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

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH- ANH

Sinh viên **: Nguyễn Thị Thùy**
Giảng viên hướng dẫn **: Th.S Nguyễn Thị Thu Hương**

HẢI PHÒNG – 2021

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

MOTIVATIONAL FACTORS AFFECTING HPU SECOND-YEAR NON-ENGLISH MAJORS IN LEARNING ENGLISH VOCABULARY

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

Sinh viên   **: Nguyễn Thị Thùy**
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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: Motivational factors affecting HPU second-year non-English majors in learning English vocabulary

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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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên: Nguyễn Thị Thu Hương

Học hàm, học vị: Thạc sĩ

Cơ quan công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Motivational factors affecting HPU second-year non-English majors in learning English vocabulary.

Đề tài tốt nghiệp được giao ngày 15 tháng 4 năm 2021

Yêu cầu phải hoàn thành xong trước ngày 5 tháng 7 năm 2021

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

Sinh viên   *Người hướng dẫn*

Nguyễn Thị Thùy   Th.S Nguyễn Thị Thu Hương

Hải Phòng, ngày .... tháng........năm 2021
TRƯỞNG KHOA

TS. Trần Thị Ngọc Liên

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PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

Th.S. Nguyễn Thị Thu Hương

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Hải Phòng, ngày ... tháng ... năm ......

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

TABLE OF CONTENT

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Hai Phong, July 2021

Student

Nguyen Thi Thuy

CHAPTER I: INTRODUCTION

1.1. Rationale

Nowadays, with the trend of international integration, learning a foreign language is very necessary for people all over the world. However, learning a second language is not easy. Vietnamese's learning English is no exception.They often finds difficult with thislanguage in all basic skills: reading, writing, listening and speaking. Moreover, many people believe that vocabulary and grammar are the most difficult ones of English and they are also important to master four above skills. However, they often lack motivation in learning them.

With the same opinion, a lot of HPU non – English majors often complain they get demotivation in learning vocabulary in the textbook Reward – pre-intermediate. They believe that little motivation may come from some difficulties while learning English vocabulary such as not knowing words, not being able to use words in context, not being able to pronounce words, etc. From that situation, the researcher chose the topic "*motivational factors affecting HPU second-year non-English majors in learning vocabulary*" for the graduation paper. With the findings of the study, the researcher hopes that it will help students minimize their demotivation to learn vocabulary more effectively.

1.2. Aims of the study

This study was conducted to investigate the motivational factors that impact the second-year non-English majors in learning English vocabulary at HaiPhong Management and Technology University.

The aims of this study are set out as follows:

- To find out how motivational factors affecting non - English major sophomore in learning English vocabulary?
- To suggest some solutionsin order to help students avoid demotivation in the process of learning new words and provide teachers with useful information; thanks to it, they teach more effectively.

1.3. Research Questions

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

- How do motivational factors affectsecond-year non-English majors in learning vocabulary?

- What are suggested solutions to help second-year non-English majors increase motivation in learning English vocabulary?

1.4. Scope of the study

The research only focuses on motivational factors including leaner-related factors, teacher- related factors, learning environment and intralexical factorsthat have impact on second – year non – English majors when they learn English vocabulary.

1.5. Research methodology

In seeking answers to the research questions, survey questionnaire is chosen to obtain relevant information of the study. Besides, numerous interviews are given to students to get reliable information. All remarks, considerations, and conclusions made largely based on the analysis of the statistic data collected through these two kinds of instruments.

1.6. Significance of the study

The study is significant for the following reasons:

- The result of the study will help second-year non-English majorsminimize their demotivation in learning English vocabulary. From there, they get involved in vocabulary lessons more, which make students learn new words more effectively.
- It also helps teachers find appropriate methods to teach vocabulary for students so that students like to learn new words more.

1.7 Organization of the study

My graduation includes four parts as following:

✓ Chapter 1: Introduction .This chapter discusses the reasons for the study, aims of the study, research questions, scope of the study, methods of study, significance of the study and design of the study.

✓ Chapter 2: This chapter presents the methodology used in the study. It describes subjects, instruments to carry out the research, the way to collect and analyze data.

✓ Chapter 3: The chapter provides analysis of data collected, shows findings and gives recommendations

✓ Chapter 4: Conclusion offers the summary of the findings and discussion and gives some suggestions for further studies.

CHAPTER II: LITERATURE REVIEW

2.1. Theoretical backgrounds of motivation
2.1.1. The definition of motivation

There has been a variety of theories of motivation over the course of decades of research.

Harmer (1991)defined that "Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we receive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal."

Brown (1994) stated: "Motivation is the extent to which you make choice about goals to pursue and the effort you will devote to that pursuit".

Dornyei and Otto (1998) claimed that "Motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out."

2.1.2. Types of motivation

Most researchers (Gardner and Lambert: 1959, Harmer: 1983, Dörnyei: 1998) divided motivation into two types: *integrative and instrumental motivation*. According to Gardner and Lambert (1959), integrative motivation refers to a desire to become more like valued members of the target language community. It is based on interest in learning the second language because of their need to learn about, associate, or socialize with the people who use it or because of purpose intention to participate or integrate with the second language using the same language in that community. While the instrumental motivation concerns practical values in learning the second language such as passing exams, financial rewards, furthering a career, or gaining promotion (Harmer: 1983; Garder and Lambert: 1959). It is a determination to acquire another language to achieve such goals as a good jab or social recognition (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 goal. It is based on external outcomes

such as rewards and punishment. This motivation could bring 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.While 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 students' success or failure as language learners". 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.

2.1.3. The importance of motivation in second language learning

Labonde (1982) concluded that motivation and attitudes were important factors, which help to determine the level of proficiency achieved by different leaners. The effects of motivation appeared to be separated from the effects of aptitude. The most successful learners would be those who had both talent and high level of motivation of learning.

Dorney (2001) described the process of model of language learning environment. He believed that motivation consisted of being generated; maintained actively and protected; and being retrospective evaluation.

2.1.4. Motivational factors in second language learning

A lot of studies have shown that students' motivation in foreign language learning can be affected by many factors. In general, there are three main factors: learner- related factors, teacher – related factors and teaching and learning conditions.

* Learners' factors

Intelligence: Learners' intelligence is considered "performance on certain kinds of tests" by Lightbown & Spada (1999). The results of these tests can help teachers decide the success of their student's performance in the class. Although intelligence (measured by IQ tests) is reported to have a connection with second language learning, many students perform well in second language learning while having bad academic results.

Aptitude: it is the "capability of a task" (Carroll, 1981). According to Lightbown and Spada (1999:53), aptitude composed of four factors: (1) the ability to identify and memorize new sounds, (2) the ability to understand the function of particular words in sentences, (3) the ability to figure out

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grammatical rules from language samples, and (4) the ability to memorize new words.

