) Create a pleasant, relaxed atmosphere in the classroom
- 3) Present the task properly
- 4) Develop a good relationship with the learners

- 5) Increase the learner's linguistic self-confidence
- 6) Make the language classes interesting
- 7) Promote learner autonomy
- 8) Personalize the learning process
- 9) Increase the learners' goal-orientees
- 10) Familiarize learners with the target language culture

Dornyei (2001, cited in Gardner and Bernaus, 2008) then simplified by grouping these strategies into five main categories: (i) creating fundamental motivational conditions by applying appropriate teacher behaviors, having a good relationship with students, maintaining a pleasant and supportive atmosphere in the classroom; (ii) enhancing learners' language-related values and attitudes, increasing their expectancy of success, increasing their goal – orientees; (iii) improving the quality of learning experience, increasing self- confidence, creating learner autonomy; (iv) encouraging positive self-evaluation by promoting attributions to effort rather than to ability, providing motivational feedback and increasing learner satisfaction. It is concerned that the ratio of using intrinsically and extrinsically motivated ways in teaching depends on many other factors such as teachers' teaching style, the students' age and characteristics, the stages of the lesson and so on. The right of choosing the appropriate methods and strategies are in hand of the teachers. Many factors involved in the success of applying motivating resources; however, some notes like young learner's preference and needs should be taken into account.

CHAPTER II: RESEARCH METHODOLOGY

This chapter presents and discusses the research design used for this project, the instruments, the procedures and outcomes of the pilot studies, the data collection procedures, as well as the data analysis.

1. Participants

In order to get information to fulfill the aims of the study, questionnaire was designed and delivered to students. The participants including 40 third year major students, 20 from NA2001A and 20 from NA2001N responded to the students' questionnaire (see Appendix B) forty of these students who are above 19 years old and from various areas in Hai Phong, they achieved basic English knowledge at secondary and high school, they have also studied English at least three years at HPU where the extensive English skills are mainly focused to achieve diverse purposes, for example: for their passion, parents' satisfaction, financial rewards, English master, further career and others.

2. Research setting

The research was processed at Hai Phong Private University, especially Foreign languages department, which is a private university at 36 Dan Lap street, Le Chan District, Hai Phong city, in the North of Vietnam. It was established on September 24th, 1997. Furthermore, the university offers undergraduate courses in a number of fields such as Architecture, Business Administration, Construction, Foreign Languages and so on. The major education goal is to provide a number of quality workforce with major knowledge, practical skills and so on to meet the labor market demand. After graduation, students will become English Masters and work

in various positions related to interpretation, translation and tourism in domestic as well as foreign companies.

3. Data collection

The methods used to collect data were questionnaires and semi- structure interview. The first reason for choosing questionnaires is that this instrument might collect student opinions in a broad way. Furthermore, using a questionnaire with specific multiple-choice questions were provided the participants with a single frame of reference in choosing their answers (Schuman & Presser, 1981). The students' questions consist of 10 closed-questions were designed in English (see appendix A)

4. Data analysis

It is considered that the combination of quantitative and qualitative are the most effective choice in this study to achieve the unbiased results, the data is analyzed accurately and objectively. The occurrence showing certain areas of investigation were calculated by counting the number of responses to the questionnaire items and put into percentage. Then, the information are analyzed and evaluated by combining quantitative and qualitative methods.

5. Research procedure

5.1. Procedure for conducting the questionnaire.

Step 1: The questionnaires were delivered to students in two classes at HPU (NA2001A and NA2001N) in fifteen minutes before classes.

Step 2: The researcher explained clearly the purposes of administering the questionnaire which aimed to find the student's motivation factors in speaking and then instruct students to complete it.

5.2. Procedure for conducting the semi –structured interview

The researchers first chose ten students from NA2001A and NA2001N randomly to participate in the interview. Interviewing and recording the interviewees would be conducted. After that, the collected data were analyzed, classified and presented.

CHAPTER III: FINDINGS AND DISCUSSIONS

In this chapter, the factors influencing English major student's motivation to speak in speaking classes are analyzed from the result of questionnaires and semi - structured interview. Then, in the discussion section, there will be a classification for the research questions which have been raised before.

1. Motivations to study English speaking

Primarily, we designed and delivered approximately 40 sheets of questionnaires and then all 40 ones were suitable. Among the surveyed students, there were about 30 female and just 10 male students participating in the questionnaires. All of these students learned as well as had fundamental English knowledge for above eight years. To some certain extent, we found out clearly the factors affecting English major students' motivation by providing a semi – structured interview with 10 questions for ten randomly chosen students from NA2001A and NA2001N classes.

After collecting the data, the motivation of English major students to study English in speaking classes was shown obviously on the pie chart as follow:

