ĐỘNG CƠ HỌC NÓI TIẾNG ANH
CỦA HỌC SINH TRUNG HỌC PHỔ THÔNG Ở VIỆT NAM

Trần Thanh Dũ*

Bài viết này trình bày kết quả nghiên cứu động cơ luyện nói tiếng Anh, một số yếu tố ảnh hưởng đến động cơ luyện tập và các hoạt động thúc đẩy học sinh nói tiếng Anh. Sử dụng phương pháp nghiên cứu kết hợp định lượng và định tính thông qua các công cụ bảng câu hỏi và phỏng vấn với mẫu nghiên cứu gồm 325 học sinh lớp 10 được chọn ngẫu nhiên từ 3 trường trung học phổ thông trên địa bàn tỉnh Bình Dương, kết quả nghiên cứu chỉ ra rằng học sinh hiếm khi sử dụng tiếng Anh trong các cuộc trò chuyện hàng ngày hoặc trong các lớp học tiếng Anh. Kết quả nghiên cứu cũng cho thấy động cơ học tập có những tác động nhất định đến sự tham gia vào các hoạt động và đến sự thành công trong việc học nói tiếng Anh của học sinh, trong đó động cơ bên ngoài chiếm ưu thế hơn. Từ những phát hiện về động cơ học nói của học sinh và các yếu tố liên quan, nghiên cứu đưa ra một số đề xuất và khuyến nghị về chiến lược dạy kỹ năng nói cho học sinh bậc trung học phổ thông ở Việt Nam hiện nay.

Từ khóa: *trường trung học phổ thông, động cơ, kỹ năng nói, chiến lược.*

This study investigates students' motivation in speaking English, factors affecting their motivation and activities to motivate them to speak English. A mixed-methods approach was adopted with the use of questionnaires and interviews with 325 10th graders randomly selected from three high schools in Binh Duong Province. The findings indicate that most students rarely utilized English in their daily conversations or in their English classes. The findings also show that students' participation and success in speaking English are affected by both intrinsic motivation and extrinsic motivation, among which the extrinsic motivation is stronger. On that basis, this study offers some recommendations and strategies for teaching speaking skills to Vietnamese high school students.

Key words: *high school, motivation, speaking skills, strategies.*

MOTIVATION IN LEARNING TO SPEAK ENGLISH AMONG HIGH SCHOOL STUDENTS IN VIETNAM

1. Introduction

The quality of high school education is always a matter that attracts the attention of a large number of public and social opinions. In English language learning, speaking skill is really considered as an initial skill that leads learners to develop communication competences. Oral

* TS., Trường Đại học Thủ Dầu Một

Email: dutt@tdmu.edu.vn

communication competence or speaking skill is the goal of English learning in many schools. How to help English learners study the language effectively is still every English teacher's main concern that needs to be solved soon. So far, various studies have been carried out to find out the root causes and factors affecting the quality of English teaching and learning in high schools. Of these factors, learners' motivation can be considered among the important ones.

In this era of global integration, the demand for communicating is increasing, which leads to the formation of the universal language of English. The focus which used to be on linguistic competence now has shifted to communicative competence. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and with other members of the international community.

There have been various pieces of research with reference to the motivation in a foreign/second language learning. Hedge (2000) conducted a study that investigated the motivation of 20 Japanese students who were studying English. The findings of this study revealed common reasons for studying English as a foreign or second language, which included communicating with foreigners, finding employment in a high-profile career, processing international information, and understanding other cultures. Siriluck and Sirithip (2004) also conducted a study about the relationship between motivation and proficiency in English learning of undergraduate students. The study indicated that high English proficiency students are more integratively motivated than low English proficiency ones. The study also showed that high English proficiency students are more motivated than low English proficiency students with low English achievement. Generally, the findings of most of these studies were consistent with the work of Gardner and Lambert (1972), which suggested that a person's need for studying a foreign/second language is for the ability to socialize with the target learning language community or integrative motivation, and for the ability to gain knowledge and skills applied from the target learning language or instrumental motivation. Although motivation in language learning has been attracting lots of attention from educators and language teachers worldwide, little has been studied with reference to motivation in learning to speak English among Vietnamese high school students.