Personality: According to Lighthown & Spada, learners' personality includes such characteristics as extroversion, inhibition, self-esteem, empathy, dominance, talkativeness, and responsiveness. These researchers also stated that the success of second language learners may be greatly affected by their personalities.

Learners' preferences: the term "learning style" has been used to describe an individual's natural, habitual and preferred way of absorbing, processing and retaining new information and skills" (Lightbown and Spada, 1999).Learners can fall into the following groups: visual leaners, aural leaners, kinesthetic learners.

Learners' beliefs: Different learners have different beliefs about how languages are learned, how their instruction should be believed. "These beliefs are usually based on previous learning experience and the assumption (right or wrong) that a particular type of instruction is the best way for them to learn" (Lightbown, 1999:59). Ellis concluded that "different views about language learning result in different kinds of success"

Age: it has been believed that the young study language better than the old. This theory seems to be most applicable to learners who study pronunciation. This means that children can produce native-like sounds more easily than adults can. When entering a target language, children seem to acquire the target language more perfectly than adults. Although, younger learners have a greater chance of attaining native-like proficiency in the second language and older learners may show faster progress at the beginning but are probably surpassed by the young ones in the end (Long &Larsen-Freeman, 1991).

Motivation and attitude: There is not a clear cut-out distinction between motivation and attitudes. However, researchers have so far agreed that learners with positive attitudes toward the subject and high motivation are likely to be successful in second language learning (Gardner: 1985)

* Teachers' factors

Dornyei (2001) mentioned some factors and appropriate behaviors relating to teachers' as follows: enthusiasm, commitment to and expectations for

the student's academic progress, good relationship with the students, and teachers' teaching methods.

Enthusiasm: It cannot be denied that the enthusiastic teacher would be more likely successful in her teaching than the ones without that characteristic. "To a very large degree, students expect to learn if their teachers expect them to learn" (Sappek, 1988).

Commitment to the students' progress: Teachers can express commitment towards the students by offering them concrete assistance, responding immediately when help is requested, correcting tests and papers promptly, or showing concern when things are not going on. Besides, if their students are treated, teachers "as if they already are eager learners, they are more likely to become eager learners" (Brophy, 1998: 170)

Teachers' expectations: Rosenthal and Jacobson (1968) stated in their study that the higher expectations teachers had about how well students could study, the higher level of achievement their students would probably be able to reach.

Good relationship with students: it includes acceptance and ability to listen and pay attention to students.

Teachers' teaching methods: Teachers' teaching methods can be understood as a set of techniques or activities used to get students involved in learning to achieve a goal. If they are interesting, they can increase students' motivation and vice versa.

*Learning environment

Physical conditions: Physical conditions in the classroom refer to both teaching types of equipment (chairs, desks, tables, lights, boards) and the classroom size. According to Harmer (2001), it was students' learning as well as their attitude towards the subject matter that was affected by these physical conditions. As a result, the conditions positively or negatively had great effects on students' motivation. Dornyei stated, "Personalizing the classroom can be seen as students exercising increasing control over their environment" (Dornyei, 2001:42).

Atmosphere in the classroom: A pleasant and supportive classroom atmosphere can do a great help in motivating students to learn and participate in learning activities. As stated by MacIntyre &Young (1999) students' anxiety

derived from a tense classroom climate was one of the most potent factors that undermined learning effectiveness and second language motivation. (Dornyei, 2001). Moreover, to make the students motivated, "the learning environment needs to be free from anxiety; students should not feel threatened or intimidated." An ideal classroom climate can be created by teachers' humor, the good relationship between teachers and students as well as that among students themselves.

2.2. Theoretical background of vocabulary

2.2.1. The definition of vocabulary

There have been a wide variety of definitions of vocabulary. According to Peny Ur (1996: 60), vocabulary is "the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: a compound of two or three words or multi-word idioms".

Pyles and Algeo (1970) also note that: "It is in words that sounds and meanings inter-lock to allow us to communicate with one another, and it words that we arrange together to make sentences, conversations, and discourses of all kinds".

Vocabulary is defined as the total number of all the words that a language possesses, including a single word, two or three-word items expressing a single idea, and multi-word idioms of which meaning cannot be deduced from the analysis of the component words but only understood in the sentences, or in contexts.

2.2.2. Types of vocabulary

There are several opinions about the type of vocabulary that have been given by the scientist.

According Montgomery (2007), there are four main kinds of vocabulary.

Firstly, reading vocabulary is made up of the words in print that we recognize or can figure out. A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three. The extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. To get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them.

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

Thirdly, *writing vocabulary* consists of the words we use in writing. A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

Lastly, *speaking vocabulary* consists of the words we use in everyday speech. A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused.

However, according to Nation (1990-29), vocabulary is divided in the specific reference, such a word.

Reception vocabulary: knowing a word involves being able to recognize it when it is heard or when it seen and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from a word with a similar form and being able to judge the word form sounds right or looks right.

Productive vocabulary: knowing a word involves being able to pronounce the word. How to write and spell it, how to use it in a grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it typically a low-frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word.

Besides, Jo Ann Aeborsold and Mary Lee Field classified vocabulary into two terms: *active vocabulary and passive vocabulary*.

Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use the grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called receptive vocabulary. Passive vocabulary or comprehension consists, of the words comprehended by the people when they read and listen.

2.2.3. What are involved in knowing a word

Penny Ur (1996) notes that when vocabulary is introduced to learners, what needs to be taught are form: written and spoken forms, grammar, and collocation, aspects of meaning: denotation, connotation, appropriateness, meaning relationships, and word form.

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

Beck &McKcown (1991) and Nagy & Scott (2000) argue that there is also the issue of precision with which we use a word, how quickly we understand a word, and how well we understand and use words in different modes, receptive or productive, and for different purposes.

These aspects of words will be examined in detail as followed**:**

* Form of a word

Pronunciation and spelling: Each English word has its spelling and pronunciation. Learners have to know all the spelling, pronunciation, and irregularities of the word. To many students, the complex relationship between sound and spelling in English seems to make the language inexplicable. It is easy to understand when we consider a large number of homophones English such as weight/wait, buy/by, and the number of similar forms which differs widely in their pronunciation like educate/economic.

Grammar: Regarding Ruth Gairns and Stuart Redman's view (1986), foreign language learners need some guidance on how to use vocabulary accurately. They need to know the grammatical function, the unpredictable change of form in certain contexts or some idiosyncratic ways of connecting with other words in sentences, the regularity, and irregularity, the singular and plural forms of the new words.