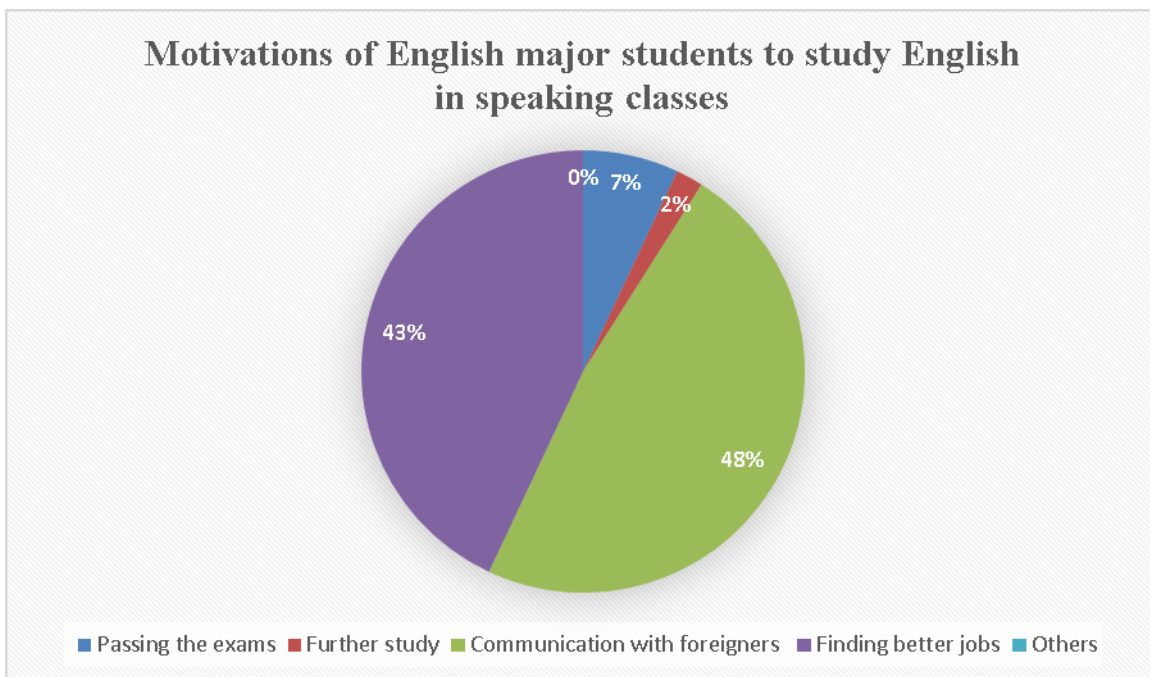


Figure 4.1. Motivations of English major students to study English speaking

The given pie chart illustrates which factors influence English major student's motivation to speak English in classes.

As can be clearly seen from the graph, Communication with foreigners factor is the highest, accounting for a half of students at nearly 50%, participant 1 from

NA2001N stated that this factor was the main purpose to study English as well as would support her future job. Additionally, participant 2 from NA2001A who had the same answer responded that his English learning target was to communicate and work in an international environment which he would need an English standard to do all the tasks of the job, closely following by finding better jobs factor, making up 43%.

On the other hand, the proportion of Passing the exams and Further study aspects were the smallest numbers between 7% and 2% respectively. Moreover, there was no student answering that they rarely or never got involved in Others factor such as passions, family pressure and so on. In other words, they chose to study English, especially English speaking by themselves and they had very specific and clear purposes of studying without any forces from other sources.

In conclusion, a majority of English students had purposes of Communication with foreigners and Find better jobs, while a small number of them wanted to Pass the exams and had Further study reasons.

2. Factors motivating and demotivating students to speak English in speaking classes

The questionnaires and semi-structured interview also had the target to find out the factors which motivated and demotivated the students when they chose to study English, especially when they participated in speaking classes.

2.1. Factors motivating students to speak English in speaking classes

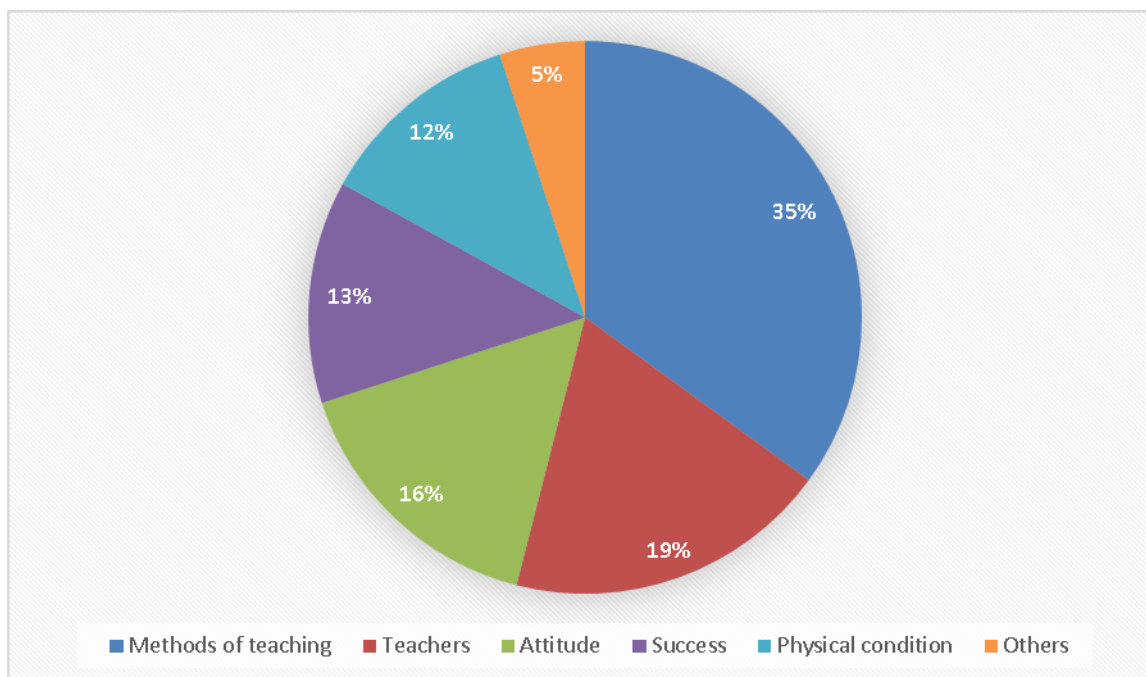


Figure 4.2. Factors motivating students to speak English in English classes

The pie chart above illustrates the factors which motivated English major students to speak English in speaking classes.