It is widely acknowledged that motivation is a critical and vital aspect of which learners are fully involved in the learning process. Unfortunately, in Vietnamese high schools, it is observed that most of the students in general and 10th graders in particular do not feel confident

to utilize their own English in conversations with their teachers, classmates and many even feel confused when they have a rare opportunity to talk with foreigners (Hoang, 2023). Through in-course oral tests over years, it has been realized that these students have the ability to present the topic prepared in advance fluently, yet they are incapable of responding to the examiners' questions flexibly or communicating with the others in English fluently. For the above reason, and in response to improving students' communicative competence, the author is evdeavoured to administer the research entitled "Motivation in learning to speak English among high school students in Vietnam". The research aims to investigates students' motivation in learning to speak English, factors affecting their motivation in speaking, and activities to motivate them to speak English. To achieve these objectives, the findings were expected to address the following questions: *(1) What kinds of motivation are high school students having in learning to speak English? (2) What factors affect these students' motivation in speaking English? (3) What activities help to motivate these students to speak English?*

According to a new Decision issued by Viet Nam Ministry of Education and Training (Decision No. 4068/QĐ-BGDĐT dated 28th November 2023), English is not included on the list of the compulsory subjects in the Vietnamese National High School Graduation Exams since 2025.

How will this decision impact the teaching and learning of English at high school level? This study can be considered as the first effort to investigate English teaching and learning in the current Vietnamese high school contexts. The significance of the study lies in its contribution to the field of language learning, its practical implications for educators and learners, and its potential to inform policies and practices that can help promote better oral proficiency for these students.

2. Literature review

2.1. Overview of speaking

Various authors define speaking in different ways. It is widely accepted that speaking is the using of topical and linguistic knowledge to create an oral message that will be meaningful for the intended audience. Bygate (1988) defines speaking as the skills by which learners are most frequently judged and through which they make and lose friends. It is the vehicle par excellence of social solidarity, social ranking, of professional advance and of business. Florez (1999) considers speaking as an interactive process of constructing meaning that involves producing and receiving and processing information. Ladouse (1991) describes speaking as the activity and the ability to express oneself in the situation, or the activity to report acts, or situations in precise words or the ability to converse or to express a sequence of ideas fluently. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of

speaking. Speaking becomes meaningful to students when they have to pay attention to what they are saying, trying to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Previous authors generally share the same view that speaking is what we say to what we see, feel and think. When we feel something, we want someone to hear us. In this process we can call it an interaction between two sides.

Speaking is one of the productive skills. It reveals how much an English language learner has perceived through a process of studying. The mastery of speaking skills is viewed as a necessity for most EFL and ESL learners (Richards, 2008). Richards (2008) argues for the "natural language use" which occurs "when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" (p.14). Richards' definition of speaking echoes the interactional aspect of language that is used to fuel social intercourse, to promote emotional intelligence, to fulfill certain goals or to convey particular ideas, intentions, desires, preferences, or opinions. Speaking helps strengthen interpersonal ties especially when it is used appropriately in social interactions. Language learners regard speaking ability as the measure of knowing a language, the most important skill they can acquire, and they assess their progress in terms of their accomplishment in spoken communication.

According to Harmer (2007), there are three main reasons for getting students to speak in the language classroom. *Firstly,* speaking activities provide rehearsal opportunities, chances to practice real-life speaking in the safety of the classroom. *Secondly,* speaking tasks in which students try to use any or all of the languages they know provide feedback for both teachers and students. *Finally,* the more students have opportunities to activate the various elements of language they have stored in their brain, the more their automatic use of these elements arises. As a result, they are able to use words and phrases fluently without very much conscious thought.

As it is suggested by Ur (2009, p.120), a good speaking activity should have the following characteristics:

(i) Learners talk a lot: As much as possible of the period of time allotted to the activity is occupied by learner talk.

(ii) Participation is even: All of students get a chance to speak and contributions are fairly evenly distributed. Classroom discussion is not dominated by minority of talkative participations.

(iii) Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective task.

(iv) Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to

each other and of an acceptable level of language accuracy.

From what have been presented, is can be concluded that speaking is an important productive skill in English language learning. There are various factors affecting speaking, among which motivation is put at a high position on the list.

2.2. Motivation in language learning

2.2.1. Definitions of motivation

Throughout the history of language teaching and learning, the concept of motivation has passed through a number of different interpretations as theories of psychology have changed, and the term has come to be used in different ways by different people (Williams & Burden, 1999). In the view of Gardner (1985), motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Brown (2007) considers motivation as an inner drive, impulse, emotion, or desire that moves one to a particular action. Human beings universally have needs or drives that are more or less innate, yet their intensity is environmentally conditioned. The concept of motivation is undoubtedly composed of many different and overlapping factors such as interest, curiosity, or a desire to achieve (Williams & Burden, 1999). Motivation is one of the primary factors that lead to the success in learning English in general and in learning speaking skills in

particular. Regardless of differences in the expressions, most of the viewpoints agree that motivation is an important drive or impulse that encourage ones to take actions in their language learning.