* Meaning

There are various kinds of meaning, which include denotational meaning, connotational meaning, pragmatic meaning or appropriateness, and meaning relationship. The meaning of a word is primarily what it refers to in the real world, its denotation. This is often the sort of definition given in dictionaries. A less obvious component of the meaning of a word is its connotation in different contexts or its connotative meaning. These are the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation includes stylistic, affective, evaluative, and intensifying value, the pragmatic communicative value, the words acquire by virtue of where, when, how, and by whom, for what purpose, and in what context it is or may be used.

Appropriateness is a more subtle aspect of meaning that indicates whether a particular item is appropriate to use in a certain context or not. Thus, it is useful for a learner to know that a certain word is very common, or relatively rare, or taboo in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse or belongs to certain dialect.

* Use of word

The most important for students to learn a new word is to know how to use it appropriately and effectively in different oral and written contexts or else it may become a dead or forgettable word. In order to use a word well, they need to know how to collocate it with other words correctly. Therefore, they should put words into collocation. For example, when learning words like "to make" and "to do", the student may note that both words mean "to perform" but can be distinguished by the words they collocate with. We often say to do the homework but we cannot say to make the homework.

2.2.4. Explicit vocabulary learning and implicit vocabulary learning

Schmitt (2000) declares, "For second language learners, at least, both explicit and incidental learning is necessary and should be seen as complementary".

* Explicit (or Direct) vocabulary learning

Hulstijn (2001) defines explicit vocabulary learning as "any activity geared at committing lexical information to memory". "Indirect vocabulary learning, learners do exercises and activities that focus their attention on

vocabulary." (Nation 1990). For example, when students are learning words from a list, or playing vocabulary games in the class with a lot of help and instruction from teachers. This means that they are learning vocabulary explicitly.

Explicit learning is very important at the beginning level. To make successful instruction for explicit vocabulary learning, teachers should consider the following to teach high-frequency words, to maximize vocabulary learning by teaching word families instead of individual words, and to consider meaning associations attached to the word. Due to such careful explanations and guidance of teachers, students at low and intermediate levels may acquire vocabulary explicitly before they begin implicit learning mainly by themselves.

* Implicit vocabulary learning

According to Hunt and Bedlar (2001), implicit vocabulary learning is learning vocabulary as a by-product of doing other things such as reading or listening. A major source of incidental learning is extensive reading. Woodinsly and Nation (1988) state that the implicit learning of vocabulary through extensive reading can benefit language curricular and learners at all levels.

With a similar idea, Chan and Plass (1996) and Day Omora (1991) emphasize that extensive listening can also increase vocabulary learning. In incidental learning of vocabulary, teachers should provide opportunities for extensive reading and listening that make learners be able to learn vocabulary through extensive reading, communication, exposure to natural input such as movies, TV.

Implicit vocabulary learning has many advantages. First, it is contextualized, giving the learner a richer sense of a word's use and meaning than can be provided in traditional paired-associate exercises. Second, it is efficient at two activities – vocabulary acquisition and reading/ listening – that occur at the same time.Third, it is more individualized and learner-based because the vocabulary being acquired is dependent on the learner's own selection of reading materials.Lastly, presentation, consolidation, and lexical/semantic development occur at the same time.

Explicit and implicit vocabulary learning play an important role in vocabulary acquisition. Decarrico (2001) recommends that implicit vocabulary

learning should not be used without explicit vocabulary learning at the low and intermediate levels.

2.2.5. Potential difficulties in learning vocabulary

There are many studies that have shown difficulties in learning vocabulary. However, in this study, the researcher only mentioned a few studies ofDecarrico (2001), Gardner (1985), Schmitt and McCarthy (1997).

* Difficulties related to students

Ineffective ways of learning vocabulary: People often have a traditional habit of learning by heart as writing the words in English and their Vietnamese equivalence many times. Research and publications have shown that this is not a very effective way to study. Decarrico (2001) states that words should not be learned separately or memorized without understanding. Therefore, the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language.

Lack of motivation: students are not motivated in learning English and also learning English vocabulary. According to Gardner (1985), motivation and attitudes are the primary sources contributing to individual language learning.

* Difficulties related to vocabulary

According to Schmitt and McCarthy (1997), what makes some words phonologically more difficult than others is very much determined by the learner's first language system. The system may be responsible for the learner's inability to discriminate between some phonemes and subsequent confusion of words differing precisely in these problematic phonemes. Correct pronunciation of a word also requires stress on the right syllable which causes difficulty for learners of English because the position of the stress in English words is variable and has to be learned as part of the word's spoken form.

* Difficulties related to teachers

Teachers' attitude to students: Most teachers ask students to memorize vocabulary mechanically. They usually express their dissatisfaction when the students cannot answer their questions nor do exercises incorrectly. That is why students do not feel free in their lessons and this is also a hindrance to their English vocabulary acquisition. In addition, teachers do not give much encouragement to students in their learning process. All they do in class is checking homework, teaching new lessons, and monitoring students.

Teacher's teaching method: Firstly, the traditional way of teaching vocabulary, which is speaking the words aloud and directly does not motivate students. Teachers' repetition of this method in most lessons makes students not only feel bored but also learn little from the lessons. Thus students' attention in the class is mainly because of their teacher's strictness. Secondly, teachers seem to mainly check students' vocabulary in terms of spelling and meaning without paying attention to pronunciation. They do not help students specify International Phonetic Alphabet or instruct them how to consult the dictionary for the phonetic transcription of the words for students' self-learning. As a result, students do not know how to pronounce the words correctly.

* Others

The poor application of teaching aids and reference materials: The equipment in the classroom is comparatively simple and traditional such as boards, chalk. Moreover, the poor exploitation of the equipment in lab rooms, the lack of English reference materials also make it difficult for teachers to organize interesting vocabulary lessons.

The challenging curriculum: The requirements of the curriculum are comparatively challenging for students with low or medium level. Students complain that there are so many activities mentioned while their English knowledge is not very good.

2.3 Factors affecting vocabulary learning

According to Lightbown and Spada (1999), "factors that affect the learners in language learning also have an effect in his vocabulary learning." These factors are learner-related factors, teacher-related factors and environmental factors.

2.3.1. Learner-related factors

These factors include intelligence, aptitude, personality, learners' preferences, learners' beliefs, age, motivation and attitude.

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

Aptitude: All human beings exhibit a range of aptitude for learning a second language, either through formal instruction or informal immersion (Lightbown and Spada, 1993). Therefore, a person who has been born with a

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

Personality: According to Reza (2005), personality is one of the individual differences which are broadly established to have an outcome on learning generally and second language acquisition especially. Thus, it is a motive of leaning a word.

Learner's preferences are learning styles. According to Smith (1991), "Learning style is an individual's characteristic way of processing information feeling, and behaving in learning situations". Davis (1993) defined learning style as "an individual's preferred way of gathering, interpreting, organizing, and thinking about information". Ellis (1994) analysed a number of learning styles such as concrete learning style, analytical learning style, communicative learning style, and authority-orientated learning style (based on Willing, 1987). He eventually concluded that "Learners manifest different learning styles but it is not yet clear whether some styles result in faster and more learning than others".