According to the chart, it is obvious that Teaching methods factor accounted for the largest percentage, accounting for over a third, 35%. While, Teachers ranked the second at 19%, followed by Attitude factor, which accounted for 16%. On the other hand, 13% belonged to the proportion of students asserting Success. In contrast with the factor mentioned above, Physical conditions represented the smaller proportion, with 12% among all and only 5% of Others aspects such as passion, stress and classroom facilities which motivated students to study speaking in English speaking classes.

To achieve deeper understanding about the issue, a semi-structured interview was carried out. Among the students surveyed, a student called Participant 3 in class NA2001N shared that English teachers, who were teaching at Hai Phong Private University, should have more teaching experiences. As a result, they would be able to instruct students to speak English in English speaking classes better. Another participant in NA2001A, Participant 3 believed that teachers were people who enhanced students' motivation to speak English by giving various teaching methods. Furthermore, a majority of participants considered that Methods of teaching was the factor motivating English major students' motivation to speak

English in English classes. Because lecturers had full of knowledge with a lot of experiences, teachers' methods in teaching played a great important role in promoting English major students to speak English effectively.

From the graph and students' answers, it is clear that third year English major students at Hai Phong Private University are motivated when teachers give out suitable and innovative teaching methods in English speaking classes.

2.2. Factors demotivating students to speak English in speaking classes

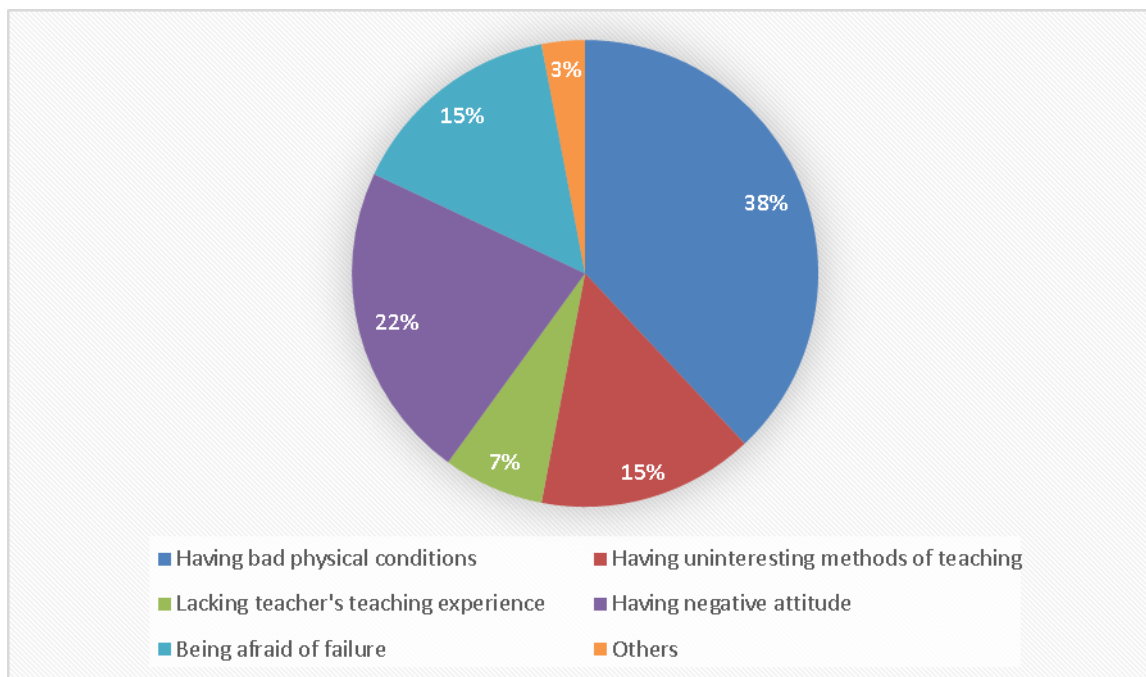


Figure 4.3. Factors demotivating students to speak English

The given pie chart provides the result of questionnaire on which the factors demotivate English major students' motivation to study speaking English in English classes.

According to the graph, the majority of participants responded that Having bad physical conditions factor demotivated their motivation to speak English in Speaking classes accounting for 38%, participant 3 from NA2001N explained that physical conditions consist of overcrowded classes, lacking of equipment and so on, students might lose motivations in learning English speaking. Another participant from NA2001A stated that this factor could have a huge effect and make the students uninterested in learning. As a consequence, students' motivation would likely to decrease considerably. Following by Having negative attitude, it made up 22%. On the other hand, Having uninteresting methods of teaching and Being afraid of failure share the same proportion, 14% of students chose, while 7%

of students are favored of Lacking teacher's teaching experience and only 3% for Others factors such as family and further work pressure and so on which were less demotivated English major student's motivation to study English in speaking classes.

In summary, it is obviously that most third year English major students at HPU are more demotivated by Having bad physical conditions factor than others.