As motivation is a multifaceted and very complicated matter, it is very important for us to make out the definition of motivation and what factors affecting motivation, so that we could find out the way to increase and maintain our students' learning motivation. In any learning environment, second language learners need to be motivated to study and improve their speaking ability more and more.

c) Types of motivation

Concerning types of motivation, various viewpoints have been made. In the view of Ellis (2008) there are four types of motivation, namely instrumental, integrative, resultative, and intrinsic. As an addition, Brown (2007) adds one more type of motivation, namely extrinsic. Together with these types, the current study also adds parental motivation to the list.

d) The effects of motivation

Motivation has been widely acknowledged and recognized by researchers, teachers, and students as one of the key factors that influence the rate, continuality and success of learning (Dornyei, 2005). Student motivation is very crucial in schools because of its powerful effects on learning processes. In learning activities, motivation can

influence what, when, and how we learn. By having motivation to learn, students are likely to engage in activities they believe will help them in their learning. Dornyei (2005) put stress on the influence of motivation, which is considered as a key to learning a second language and one of the biggest factors affecting language learners' success. Without proper and sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. Optimum learning requires optimum motivation to learn. A student can be described as extrinsically motivated when he or she engages in learning purely for the sake of attaining a reward or for avoiding some punishment (Brown, 2007). In the view of Masgoret and Gardner (2003), a motivated learner expands effort, takes responsibility, has goals, desires, enjoy the process and learning. Learning a language clearly requires some student motivation. It is easy in second language learning to claim that a learner will be successful with the proper motivation, and it is also obvious that high student motivation can lead to increased levels of student success. Some students are more likely to learn than others in a given situation because of their different types of motivation to learn. The importance of motivation in foreign language learning is strictly related to the success of each action of human being, especially in gaining long-term goals. Students who are motivated in learning a language have a desire to undertake their study and complete the requirement of the course. If asked to identify factors that have powerful influences on language learning, especially on developing speaking skills, motivation would probably be high on the list.

e) Factors affecting motivation

There are numerous factors affecting students' motivation in language learning. Based on the theory pointed out by Mahripah (2014), these factors can be classified into two principal categories: *internal factors* and *external factors*.

Internal factors

The term internal factor refers to those pertaining to the learners themselves. Internal factors can be classified in to three principal groups: (i) factors related to linguistic components; (ii) factors related to affective aspects; and (iii) factors related to topical knowledge.

\# Factors related to linguistic components: There are several linguistic components that can affect students' motivation in language learning, among which are vocabulary, grammar and pronunciation.

\# Factors related to affective aspects: One of the most critical components in language learning is students' affective side. A variety of affective characteristics have been linked to second language acquisition such as emotion, self-esteem, empathy, anxiety, attitude, and motivation.

Factors related to topical knowledge: Topical knowledge can be defined as the knowledge structure in long-term memory which has a great impact on learners' speaking performance. It is the knowledge that we can learn from schools, books and knowledge of social life through the process of accumulation and exposure to life. As speakers' knowledge of related topical information, topical knowledge enables students to apply language with respect to the world in which they live.

External factors

It is understood that extrinsic motivation is characterized by factors that are external to the self. Extrinsic motivators may include factors related to the educational environment, teaching and learning modes, parental expectations, expectations of other trusted role models, earning potentials of a course of study, and other external rewards (such as money, fame, grades, and praise). Students are often motivated to learn or achieve not by their personal interest or desire for growth, but from the desire to please others by meeting expectations from their parents, teachers and learning environments.

3. Methodology

3.1. Research design

In order to achieve the research objectives, the current study was conducted via both quantitative and qualitative approaches. The sequential explanatory was used, characterized by the qualitative data following the quantitative data. Quantitatively, the researcher implemented a survey through a questionnaire to find out students' motivation in speaking English. Qualitatively, interviews with fifteen voluntary students were conducted to collect qualitative data related to students' motivation and its related factors, giving more insights into the topic under discussion, strengthening the interpretation of the data collected from the questionnaire. Combining quantitative and qualitative methods enhances the quality of the study because each approach has different strengths and weaknesses (Johnson & Christensen, 2014). By using both qualitative and quantitative approaches, a researcher can bring out the best of both paradigms while compensating for their weaknesses. This design is believed to be effective as the quantitative results can be supported by insights from the qualitative data, thus contributing to the reliability of the results and the arguments raised in the study.