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

Age

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

Motivation and attitudes

Changya Li (2009) gives the opinion that learning motivation and attitudes are emotional factors influencing the result of foreign language acquisition. The stronger learning motivation is, the more passion learners have for learning, the more lasting the learning activity will be, the more difficulties can be overcome.

2.3.2. Teacher-related factors

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

Enthusiasm: the teacher is willingly to help students whenever they want.

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

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

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

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

2.3.3. Environmental factors

Physical conditions: Physical conditions that refer to the classroom size, books, chairs, desks, tables, lights, boards, projectors, and camera affect students' motivation much. Harmer (1991) confirms that "physical conditions had great impact on students' learning as well as the subject matter".

Atmosphere in the classroom: Lightbown and Spada (1999) give that the supportive and non – threatening atmosphere made a contribution to learners' motivation. It encourages students to express their own opinion and thinking. Macintyre (1999) and Young (1999) point that students' anxiety was created by a tense classroom climate - one of the factors that undermine learning effectiveness and second motivation (cited in Dornyei, 2001)

2.3.4. Intralexical factors

According to Laufer (1997), intralexical factors which affect the motivation of vocabulary learning include phonological factors, grammatical characteristics of the word and semantic features of the word.

Phonological factors: It includes pronounceabilityand word length.Firstly, according to Schmitt and McCarthy (1997), foreign learners' experience phonological difficulties related to phonemes, combinations of phonemes, and

suprasegmental features. What makes some words phonologically more difficult than others. This may be responsible for the learners' inability to discriminate between some phonemes and subsequent confusion of words differing precisely in these problematic phonemes. Familiarity with phonological features and word's phonotactic regularity were shown to affect accuracy in perceiving, saying, and remembering the word. Besides, word length could be viewed as one of the indexes of learning load (Bernhardt, 1984, Nation &Coady, 1989). The word length is usually measured in the number of syllables. The longer the new word is the more difficult it is to remember. Coles (1982) discovered that in recognition tasks, the longer the words, the more errors a learner could make. Learners of English might memorize more easily one-syllable words than two-syllable or three-syllable words.

Grammatical characteristics of the word

+ Categories of the words: It is sometimes argued that certain grammatical categories of the words are more difficult to learn than others. Nouns seem to be the easiest; adverbs, the most difficult; verbs and adjectives are somewhere in between. Phillips (1981) also finds that nouns are better learned than verbs or adjectives, but the effect of part of speech decreases with the increase in the learners' proficiency. Even though learners acquire the semantic content of some words, they confuse their part of speech. Sometimes nouns are replaced by verbs, sometimes adjectives by nouns, or adverbs by adjectives.

+ Morphology: Nuttal (2000) notes that the morphology or internal structure of a word might offer valuable clues to its meaning. The morphology of a word can often serve as a facilitating factor in the recognition of a new word and its subsequent production.

Semantic features of the word

According to Laufer (1997: 149), semantic properties that are sometimes claimed to affect word learnability are abstractness, specificity and register restriction, idiomaticity, and multiple meaning.

+ Specificity and register restriction: Specificity in meaning has proved to be a feature of difficulty. The learner often uses a general item rather than a specific one. Blum and Levenston (1978: 152) conclude that "learners will prefer words which can be generalized to use in a large number of contexts. In

fact, they will over-generalize such words, ignoring register restrictions and collocational restrains, falsifying relationship of hyponymy, synonymy, and antonymy".The register restriction of some words is a related problem to specificity (Laufer, 1991:10). He states that general and neutral words, which can be used in a variety of contexts and registers, are less problematic than words restricted to a specific register, or area of use.

+ Idiomaticity: Marton (1997) and Bensoussan and Laufer (1984) show that the problem of idioms is one obstacle to fluent comprehension in learners. Idiomatic expressions are much more difficult to understand and learn to use than their non-idiomatic meaning equivalents. Idioms are difficult to comprehend since each word provides a little clue or no clue whatsoever as to the meaning of the idiom.

+ Multiple meaning: Lyons (1968: 405) claims that "the ideal language one might say would be one in which each form had only one meaning and each meaning was associated with only one form". In practice, however, one form can have several meanings and one meaning can be represented by different forms.

CHAPTER III: METHODOLOGY

3.1. Sample and sampling

The participants were chosen randomly from HPU 90 non- English majored sophomores. They were thirty non- English majors at Hai Phong Management and Technology University. They studied Basic English 3 and were at elementary English level. Their English textbook was Solutions (pre-intermediate) written by Tim F. and Paul A. D. in 2007.Five units (from unit 6 to unit 10) were learntduring the third semester. Each unit hada number of parts including vocabulary and listening, grammar, reading, speaking and writing.

3.2. Instruments

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

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

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

3.3. Data collection

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

3.4. Data analysis

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

CHAPTER IV
DATA ANALYSIS, FINDINGS, AND SUGGESTED SOLUTIONS

4.1. Data analysis

4.1.1. Demographic information

The subjects consisted of 30 second-year students, among whom 13 were male students, 17 were female students. Their ages ranged from 20 to 22 years. Their English learning experience ranged from 9 to 16 years. They started learning English at different ages depending on the syllabus of the schools they studied at. About 7% (2 students) had been studying English for at least 9 years, and 93% (28 students) had from 14to 16 years of learning English. Even though, all of them were second-year students, their experience of learning English still varied. The table 1 below presented the subjects' experience in learning English.

Year of learning	9 years	14 to 16 years	Total
Number of students	2	28	30
Percentage	7%	93%	100%

Table 1: The subject's experience in learning English.

The questionnaire also elicited the subjects' own perception of the importance of vocabulary and the dificulty of learning it. The results showed that all of the students knew the importance of vocabulary. 18 students (60%) found vocabulary very important whlie the rest found it important. However, from their perspectives, learning English vocabulary was not easy to learn. 14 students (47%) claimed that it was very difficult to learn English vocabulary. 12 students (40%) argued that it was difficult. Only 4 students (13%) stated that learning vocabulary was not very difficult.

Besides, most of the students when learning vocabulary encountered some basic problems related to reading a word, recognizing, writing, remembering its meaning, or usage. 12 students (40%) said that they could not read the words correctly, 18 students (60%) could not recognize the learned words when hearing them and it was also the number of students who were not able to write down the learned words after some time. The data showed that 11 students (37%) forgot the meanings of the learned words and 10 students (33%) did not know how to use the learned words.

In terms of effort in learning new words, the majority of students (67%)put much or very much effort into learning them while one third of the respondents (33%) had littleto do that.