2.3. Factors being more important in motivating students to speak in speaking classes.

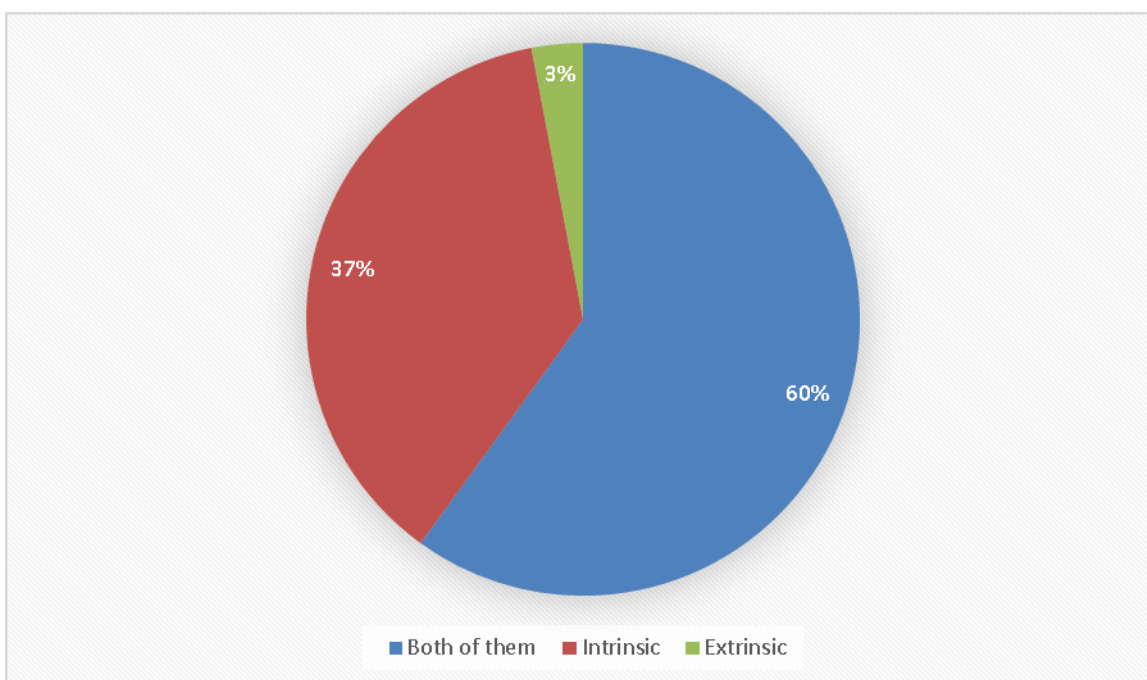


Figure 4.4. Factors being more important in motivating students

The pie chart compares the importance of the motivation factors namely Intrinsic, Extrinsic and Both of them in English speaking learning of English major students in classes.

Notably, more than a half students responded that Both of intrinsic and extrinsic motivations play an important role in promoting students to speak English, which accounted for 60%. More specifically, participant 4 from NA2001A said that Intrinsic factors could help to clarify studying goals and make a great effort on achieving them while extrinsic ones motivate his speaking performance effectively. Similarly, participant 5 from NA2001N shared that combining between External and Internal motivation aspects would improve her speaking skill, therefore, participant 5 believed that Intrinsic motivation might need a significant extrinsic environment to practice as well as develop. Furthermore, Intrinsic factors

ranked the second at 37% students responded. While only 3% of participants chose Extrinsic motivations which were more crucial.

To summarize, it is undoubted that English major students at HPU are more likely to study speak English reasonably if they balance both of external and internal motivation sufficiently.

2.4. Factors influencing English major students' speaking performance in speaking classes.

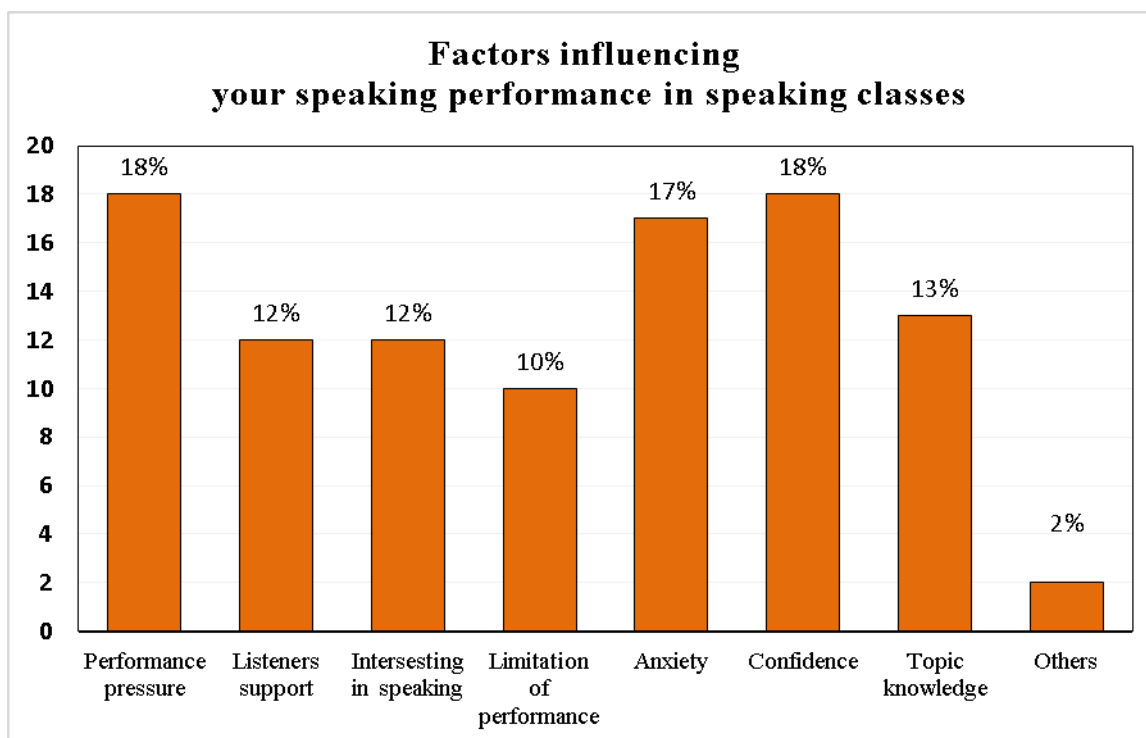


Figure 4.5 Factors influencing English major students' speaking performance

The bar chart revealed the factors influence student's speaking performance in English classes.