3.2. Research settings

The study was conducted at three high schools in Binh Duong province in Viet Nam. According to the current English curriculum used in these schools, speaking lessons are equally distributed once every week (45 minutes per week). Within the English language curriculum, the expectation of these schools is mainly to promote students' English-speaking skills as it is a key to success in their later study

and work. Through interviews with teachers of English at these schools, it is revealed that pair-work or group-work discussion is among the commonly-used speaking activities in their speaking classes. To support classroom activities, students are sometimes given opportunities to john the English clubs and take extra speaking activities.

3.3. Sampling methods

Convenience sampling method was employed to include the research participants for its convenience. In the school year 2022-2023, there was a total of 1,747 10th grade students enrolling in the three schools. As the population was rather large, only some members of the population could be included in the survey. The formula developed by Yamane (1967, p.886) was adopted to calculate the reliable sample size needed for the study. With the confidence level of 95%, and the precision level of 0.05, the reliable sample size calculated by the formula is as follows (Figure 1).

$$n = \frac{N}{1 + N\,(e)^2} \quad = \quad \frac{1,747}{1 + 1,747\,(0.05)^2} = 325{,}4$$

Figure 1. The formula for calculating the reliable sample size

As identified from Figure 1 where **n** is the sample size, **N** is the population size, and **e** is the precision level, the sample of the current study included 325 tenth graders randomly-selected from the three schools under investigation. This number of students was the reliable sample size as calculated by Equation 1. These students were sitting in different classes at the schools and voluntarily completed the online questionnaire. These students are at the age of 16 or 17 and have been learning English for 7 years. Their general English level is pre-intermediate; however, their listening and speaking skills are at a lower level.

For the interview, 15 out of these students (5 students from each school) are randomly selected. The names of these students are coded as A1, B1, C1, D1, E1 (from school 1); A2, B2, C2, D2, E2 (from school 2); A3, B3, C3, D3, E3 (from school 3). As the objectives of the survey were clearly stated by the researcher himself right at the beginning of the survey and with the use of the consent form, all of the students showed their interest and deliberation in completing the questionnaire.

3.4. Instrumentation

In the current study, a questionnaire was employed to obtain information related to students' motivation in speaking English and its related factors, and a semi-structured interview was also employed to achieve the goal of obtaining more information, which is utilized as supporting evidence for the results of the questionnaire.

The questionnaire is composed of 8 questions aiming to investigate students' goals in learning to speak English, their motivation and obstacles in speaking English, and activities to stimulate them to speak English. As it is mentioned in Creswell and Phano Clark (2018), the first common advantage of using a questionnaire is to help the researcher collect the data in the most convenient way. Designed in the format of a Likert scale questionnaire, one of the effective tools to investigate different levels of an attitude or response (Creswell and Phano Clark, 2018), the questionnaire required students to respond by choosing one of the given numbers ranging from 1 to 5 for each indicator, indicating "**Strongly disagree**" for 1 to "**Strongly agree**" for 5. Comprehensive instructions were carefully provided once students received the questionnaire. To obtain reliable data, these questions were written in both English and Vietnamese. If a student had trouble understanding a question on the questionnaire, he or she was urged to request for more clarification.

The reliability of the questionnaire was determined using Cronbach's Alpha. The alpha coefficient for 38 items in the questionnaire is 0.614 (see Table 1), indicating that these items have relatively high internal consistency. The reliability value of the questionnaire employed in this research varied from 0.614 to 0.766, suggesting that the instrument for data collection is trustworthy and reliable.

Table 1. Reliability statistics of the clusters in the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.614	0.766	38

The semi-structured interview in Vietnamese was also employed to gather more in-depth information related to students' motivation and its related factors in speaking English. For each participant, three open-ended questions were asked, including *(1) What are your reasons for learning to speak English? (2) What factors affect your motivation in speaking English? (3) What types of activities are you in favour of in practicing speaking English?* In a qualitative study, semi-structured interviews are often employed and are the most prevalent source of qualitative data in research. This method for data collection often involves a conversation between the researcher and the participants, led by a flexible interview process and augmented by follow-up questions, probes, and comments. An interview is a type of data collection in which researchers use questions to obtain answers from one or more research participants. The use of interviews was intended to achieve the goal of obtaining more information, which may also be obtained via the use of the questionnaire (Creswell & Phano Clark, 2018).

3.5. Data collection and analysis

In order to gather data from the students, and for the students to fully understand all

of the items, an online questionnaire in both English and Vietnamese was employed, and students were given the option to administer it to themselves. In order to minimize the non-response rate of the survey, the researcher was available at the time of disseminating the online questionnaire, and while the sample was filling out the online questionnaire. After obtaining the questionnaire data, the results were statistically analyzed using SPSS version 20; reliability analysis, as well as mean and standard deviation estimates, were also included in the statistical analysis.