4.1.2. Motivational affecting second – year non English majors in learning vocabulary

4.1.2.1. Learners' factors

✓ **Aptitude**
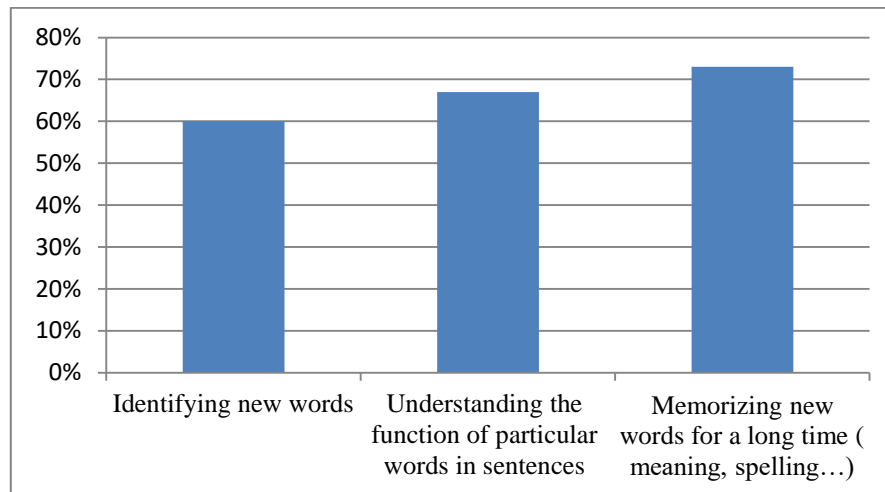
Bar chart 1: Aptitude factor in English vocabulary learning

The bar chart shows students' aptitudes towards learning English vocabulary. Most of the students found their motivation in the three abilities. 60% of the students liked to have ability in recognize the word's pronuciation, 67% of the students get motivated from the word's usage. The largest number of the students (73%) were interested in memorizing them for a long time.

✓ **Personality**
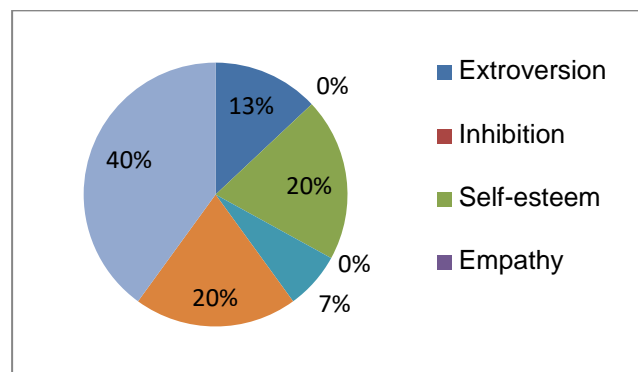
Pie chart 1: Personality factor in learning English vocabulary

The table shows the different opinions of the students about the motivational factor as personality in motivating students in learning a word. The highest number of the students (40%) considered responsiveness was the main factor while the lowest number was in inhibition and empathy (0%).There were 6 students (20%) claimed that self-esteem was a motive and that was also the number of students who thought about talkativeness. The percentage of extroversion and dominance accounted for personality factor were 13% and 7%, respectively.

✓ **Learning preferences**

Vocabulary learning style	**Number of students**	**Percentage**
Learning wordsby topics	23	77%
Learning words in reading passages	20	67%
Learning words in listening texts	10	33%
Learning from daily communication with foreigners	24	80%
Learning from other resources: internet, TV,…	20	67%
Others (stick notes of words in some places)	10	33%

Table 2: Learning preferences as motivational factor in learning English vocabulary

It can be seen that there were several vocabulary learning styles to help students avoid demotivation in learning. 80% of students thought that learning from daily communication with foreigners was a good way to improve vocabulary. Approximately 77% of them claimed that learning words by topics helped them remember vocabulary faster and longer. 20 students (about 67%) learned words in reading passages and from other resources: internet, TV, etc. Only 10 students (33%) liked learning words in listening texts. 10 students (33%) gave other ideas that they were fond of sticking vocabulary notes on their books, boxes, windows, doors or other places to learn words. *Therefore,* it *was clear that the HPU second – year students were visual leaners, aural leaners and kinesthetic learners.*
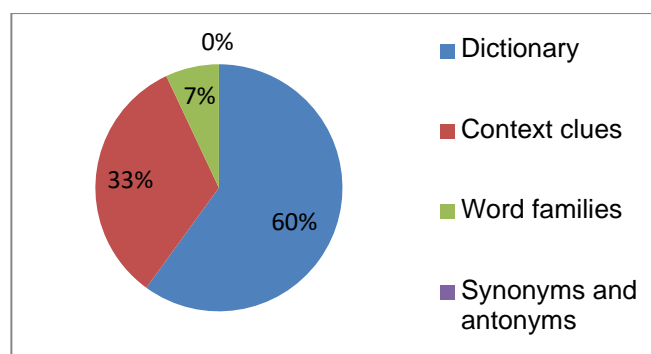
Pie chart 2: Belief factor in learning English vocabulary

The pie chart indicates that the students had experienced various learning methods and they believed that dictionary was the best effective way to acquire more vocabulary (60% of the students). One third of the students used context clues to learn while the rest liked to use word families. Synonyms and antonyms were not chosen as previous learning experience.

✓ **Age of acquisition**

How does age affect motivation	Number of students	Percentage
Very much	0	0%
Rather	5	17%
A little	17	57%
Not at all	8	26%

Table 3: Age factor in English vocabulary learning

According to the table, age is not considered as an important motivational factor. 83% of the students chose few or even no effects of age of acquisiton on learning English words. The rest of the students (17%) admitted that age affected their motivation quite a lot.

✓ **Motivation and attitude**

Students' attitudes towards learning vocabulary	Number of students	Percentage
Very high	6	20%
High	18	60%
Low	6	20%
Very low	0	0%

Table 4: Motivation and attitude factor in English vocabulary learning

It is clearly seen that most of the students (80%) had high or very high attitudes towards learning English words. 20% of the students had the opposite opinion when they possessed a low attitude in learning English vocabulary. It is noticeable that the percentage of the last choice "very low" was zero.
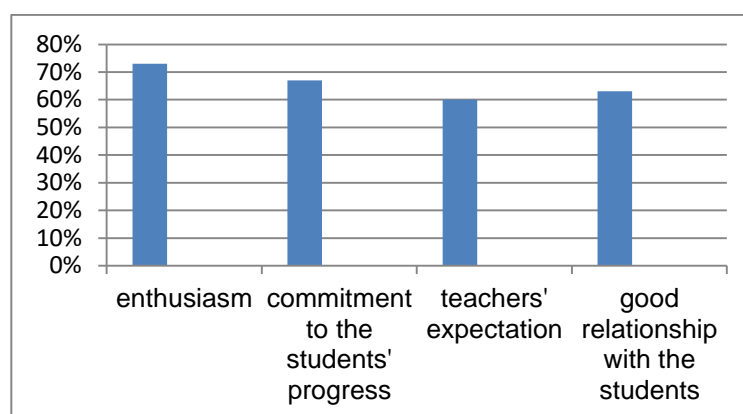
4.1.2.2 Teachers' factors

✓ **Teaching methods**

	Very much	Rather	A little	Not at all	Total
Number of students	9	15	5	1	30
Percentage	30%	50%	17%	3%	100%

Table 5: Teaching method factor in English vocabulary learning

As can be seen from the table 5, students were quiet interested in teaching methods of the teachers. Half of the students quite liked the teachers' teaching methods. 9 out of 30 students loved their teachers' teaching vocabulary. The percentages of choice "a little" and "not at all" were 17% and 3% respectively.