As can be seen from the chart, Performance pressure and Confidence were the most significant influent factors, accounted for 18 respondents. Participant 6 from NA2001N admitted that she might perform her speaking better when having score pressure and feeling confident. Moreover, participant 7 from NA2001A stated that she is afraid of speaking English in public environment, resulting in interrupting and misunderstanding. Consequently, students should be provided particularly pressure and confidence to improve their creative and flexible in learning English speaking.

Another noticeable feature is that there were 17 respondents regarding Anxiety in the sample. Last but not least, three factors involving in Listener's support,

Interesting in speaking and Limitation of performance were also at a low equal influencing, between 10 and 12 of the students, respectively. Compared with the Others factor approximately 2 of the respondents were favored of Others factors.

Overall, the Performance Pressure and Confidence factors are the main considerable influent factors during student's speaking performance.

In conclusion, Communication with foreigners and Finding better jobs are the main factors influencing English major students' motivation to study English in speaking classes. Additionally, Method of teaching is the most positively factor influencing students in contrast with Having bad physical conditions demotivated. Moreover, third year English major students seem likely to influence by Both of extrinsic and intrinsic and Performance pressure and Confidence are the most significant influence English major student's speaking performance in speaking classes.

3. Suggestions

3.1. The suggestions to improve English major students' motivation to study speaking English better in English classes.

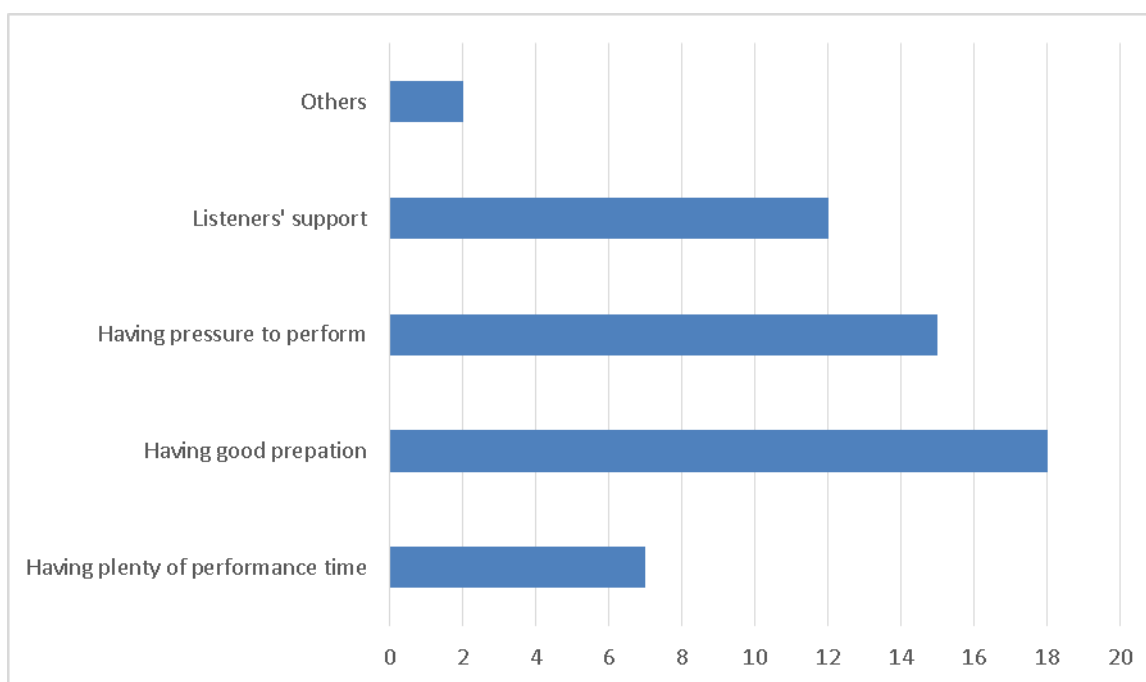


Figure 4.6. The suggestions to improve English major students' motivation

The bar chart above indicates the suggestions to improve students' motivations to study speaking better in English speaking classes.

More than a half of the surveyed students thought that Having good preparation is the most effective method to improve their motivation to study speaking better,

accounted for 18 students. Nearly interviewed students supposed that Having good preparation has a great effect on their speaking performance. Particularly, participant 8 from NA2001N claimed that if she is provided specific topics, then, she might be more knowledgeable of those topics which would help her to prepare what need to speak carefully, and become more confidence. However, 15 students suggested that teachers should give them significant pressure to perform speaking task in English classes, and only 12 students argued that it is necessary for them to achieve listeners' support. Conversely, the Having plenty of time to perform and Others suggestions were much smaller numbers, between 2 and 78 students respectively.

In summary, the dominant suggestion sectors were having good prepared and pressure to perform, although perhaps the Having plenty of time to perform and Others are considered as the less interesting suggestions.

3.2. The suggestions for teachers to motivate English major students to speak English in speaking classes.

From the result of semi – structured interview, a large number of students claimed that teachers play a significant role in promoting third year English major students to speak English in speaking English classes.