For the interview survey, the researcher randomly selected 15 individuals from the pool of 325 students who had previously shared their opinions through responses to the questionnaire. Due to the fact that several participants who joined the interview had their own personal and school schedules, they were each questioned separately regarding the three interview questions at a time that was convenient for them. In order to efficiently analyze the interview results, all of the meetings were carefully recorded by a portable digital audio recorder with the agreement of the participants and reexamined afterwards. The researcher assured the respondents that their responses would not be used in any way other than for the purpose of the study, and they made it very apparent that the data would not be used for any other purposes. After completing the interview, the researcher re-listened to the audios, carefully input the data into Microsoft

Excel in English, and then began to analyze and contrast the various participants' responses. After being provided with full transcriptions, the interview data were then organized with reference to the research objectives. The author also identified and coded pertinent themes.

3.6. Ethical considerations

To order to obtain full voluntary participation and high consent from the respondents, and and for the purpose of collecting reliable data, the researcher clearly stated the research objectives and the survey procedures, assuring and making it very apparent that their responses would not be used in any way other than for the purposes of the study, and the data collected would not be linked to other data by anyone else as well. Students' responses in the interviews were also included in the report with their full consent. In addition, to disguise the participants and the setting identities, the names of the schools were not revealed, and the students participating in the interviews were coded as A1, B1, C1, D1, E1 (from school 1); A2, B2, C2, D2, E2 (from school 2); and A3, B3, C3, D3,E3 (from school 3).

4. Results and discussion

4.1. Research results

4.1.1. Results from students' questionnaire

The findings of the study are presented in accordance with the structure of the questionnaire, in answering the three research questions raised at the beginning of the study: *(1) What kinds of motivation*

are high school students having in learning to speak English? (2) What factors affect these students' motivation in speaking English? (3) What activities help to motivate these students to speak English?

4.1.1.1. Students' motivation for speaking English

Question 1. What are your reasons to learn English speaking skills?

Table 2. Descriptive statistics of the clusters related to students' motivation in learning English speaking skills

Items	Mean	SD
1. To get a job in future	4.17	0.778
2. To communicate with foreigners	3.69	0.798
3. To get good marks in oral tests at school	3.69	0.798
4. To fulfill personal interests	3.52	0.978
5. To immerse ourselves in the target culture	3.52	0.966
6. To contact family's members	3.51	0.791
7. To live and study abroad	3.42	1.139
8. To satisfy parents' requirements	3.01	0.575

As shown in Table 2, the mean scores and standard deviations for the items related to students' motivation and its related factors in learning speaking skills are clearly presented. The means of the questionnaire items ranging from 3 upwards indicate that students learn to speak English due to various motivational factors. A majority of the students learn English speaking for their future jobs (M=4.17; SD=0.778), for effective communication with foreigners (M=3.69; SD=0.798); and for their academic achievement results (M=3.69; SD=0.798). Most of the students agreed that they study and practice speaking English because they want to use it to work in an English-speaking environment, whether abroad or in Vietnam. The reasons for fulfilling personal interests; immersing students in the target culture; or contacting family members are also ranked at high positions on the list, with M=3.52 (SD=0.978), M=3.52 (SD=0.966), and M=3.51 (SD= 0.791) respectively. The reasons for living and studying abroad, and for satisfying parents' requirements make up the lowest rates, with M=3.42 (SD=1.139) and M=3.01 (SD= 0.575) respectively. It can be revealed from these results that most of these students have both instrumental and intrinsic motivation for learning to speak English.

Question 2. How often do you practice speaking English?

Table 3. Frequencies at which students practice speaking English

Options	Number of students (N=325)	Percentage (%)
1. Only in speaking classes	151	46.46
2. Three times a week	78	24
3. Every day	53	16.3
4. Whenever you have free time	43	13.24

Table 3 demonstrates that students did not practice speaking English regularly. Only 16,3% of the students spoke English daily and 24% did it three times a week. Most of these students only practiced speaking English in their speaking classes (46.46%). Only 13.24% of the students were interested in speaking English in their free time.

4.1.1.2. Factors affecting students' motivation in speaking English

Question 3. Who has the strongest influence on motivating you to speak English?