✓ **Teacher personality and other factors**

Bar chart 2: Other teachers' factors in English vocabulary learning

It can be seen that teachers' personality and other factors affect students' motivation much. Near 73% of the students said that enthusiastic teachers motivated them most in learning English vocabulary. 67% of the students liked teachers having some commitment to their progress. About 63% of them wanted to have good relationship with the teachers. 60% of the sampling felt teachers' expectations w important motivational factors that made students fond of vocabulary.

4.1.2.3. Environmental factors
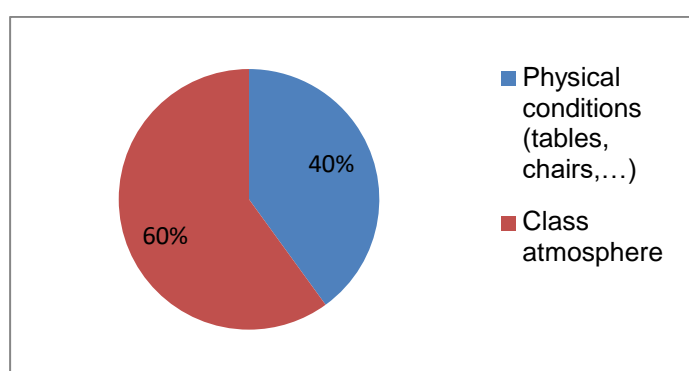
Pie chart 3: Environmental factor in English learning vocabulary

One of the factors that have a significant influence on creating positive motivation in learning vocabulary is the environmental factor. 12 students (40%) were interested in learning vocabulary effectively if they were supplied with good learning facilities. 18 students (60%) thought that the atmosphere in the classroom was more important motive.

4.1.2.4. Language factors
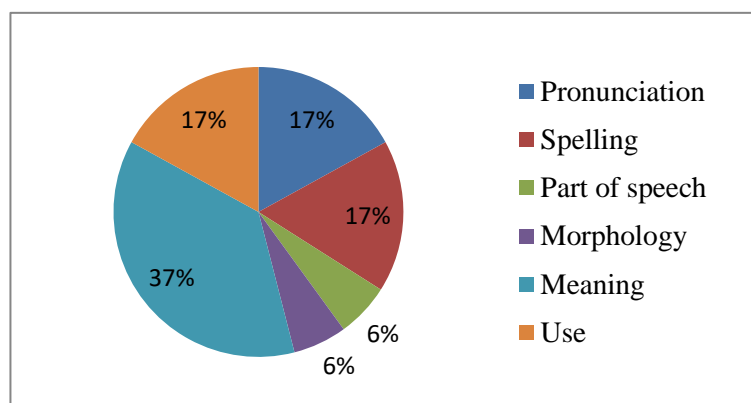
Pie chart 4: Language factors in English vocabulary learning

The pie chart shows that meaning was the most concerned by the students (37%) in learning a word. Pronunciation, use and spelling were chosen with the same percentage of the students (17%). Word's part of speech and morphology got the least interest of the students at about 6%.

Besides, the result shows that the majority of the students (67%) fancied vocabulary tasks while the rest disliked them.

When asked about activities students liked most in vocabulary lesson, the data collected as follows:

Activities	Number of students	Percentage
Working individually	18	60%
Working in pairs	8	27%
Working in groups (of 3 to 5 students)	4	13%

Table 6: Students' favorite activities in learning English vocabulary

The table shows that students were interested in work individually more than the other activities. 60% of the participants preferred to work individually, about 27% of students liked to work in pairs and the rest (13%) enjoyed working in groups of 3 to 5 students.

Vocabulary practice	Number of students	Percentage
Making sentences with new words	7	23%
Asking and answering the questions related new words	5	17%
Filling the gaps	3	10%
Completing sentences	2	7%
Finding synonyms and antonyms	0	0%
Matching words	6	20%
Playing games	7	23%

Table 7: Students' favorite vocabulary practice

The table above illustrates the difference of student's preference for vocabulary practice. The largest number of the students (23%) liked to make sentences with new words and play games. A fifth of the participants preferred word matching. Other practices including asking and answering the questions related new words, gap filling and sentence completion accounted for 17%, 10% and 7% respectively.

Teachers' activities	Number of students	Percentage
Using various language activities in teaching vocabulary	17	57%
Providing words in word families	10	33%
Providing many examples of words	15	50%
Instructing you how to pronounce words correctly	8	27%
Reviewing and checking learnt words regularly	6	20 %
Creating pleasant classroom atmosphere	17	57%
Giving more vocabulary parts in tests	15	50%

Table 8: Teachers' activities to help students get motivation

Based on the above table, it isclearly seen that the interest in the activities applied by teachers to improve the motivation to learn English is different among students. There were 17 students wanting their teachers to use a variety of language activities in vocabulary lesson. Classroom atmosphere was chosen with the same percentage. 50% of the students were fond of being given examples of words and vocabulary parts in tests. Word families, instruction to pronounce, word checking accounted for 33%, 27% and 20 % respectively.

Ways of presenting new words	Number of students	Percentage
Translating words into Vietnamese	20	67%
Using visual aids	18	60%
Using mines, gestures and facial expressions	12	40%
Using target language to define new words	4	13%
Saying words clearly one by one and writing them on the board	16	53%
Using synonyms and antonyms	2	7%

Table 9: Students' favorite ways of presenting new words

The table represents new ways of presenting words that make students more motivated in learning English vocabulary. 67% (20 students) used the traditional way of translating words from Vietnamese into English. 60% (18 students) preferred to use visual aids in learning, compared to 40 % (12 students) preferring the use of mines, gestures and facial expressions. Meanwhile, 13% of students felt that learning vocabulary from the target language was a motivating way to acquire and improve language ability. 53% was also the number of students who hoped their teacher could say each word clearly and wrote them on the board. The lowest number of the students (7%) liked the use of antonyms and synonyms to learn.