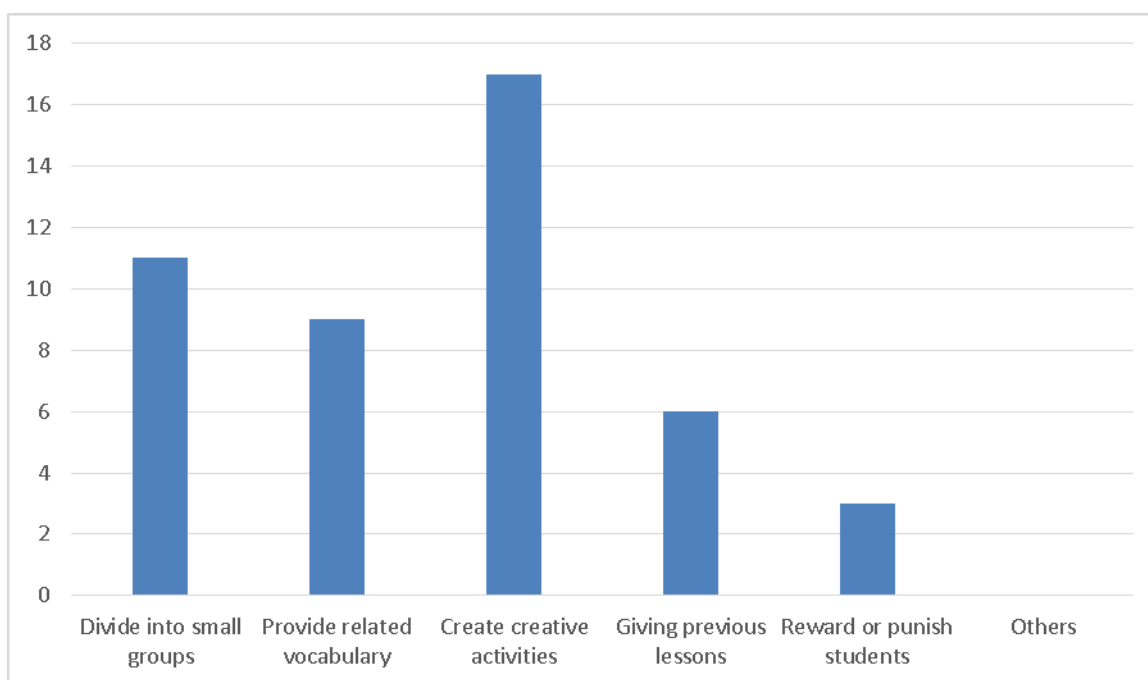


Figure 4.7. The suggestions for teachers to motivate English major students

Regarding to the bar chart, several suggestions are given out for teachers to motivate students to speak in English speaking classes.

The majority of students were keen on participating in Creative activities which could motivate them study speaking better, made up 17 students. According to participant 9 from NA2001A asserted that he is interested in participate representation, group work and role plays because these activities attract and innovate him to speak English. Moreover, participant 10 from NA2001N replied that creative activities are considered as a fantastic opportunity for students to learn more from others and to get more inspiration and encouragement. Thus, they need more exciting and influencing speaking activities to help them in creating ideas and motivating them to speak better.

In contrast, Divide into small groups and Provide related vocabularies are relatively similar with a substantial rate, ranking the second place at 11 and 9 respectively. While there is a minority of students preferring to be given previous lesson to practice at home. Conversely, Reward or punish students suggestion represented a considerable smaller between 6 and 3 for each. From the view point of participant 11 from NA2001A, she shared that it is unnecessary for teachers to punish students without preparing their homework because it would have a negative effect on students' motivation, decreasing their interest in speaking English at classes.

In brief, a major concern with teachers' suggestions is providing students Create creative activities in speaking English classes. While, Rewarding or punishing for students are not urgent.