Table 4. Descriptive statistics of the clusters related to people affecting students' motivation in speaking English

Items	Mean	SD
1. Your teachers	4.21	0.786
2. Your peers/friends	3.36	0.778
3. Your parents	2.96	0.769
4. Your relatives	1.67	0.678
5. Your neighbours	0.90	0.754

As can be seen from Table 4, teachers have the strongest influence on engaging students in speaking activities (M=4.21; SD=0.786). Students' peers/friends also gained a remarkable effect in activating them to speak English, with M=3.36; SD=0.778. Parents' influence on students' motivation in speaking English is quite notable (M=2.92; SD=0.796) while the impact of students' relatives and neighbors is not considerably noted, with M=1.67; SD=0.678 for "Your relatives" and M=0.90; SD=0.754 for "Your neighbours".

Question 4. What discourages you from speaking English?

Table 5. Descriptive statistics of the clusters related to factors discouraging students from speaking English

Items	Mean	SD
1. Uninteresting or unfamiliar topics	4.45	0.786
2. Boring or poorly-conducted activities	4.20	0.783
3. Unfrequent use of English by teachers and classmates	4.15	0.777

4. The pointing out of too many mistakes by teachers	3.38	0.796
5. Large class sizes	3.23	0.968
6. The strictness of teachers	3.21	0.966
7. Teachers' too much interruption in speaking activities	2.89	0.878
8. Teachers' reveal of who is responsible for the mistakes	2.67	0.876

As can be seen from Table 5, most of the students are demotivated to speak English due to various causes: uninteresting or unfamiliar topics (M=4.45; SD=0.786); boring or poorly-conducted activities (M=4.20; SD=0.783); infrequent use of English by teachers and classmates (M=4.15; SD=0.777); the pointing out of too many mistakes by teachers (M=3.38; SD=0.796); large class sizes (M=3.23; SD=0.986); the strictness of teachers (M=3.21; SD=0.966). The low frequencies relate to teachers' too much interruption in speaking activities (M=2.89; SD=0.878), and teachers' reveal of those who are responsible for the mistakes (M=2.67; SD=0.876).

Question 5. What are your problems in speaking English?

Table 6. Students' problems in speaking English

Items	Mean	SD
1. Poor ideas	4.09	0.778
2. Poor vocabulary	3.59	0.998

3. Poor pronunciation	3.49	0.976
4. Poor grammar	3.01	0.678

It can be indicated from Table 6 that the biggest difficulty encountered by these students in speaking English is related to poor ideas or topical factors (M=4.09; SD=0.778). Other noted difficulties are related to linguistic factors: poor vocabulary (M=3.59; SD=0.998), poor pronunciation (M=3.49; SD=0.976), and poor grammar (M=3.01; SD=0.678) on the part of the students.

4.1.1.3. Activities to encourage students to speak English

Question 6. What speaking activities are you interested in?

Table 7. Descriptive statistics of the clusters related to speaking activities favored in speaking classes

Items	Mean	SD
1. Presentation projects	4.09	0.779
2. Information-gap activities	4.01	0.786
3. Storytelling	3.51	1.009
4. Conversations/Interviews	3.29	1.046
5. Role-plays	3.01	0.674
6. Pair-work/group-work discussion	2.98	0.765

As can be seen from Table 7, the activities preferred by most students were presentation projects (M=4.09; SD=0.779) and information-gap activities (M=4.01;

SD=0.786). Students also expressed their preference for storytelling (M=3.51; SD=1.009), conversations/interviews (M=3.29; SD=1.046) and role-plays (M=3.01; SD=0.674). Teachers, therefore, should realize and analyze students' needs in order to find and adopt ones that are appropriate and effective in their institutions. Unfortunately, pair-work or group-work discussion is favored the least (M=2.98; SD=0.765) as these activities are frequently used by the teachers as mentioned in the setting of the study.

Question 7. Which outdoor extracurricular activities do you prefer?

Table 8. Descriptive statistics of the clusters related to outdoor extracurricular activities prefered by the students

Items	Mean	SD
1. Field trips	3.38	0.685
2. Outdoor meetings	3.17	0.687
3. Travelling	2.87	0.775

The statistics from Table 8 indicates that the outdoor extracurricular activities preferred by most of the students were field trips (M=3.38; SD=0.685) and outdoor meetings (M=3.17; SD=0.687). Students also expressed their preference for travelling (M=2.87; SD=0.775).

4.1.1.4. The extent of using English

Question 8. To whom do you often speak/practice English with?

Table 9. Descriptive statistics of the clusters related to people students often speak/practice English with

Items	Mean	SD
1. Classmates	3.03	0.689
2. Teachers	2.66	0.871
3. Parents	1.62	0.772
4. Foreigners	0.96	0.787

It is clear from Table 9 that students speak English with their classmates most frequently (M=3.03; SD=0.789). Students sometimes speak English with their teachers, maybe in their English classes (M=2.66; SD=0.871). These students claim they rarely talk with their parents in English (M=1.62; SD=0.772) and they almost have no chances to communicate with foreigners during the courses (M=0.96' SD=0.787).