4.2 Findings

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

Firstly, among the main factors, learners' factors have the most influence while the least onesare intralexical factors.

Secondly, among six learner- related factors, aptitudes affect sophomores' learning vocabulary most. The next factorsarelearners' preferences, motivation and attitude. Learners' belief is the third one. With this factor, students like to learn by using dictionary more than other kinds of learning methods. Personality and age are found with the least contribution to the students' motivation.

Thirdly, the teachers'factors consists of teaching methods, teachers' personality and others. Among these factors, teaching methodology creates the best motivation for learners.

Fourthly, it is environmental factors which also greatly affect the learners' interest. Students who learn in a classroom with a comfortable classroom atmosphere, with adequate facilities and amenities, they will definitely increase their motivation.

Finally, they are the intralexical factors which do not increase on sophomores' motivation much. In these factors, students encounter a lot of language problems coming of English words themselves such as pronunciation, spelling, form, meaning or use.

4.3. Suggested solutions

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

4.3.1. Suggested solutions for the university

✓ The university should invest more in modern facilities such as new desks, chairs, and boards, projectors, microphones, etc. to make students feel more comfortable to focus on their studies in the classrooms and to support the teachers to work more effectively.

✓ Wifi is always available in the campus and the student hotel.

✓ More opportunities are created to improve the professional qualifications of teachers as well as their teaching methods.

4.3.2. Suggested solutions for students

✓ Students should increase their own efforts in learning vocabulary

✓ It is important to know that a word is related to its spelling, pronunciation, meaning, use, part of speech, antonyms and synomyms.

✓ It is necessary for students to identify their difficulties in learning new words and try to get motivation in various ways to overcome them.

✓ There is a combination of activitiesto learn English words. The activities are working individually, in pairs and in groups.

✓ It is important that students try to change less effective traditional way of learning words like always using bilingual dictionaries and find the best suitable way of learning: learningby topics, in word families, notes, games,etc.

✓ Learners need to build the good relationship with teachers to get more motivated in learning.

✓ It is highly recommended that students actively take part in all activities given by teachers in the classroom and change their self- study habits in right ways.

✓ Students do not forget to do all homework provided and revise new words regularly before vocabulary lessons.

✓ Modern facilities should be available for learning

4.2.3. Suggested solutions for teachers

According to the results of the study, students often have word problems such as mispronunciation, misuse, or inability to remember words, etc. Based on the students' problems and motivation found, some suggestions are given:

✓ It is advisable that the lectures vary new word learning activities in the classroom, dividing students into pairs or groups to teach vocabulary.

✓ There are more interesting, flexible and appropriate word teaching methods for each topic to maintain interest and motivation for students.

✓ It is better to create a more comfortable atmosphere to change the class atmosphere.

✓ Different ways are used to present new words such as visual aids, gesture, facial expressions, etc to enhance students' motivation because HPU second-year students are visual, audial and kinesthetic learners

✓ It is necessary to consider all difficulties encountered by students, their personality and preferred leaning styles to design suitable vocabulary tasks.

✓ Vocabulary parts should be tested more.

✓ Teachers should attend more professional trainings to improve their personal and professional skills.

CHAPTER V: CONCLUSION

5.1. Summary of major findings

The results show that the learner-related factors are considered to have the most influence on the students' motivation in learning English vocabulary. It is clearly seen that learners' attitude is the most motivational factor while age is the least one. Besides, the teacher – related factors and environmental factors are indispensable to avoid demotivation in learning. However, the language factors including pronunciation, spelling, form, or usage of words (except meaning) decrease much interest in learning for students.

5.2. Suggestions for further study

It is expected that the result of the study can give an informative input about how to motivate students to learn English vocabulary. The researcher expects that this result of the study can inspire other researchers to conduct researches related to motivation in learning English vocabulary to enrich the existing study.

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SURVEY QUESTIONAIRE
(For students)

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

Thank you very much for your cooperation.

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

I. Personal information:

* Your gender:

☐ Male

☐ Female

* Your age: ....

* How long have you been learning English:…………..year(s)

II. Motivational factors affecting students in learning English vocabulary

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

    ☐ Very important

    ☐ Important

    ☐ Not very important

    ☐ Not important at all

2. *How difficult is it for you to learn English vocabulary?*

    ☐ Very difficult

    ☐ Difficult

    ☐ Not very difficult

    ☐ Not difficult at all

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

    ☐ Very much

    ☐ Much

    ☐ Little

4. *Which of the following difficulties you have in learning vocabulary?* (*You can have more than one choice*)

☐ You cannot read the wordscorrectly

☐ You cannot recognize the learned words when hearing it

☐ You cannot write down the learned words after some time

☐ You cannot remember the meanings of the learned words

☐ You do not know how to use the learned words

5. *Which of the following make you get motivation in learning new words?* (*You can have more than one choice*)

☐ Identifying new sounds

☐ Understanding the function of particular words in sentences

☐ Memorizing new words for a long time (meaning , spelling)

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

☐ Extroversion

☐ Inhibition

☐ Self-esteem

☐ Empathy

☐ Dominance

☐ Talkativeness

☐ Responsiveness

7. *Which is your preferred vocabulary learning style?* (*You can have more than one choice*)

☐ Learning words by topics

☐ Learning words in reading passages

☐ Learning words in listening texts

☐ Learning from daily communication with foreigners

☐ Learning from other resources: internet, TV,…

☐ Others: …………………………………………………..

8. *Which method has been the most effective in helping you acquire more vocabulary?*

☐ Using a dictionary

☐ Using context clues

☐ Using word families

☐ Using synonyms and antonyms

9. *How does your age affect your motivation in vocabulary learning?*

☐ Very much
☐ Rather
☐ A little
☐ Not at all

10. *How is your attitude to learn English vocabulary?*

☐ Very high
☐ High
☐ Low
☐ Very low

11. *How much do you like your teacher teach every vocabulary lesson?*

☐ Very much
☐ Rather
☐ A little
☐ Not at all

12. *What do the teacher's factors make you motivated in learning vocabulary?* (*You can have more than one choice*)

☐ Enthusiasm
☐ Commitment to your progress
☐ Teachers' expectations
☐ Good relationship with the students

13. *Which environmental factors positively influence your motivation to learn vocabulary?*

☐ Physical conditions (tables, chairs,…)
☐ Class atmosphere
☐ Others: …………………………………………………………..