3.3. The suggestions to reduce the factors that demotivate English major students' motivation to speak English

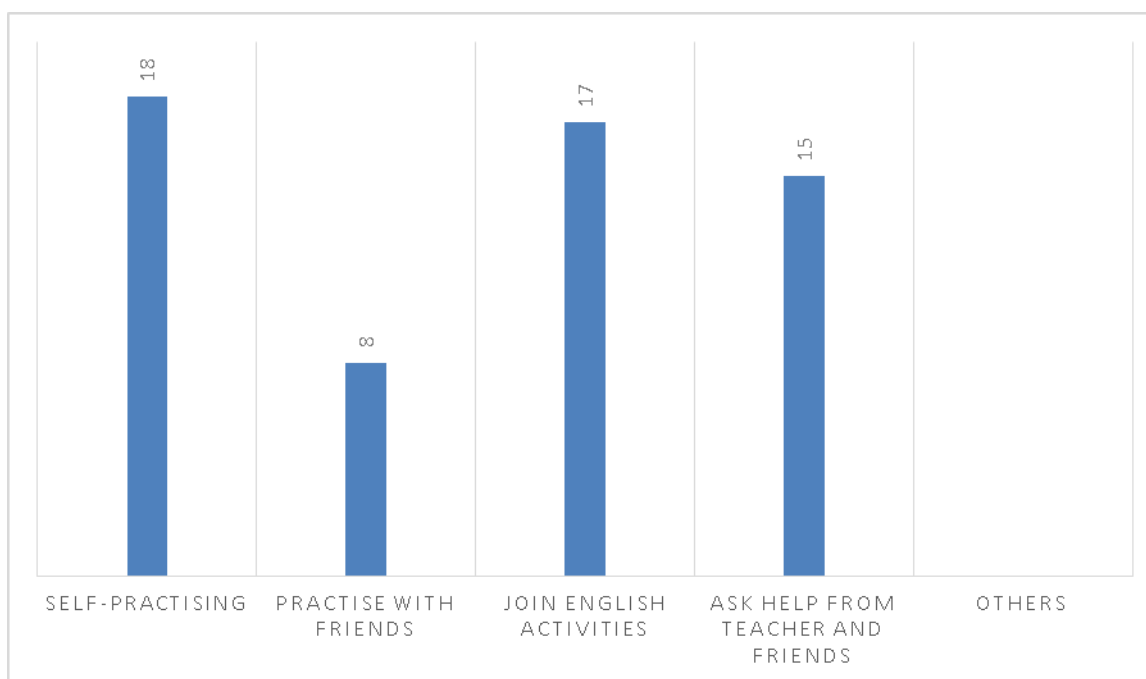


Figure 4.8. The suggestions to reduce the factors that demotivate English major students' motivation to speak English.

The bar graph indicates how students reduce the factors demotivating their motivation to speak English by giving several suggestions.

It is clear from the graph that Self-practicing and Join English activities are considered as effective methods for students to improve their motivations, 18 students confirmed that self-practicing would give them good ideas to pursue motivations. The factor named Join English activities such as participating in English clubs, volunteer work or even taking a part-time job related to English, ranks the third position, at 17 students. Related to participant 12 from NA2001N asserted that self-practicing helps to raise her awareness of studying English speaking and be more confident in speaking English classes.

Meanwhile, a remarkably small number of students concluded that Ask help from teacher and friends could help them to reduce demotivating factors in speaking English classes. Only 8 students believed that Practice with friend suggestion is an impressive strategy. Participant 13 from NA2001A said that depending on partners' level, students are able to have positive as well as negative effect on studying in English speaking.

In short, Self-practicing is considered as the most effective suggestion for students to decrease demotivate factors in study English speaking.

PART III: CONCLUSION

In this last part, a list of strategies which can motivate third year English major students will be presented, basing partly on the author's own experience and partly on findings in student's questionnaires as well as interview.

1. Conclusions

The study could help English major students to understand deeply how to improve learning speaking motivations in their English speaking classes. Furthermore, this study also surveyed some suggestions which were responded by English major students at HPU to clarify the questions which factors influence student's motivation.

The research was carried out with 40 third year English major students from NA2001A and NA2001N classes. To achieve the research aims, the researchers conducted the questionnaire with 20 third year English major students at HPU. The questionnaire for students includes ten questions on factors affecting their motivations to speak English. A significant amount of information was gathered through informal interviews with ten randomly chosen students from NA2001A and NA2001N classes. Specifically, the researchers studied the three – following issues: (i) investigating factors influencing motivation of the third-year English major students in speaking learning. (ii) examining the effect of these factors on students' motivation of speaking. (iii) providing valuable suggestions so that the positive motivations are promoted and negative ones are improved for students' learning English speaking better.

Motivation factors are certainly important and indispensable for English learners, more specifically, for major students at HPU.

- At HPU, according to collected data, that was performed in Chapter 4, there was nearly 50 percent of students recognizing that Communication with foreigners factor is the major studying purpose [figure 4.1] and there was up to 35 percent of surveyed students responded that Method of teaching is the factor influencing most positively in English major students' motivation to speak English in English classes [figure 4.2]. While Having bad physical

conditions is considered as a demotivating factor to speak English [Figure 4.3].

- Most of students stated that both of Extrinsic and Intrinsic motivations are necessary in speaking English [Figure 4.4]. More specifically, surveyed students believed that Having pressure performance and confidence are the most significant influent factors in their speaking learning.
- Surveyed students supposed that Having well preparation, performance pressure, flexible teaching methods as well as self – practice could motivate them study speaking effectively. [Figure 4.6; 4.7; 4.8].

Overall, motivation factors which included extrinsic and intrinsic motivations can be regarded as important parts in learning speaking English. Basing on statistic figures, enhancing positive motivation factors and reducing negative ones in speaking classes at HPU still have some shortcomings. To deal with this problem, both learners and lecturers at Hai Phong Private University have to make relentless effort.

2. Suggestions to enhance English major student's motivation to speak in speaking classes

2.1. *Suggestions for students*

As for the students, they should first understand the importance of motivation factor in speaking. Their awareness of their studies may result in their motivation for learning. Students should find out what are their weak motivations in speaking English learning to get the effective solutions for their own problems. For instance, if they understand that their motivations are about mostly intrinsic, extrinsic or both of them, they might search for some following strategies to enhance positive factors as well as reduce negative ones. They need to train themselves to be more hard-working in English environment.

Students should spend more time to improve their speaking skill in English speaking classes because “practice makes perfect”. And then, ask someone who are good at speaking such as: friends, lecturers and foreigners to help them improve their speaking skill.

To speak English well, students must try to learn new words, pronounce the words correctly, study new structures and apply them in their speaking usually by taking extra classes, joining some English clubs, trying to make friends with the

foreigners if possible to use English in real conversation. Students should speak confidently in the class and practice speaking in front of a mirror. In addition, they should use English in the class instead of Vietnamese to make it a good habit.

2.2. Suggestions for teachers

In terms of the teachers, to encourage students' motivation in English speaking learning, the following important issues must be done: Firstly, teacher should apply motivational strategies to motivate students in speaking learning by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks. Secondly, they should help their students overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance.

Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives. Moreover, speaking skills should be included in tests and exams because the students will be more motivated to learn speaking skills because they are tested. Another suggestion is that the teachers should give students more opportunities to speak English in class by using some speaking activities that require students to speak. The motivational strategies are of great importance in which pair work and group work attract many students' attention. The using of teaching aids like slide projectors, cassettes, visual aids and so on are the factors impressing students' attention

Furthermore, the teachers should give students useful and positive feedbacks, teacher should decide carefully when and how to correct the students' mistakes so that the students are not fearful of making mistakes and the flow of the students' conversation is not destroyed. Moreover, the teacher should encourage students to participate in speaking activities. Finally, the teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students have more exposure to the language.

3. Limitations of the study

Because of the time limit, the research was conducted in two English major classes during two weeks. As a result, this research did not have chance to find out completely in all two classes in order to show statistic and documents more clearly and specifically. 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.

One more restriction of this research was that there was a small number of students attending questionnaires and interview. The participants should be larger and came from different levels so that researchers could collect more diverse data.

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3. An article about correcting mistakes in speaking activities: ‘Classroom management: speaking correction techniques’, from <http://www.onestopenish.com/support/methodology/classroommanagement/classroommanagement-speaking-correction-techniques/146455.article>
4. A series by the BBC’s World Service about improving speaking skills: ‘Talk about English: better speaking’ , from <http://www.bbc.co.uk/worldservice/learningenglish/webcast/language.shtml>
5. Quantitative and Qualitative Research Methods, from <https://www.skillsyouneed.com/learn/quantitative-and-qualitative.html>

APPENDIX

QUESTIONNAIRE

The research is conducted to find out student's motivation factors influencing learning speaking English classes at HPU. Your answers for following questions would be very valuable and useful for this paper, so we would be very grateful if you could answer these questions honestly. All the information provided is for the purpose of the study only.

Instructions: For the following items, please indicate your answer with a circle or tick (✓) in the spaces provided. Where a line is provided, please write your answer, if applicable.

A) Background Information

1. **What is your name?**

Choose your answers:

2. **What is your gender?**

A. Male

B. Female

3. **How long have you studied English?**

A. 1 year

B. 2 years

C. 3 years

D. Others...

B) Motivation to learn English speaking

1. What are your main motivations to study English speaking?

A. Passing the exams

B. Furthering achieve education (Study abroad, master degree..)

C. Communicating to foreigners.

D. Getting a better jobs

F. Others.....

2. **What factors motivate students to speak English in speaking classes?**

A. Physical conditions

B. Methods of teachings

- C. The teacher
- E. Your attitudes
- D. Success
- F. Others.....

3. What factors demotivate students to study English speaking?

- A. Having bad physical conditions
- B. Having uninteresting methods of teaching
- C. Lacking teacher' teaching experience
- D. Being afraid of failure
- E. Having negative attitudes
- F. Others.....

4. In your opinion, what factor is more important in motivating you to speak in speaking classes? Why?

- A. Intrinsic motivation (Ex: passion, confidence,...)
Reason :
- B. Extrinsic motivation (Ex: physical conditions, teacher's methods...)
Reason:
- C. Both of them are equally important.
Reason :

5.What factors affect your speaking performance in speaking classes? (You can choose more than one answer).

- A. Pressure to perform
- C. Interesting to speak
- E. Anxiety
- G. Time allowed to perform a speaking task
- B. Listeners' support
- D. Confidence
- F. Topical knowledge
- H. Others.....

6. What are your suggestion to improve your motivations to study speaking better in English speaking classes? (Circle three answers).

- A. Giving plenty of time to perform a speaking task
- B. Having well preparation for a task before performing
- C. Having pressure to perform
- D. Having listeners' patient, understanding, sympathetic and supportive
- E. Others.....

7. Do you think teacher plays an important part to motivate you to speak?

- A.** Yes **B.** No **C.** Others

8. What are the suggestions for teachers to motivate you to speak in speaking classes?

- A.** Dividing into small group to practice speaking .
B. Providing vocabularies related to topics
C. Creating more speaking activities in class (presentation, role play, interview,...)
D. Giving more homework and examining previous lessons
E. Rewarding for best students and punishing students for not preparing their homework
F. Others.....

9. What are your suggestion to reduce the factors that demotivate you to speak?

- A.** Self-practicing **B.** Asking supporter helps (teachers, friends...)
C. Practicing with partner **D.** Joining English activities (in clubs, groups...)
E. Others.....

SEMI-STRUCTURED INTERVIEW

The research is conducted to find out clearly student's motivation factors influencing learning speaking English classes at HPU. Your answers for following questions would be very valuable and useful for this paper, so we would be very grateful if you could answer these questions honestly. All the information provided is for the purpose of the study only.

1. Why do you choose "Communicate with foreigners" is the main factor influence your motivation to study English in English classes?
2. You chose "Method of teaching" is the factor influencing the most positively your motivation to study speak in English speaking classes? Can you tell me the reason why?
3. Why do you think "Having badly physical conditions" is the main factor demotivate you to study speak in English speaking classes?
4. Why do you consider "Both of extrinsic and intrinsic factors" as important factors in motivating students to speak in speaking classes?
5. Why do you argue that "Pressure performance", "Confidence" and "Anxiety" are the main factors influencing English major student's speaking in English speaking classes?
6. Why do you believe that "Having well preparation "promotes your motivation to study speaking English better?
7. Why do you think that "Create creative activities" will increase your motivation to study speak English better?
8. Why do you consider that "Reward or punish students" is the least positively suggestion for student to study English speaking better?
9. Why do you suggest that "Self-practicing" could reduce negative factors influencing student's motivation to speak English?
10. Do you think that "Practice with friends" is less effective than others suggestions?