4.1.2. Results from the interviews

Having interviewed fifteen randomly-selected students from the sample, several notable reasons for studying speaking English are noted: getting a good job; having real interactions with those who speak the target language; being easily to go to any other country where the target language is used; getting used to foreignness and foreign culture; getting higher education. These students almost wish to have a good job in the future. They also want to develop good speaking skills so that they can have more chance to travel and communicate with people around the

world. These reasons explain why these students were motivated to participate in speaking activities, both in and outside the class. Results of the current study on these integrative or extrinsic factors receive considerable support from a study by Chalak and Kassaian (2010) which showed students' attitude was highly positive towards the roles of English in the labor market, its culture and its people as well. Typical extracts from students' responses in the interviews are presented in Table 10 that follows.

Table 10. Extracts from students' responses about their perception towards the roles of English

Interview response extracts	Students
I want to go abroad. So I chose English because I want to learn more English and get higher education with this international language. With a good command of English speaking skills, I can find a good job as well.	A1
I think I'm really interested in learning English, especially developing speaking skills because, first of all, English is an international language so it makes it easier for me to communicate with other people from different countries in the world.	C1
As we all know, English is an international language, so with a good command of speaking skills of the language, we can find a good job, have more educational opportunities, and go anywhere in the world.	A2
I try to learn English, especially develop my speaking skills because English has been taking major roles in people's life. The ability to speaking English can really give me more opportunities to success.	C2
In this era, English is very important for every job. It is really an important tool for us to intergrate ourselves in the international community and the labour market.	D2
The first thing that I have in the speaking class is I have to improve my English speaking skills as *speaking English allows us to actually broaden our world of knowledge*, from job opportunities to the abilities to relate to people from different countries in the world.	E2
English is a universal language. English language *plays an essential role in our lives as it helps us a lot in communication*. It is the main language for studying any subject all over the world. It can help me to have a good job in the future and go everywhere in the world.	A3
In learning English, a good mark doesn't matter to me. The thing is that I want to develop my speaking skills with the target language.	D3
Actually, the need for achievement does not play a significant role in motivating me to participate in speaking activities. What I really want to do is to develop my oral proficiency with the language.	B3
Actually, I don't hope to get good achievement marks. What I am really interested in is my speaking performance in actual communication.	E3

Through the interviews, several speaking problems are also identified, including students' passive participation, teacher's control over the class, students' overuse of Vietnamese, repeated activities including pair-work and group-work, and students' low English proficiency. All of these problems are considered to be notable causes for students' lack of motivation in speaking English both in and outside language classrooms.

With reference to the favourite activities, most of the students in the interviews show their preference for the activities conducted and they were interested to participate in these activities. According to these students, most of the speaking activities were conducted in form of games, pair and group work, creative presentation projects, and role plays. They found these activities interesting and having a lot of fun, which makes them excited and motivated. As a result, they were almost satisfied with the learning process. They are also likely to speak in groups due to the feeling of comfortable they may have. They tend to feel that there is more chance for them to share ideas and listen to others' ideas when working in groups. These findings are well-supported by Life's (2011) study where group work is considered among good motivational factors for language students. Typical extracts from students' responses concerning their favourite activities include: "The activities have given me opportunities to speak in class. And I also feel more confident working in

groups" (D1); "I like group work activities because I have more confidence in expressing myself in these types of activities" (D2); "Most of the speaking classes that I have are interesting and very fun as my teacher performs a great deal of expertise in his teaching, not just as usual like delivering a speech or giving a lecture. We are sometimes given opportunities to play games and do other interesting activities. It seems to me that most of us are excited to participate in real-life situations with reference to the target language" (A3).

To motivate students in their speaking, it is also revealed from the interviews with the students that good learning environments should be created. Students will be motivated to work harder if they the activities are fun and relevant to their lives. Once the activities are conducted effectively, the language classrooms will be alive and the learning process will reach its purposes as expected.

4.2. Discussion of the results

Identifying important motivational factors is indispensable to researching students' English learning motivation. By addressing the research questions via the tools of the questionnaire and interviews, the purposes of the research have been achieved.