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

☐ Its pronunciation
☐ Its spelling
☐ Its part of speech
☐ Its morphology
☐ Its meaning
☐ Its use

15. *Do you like vocabulary tasks provided?*

☐ Yes

☐ No

16. *Which of the following activities do you like most in vocabulary lesson?*

☐ Working individually

☐ Working in pairs

☐ Working in groups (of 3 to 5 students)

17. *Which of the vocabulary practice are you most interested in?*

☐ Making sentences with new words

☐ Asking and answering the questions related new words

☐ Filling the gaps

☐ Completing sentences

☐ Finding synonyms and antonyms

☐ Matching words

☐ Playing games

☐ Other ways: …………………………………………………

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

☐ Using various language activities in teaching vocabulary

☐ Providing words in word families

☐ Providing many examples of words

☐ Instructing you how to pronounce words correctly

☐ Reviewing and checking learnt words regularly

☐ Creating pleasant classroom atmosphere

☐ Giving more vocabulary parts in tests

☐ Others: …………………………………………………………

19. *Which way(s) of presenting new words do you think helps you motivated?*

☐ Translating words into Vietnamese

☐ Using visual aids

☐ Using mines, gestures and facial expressions

☐ Using target language to define new words

☐ Saying words clearly one by one and writing them on the board

☐ Using synonyms and antonyms

☐ Others:……………………………………………………………

CÂU HỎI KHẢO SÁT
(Dành cho sinh viên)

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

Cảm ơn bạn vì sự hợp tác của bạn!

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

I. Thông tin cá nhân:

* Giới tính của bạn:

☐ Nam

☐ Nữ

* Tuổi của bạn:……………

* Bạn đã học tiếng Anh được bao lâu rồi: ………… ..năm

II. Các yếu tố động lực ảnh hưởng đến việc học từ vựng tiếng Anh

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

☐ Rất quan trọng

☐ Quan trọng

☐ Không quan trọng lắm

☐ Không quan trọng

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

☐ Rất khó

☐ Khó

☐ Không khó lắm

☐ Không khó chút nào

3. *Nỗ lực học từ vựng tiếng Anh của bạn như thế nào?*

☐ Rất nhiều

☐ Nhiều

☐ Ít

4. Khó khăn nào sau đây bạn gặp phải khi học từ vựng? (bạn có thể có hơn một lựa chọn)

- [ ] Bạn không thể đọc chính xác từ
- [ ] Bạn không thể nhận ra những từ đã học khi nghe chúng
- [ ] Bạn không thể viết được những từ đã học sau một thời gian
- [ ] Bạn không thể nhớ nghĩa của những từ đã học
- [ ] Bạn không biết cách sử dụng các từ đã học

5. Điều nào sau đây khiến bạn có động lực học từ mới? (bạn có thể có hơn một lựa chọn)

- [ ] Nhận ra âm thanh
- [ ] Hiểu chức năng của các từ trong câu
- [ ] Ghi nhớ các từ mới trong một thời gian dài (nghĩa, chính tả)

6. Tính cách nào giúp bạn có động lực học từ mới nhất?

- [ ] Hướng ngoại
- [ ] Mặc cảm, tự ti
- [ ] Lòng tự trọng
- [ ] Đồng cảm
- [ ] Vượt trội hơn
- [ ] Nói nhiều
- [ ] Khả năng đáp ứng

7. Phong cách học từ vựng ưa thích của bạn là gì? (bạn có thể có hơn một lựa chọn)

- [ ] Học từ theo chủ đề
- [ ] Học từ trong các bài đọc
- [ ] Học từ trong các bài nghe
- [ ] Học từ khi giao tiếp hàng ngày với người nước ngoài
- [ ] Học từ từ các nguồn khác: internet, TV,…
- [ ] Khác: …………………………………………………..

8. Phương pháp nào hiệu quả nhất trong việc giúp bạn có nhiều từ vựng hơn?

- [ ] Sử dụng từ điển
- [ ] Sử dụng ngữ cảnh
- [ ] Sử dụng họ từ
- [ ] Sử dụng từ đồng nghĩa và trái nghĩa

9. *Tuổi của bạn ảnh hưởng đến động lực học từ vựng của bạn như thế nào?*

☐ Rất nhiều

☐ Khá nhiều

☐ Một chút

☐ Không

10. *Thái độ học từ vựng tiếng Anh của bạn như thế nào?*

☐ Rất cao

☐ Cao

☐ Thấp

☐ Rất thấp

11. *Bạn thích giáo viên của bạn dạy từ vựng như thế nào?*

☐ Rất nhiều

☐ Khá nhiều

☐ Một chút

☐ Không thích

12. *Yếu tố nào của giáo viên khiến bạn có động lực học từ vựng? (bạn có thể có hơn một lựa chọn)*

☐ Nhiệt tình

☐ Cam kết với quá trình học tập của bạn

☐ Kỳ vọng của giáo viên

☐ Mối quan hệ tốt với sinh viên

13. *Yếu tố môi trường nào ảnh hưởng tích cực đến động lực học từ vựng của bạn?*

☐ Điều kiện vật chất (bàn, ghế,…)

☐ Không khí lớp học

☐ Khác: …………………………………………………………..

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

☐ Cách phát âm

☐ Cách viết

☐ Từ loại

☐ Hình thái

☐ Ý nghĩa

☐ Cách dùng

15. Bạn có thích các bài từ vựng được cung cấp không?

☐ Có

☐ Không

16. Hoạt động nào sau đây bạn thích nhất trong khi học từ vựng?

☐ Hoạt động riêng lẻ

☐ Hoạt động theo cặp

☐ Hoạt động theo nhóm (từ 3 đến 5 sinh viên)

17. Bạn thích cách luyện từ vựng nào nhất?

☐ Đặt câu với từ mới

☐ Hỏi và trả lời các câu hỏi liên quan đến từ mới

☐ Điền từ vào chỗ trống

☐ Hoàn thành câu

☐ Tìm từ đồng nghĩa và từ trái nghĩa

☐ Nối từ

☐ Chơi trò chơi về từ

☐ Những cách khác:……………………………………………………

18. Bạn muốn giáo viên làm gì để giúp bạn có động lực học từ vựng tiếng Anh? (bạn có thể có hơn một lựa chọn)

☐ Sử dụng các hoạt động ngôn ngữ khác nhau trong việc dạy từ vựng

☐ Cung cấp từ theo chủ đề

☐ Đưa ra nhiều ví dụ về từ

☐ Hướng dẫn bạn cách phát âm từ một cách chính xác

☐ Thường xuyên ôn tập và kiểm tra các từ đã học

☐ Tạo không khí lớp học thoải mái

☐ Đưa ra nhiều phần về từ vựng hơn trong các bài kiểm tra

☐ Khác: ……………………………………………………

19. Những cách đưa ra từ mới nào giúp bạn có động lực?

☐ Dịch từ sang tiếng Việt

☐ Sử dụng giáo cụ trực quan

☐ Sử dụng cử chỉ và nét mặt

☐ Sử dụng tiếng Anh để định nghĩa từ

☐ Đọc rõ ràng từng từ một và viết chúng lên bảng

☐ Sử dụng từ đồng nghĩa và từ trái nghĩa

☐ Khác:……………………………………………………