Regarding motivational factors, the findings reveal that students learn to speak English because of various reasons, among which students' extrinsic motivation outweighs intrinsic motivation. Most

students learn English speaking "to get a good job in the future". It is believed by these students that English is an important tool for their future work, with a significant majority expressing their agreement or strong aggreement with the statement "The better the English, the better the workplace". Motivation to learn to speak English is also reflected by students' agreement with such reasons as "communicating with foreigners", "getting good marks in oral tests at school", "fulfilling personal interests", "immersing themselves in the target culture", "contacting family's members", "living and studying abroad", and "satisfying parents' requirements". Although most of these reasons are quite recognisable on the need list from the work of Gardner & Lambert (1972) and other previous authors, the need for getting a good job in the future in the current study is noted with the highest priority on the list.

Unfortunately, the study also reveals demotivation factors in learning to speak English among these students, among which the notable ones are uninteresting or unfamiliar topics, boring or poorly-conducted activities, and the infrequent use of English by teachers and classmates. These students are not confident enough to speak English due to various reasons, among which are their poor pronunciation, vocabulary and ideas. Students do not try to use English frequently also due to the lack of an English environment in these schools.

The study also indicates factors that can affect students' motivation in learning to speak English, among which are teachers' teaching methods and techniques, the language practice environment and the appropriateness of the activities and topics used in speaking classrooms. Although most of the findings are in line with those from previous studies, the current study strengthens the view that Vietnamese high school students' motivation in learning to speak English is affected by various factors. No matter what roles each of these factors may have, this insight can help teachers and schools adopt appropriate strategies and techniques in teaching and developing speaking skills for these students, thus contributing to improving the quality of English teaching and learning at local high schools, where certain motivational and demotivation factors can be found in the implementation of the language courses.

Based on these findings, the following recommendations are put forward:

a) For teachers of English

Teachers should choose appropriate and interesting activities, especially project-based ones, varying the activities instead of using repeated ones like discussing in pairs or groups to get students more involved, giving them sufficient guidance and encouragement, and guiding them to correct their own mistakes. In the teaching process, teachers are required to play excellent roles in making the class an alive and comfortable place for students to speak up and practice their speaking skills,

reinforcing them to participate in the activities and improve their speaking performance. It is also necessary to create an international environment at school by setting and applying the rule "No Vietnamese in speaking classes", inviting native speakers for students to practice speaking English, or organizing outdoor English clubs, field trips or picnics.

b) For students

Students should identify their objectives to learn English. As "Practice makes perfect" and "Failure is the mother of success", it is necessary for these students to practice speaking English every day along with improving their pronunciation, vocabulary, grammar and other language skills as well so that they can more confidently interact with other people in the target language. They should also maintain and develop their own intrinsic motivation to study and take advantage of every chance to speak English without the feeling of being afraid of making mistakes.

c) For parents

Instead of pressuring their children to learn to speak English for high academic achievement scores at schools or for keeping up with their classmates' English speaking levels, parents should find effective ways to inspire them. Apart from delivering encouragement words, they should create every opportunity for their children to take parts in various communicative activities such as taking their children to places where English is used or where foreigners often come, enrolling their children online English courses with native English teachers, and if possible, allowing their children to travel to countries where English is used as a primary or an official language.

d) For schools

Motivation plays a significant role in the development of speaking skills among high school students. For students' motivation in learning to speak English to develop, more extracurricular activities in which only English is used should be organised, giving them more exposure to speaking the target language. It should be noted that while motivation is a significant predictor of oral proficiency, it is essential to understand that motivation operates in conjunction with other factors like aptitude, instruction quality, exposure to the language, and individual differences. Effective language instruction often seeks to boost student motivation while also addressing these other factors. School organizers should also provide teachers with more opportunities to improve their teaching skills and equip language classrooms with necessary technological tools so that speaking sessions and activities can be implemented smoothly and students are more motivated.

5. Conclusion

Conducted both qualitatively and quantitatively, the current study investigates students' motivation in learning to speak English, its related

factors, and activities to motivate students in learning to speak the target language. The findings indicate that most students rarely utilized English in their daily conversations or even in English classes. The findings also show that both intrinsic motivation and extrinsic motivation have an influence on the success of learning to speak English, among which extrinsic motivation is stronger. From these findings, it is expected that teachers should adjust their pedagogical methods to create interesting speaking lessons and activities to increase their students' intrinsic motivation, and schools should also organize more English extracurricular activities or create a good environment for students to practice speaking the target language as well.

This study can hopefully help students to do self-evaluation on their own motivation in learning to speak English. By understanding their motivation, these students can be more focused to achieve their goals in learning to speak the target language. The findings are also helpful for teachers to develop their teaching materials and methods, which can encourage their students' motivation to communicate in English. Further research on foreign language motivation is needed, especially to find out more practical motivational strategies that are suitable to help these students to overcome their problems in participating in speaking activities in high school classrooms in Vietnamese contexts.

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