

# Motivation in the development of English speaking skills by second year tourism major students at Sao Do University

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**Abstract.** Motivation is one of the main factors affecting the success or failure of students in foreign language learning. In an attempt to investigate motivative and demotivative factors in learning the English speaking skills of second year tourism major students, the study focuses on 4 main factors: (1) identifying kinds of motivation possessed by the second year tourism major students at Tourism and Foreign Language Department, Sao Do University, (2) studying methods and techniques to motivate learners in speaking lessons, (3) investigating factors demotivating students in English speaking learning, (4) suggesting motivational strategies and techniques in stimulating learners in teaching and learning speaking skill.

*Keywords:* motivation, de-motivation, integrative and instrumental motivation, factors affecting motivation, motivational strategies and techniques.

## 1. Introduction

In the global world, English language has rapidly become an international language. To meet this requirement, English has been taught almost everywhere in Vietnam. Especially in schools, colleges, universities, English is a compulsory subject. However, how to speak English well still remains a question to for many learners of English, especially for the students of colleges and universities to answer.

To find the answer to this question it is necessary to investigate what motivates and demotivates students in learning English in general and in learning the macro skills of speaking in particular. Many teachers and researchers now believe that motivation is one

of the most important factors that determine the rate and success of second language (L2) attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process for many learners. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and there are no appropriate curricula and good teaching methods to ensure student achievement.

For the above reasons, the aim of this paper is to investigate the motivation in learning the English speaking skills among the second year tourism major students at Tourism and Foreign Language Department, Sao Do University. The paper also focuses on examining methods and techniques used by the teachers to motivate their learners during speaking lessons, investigating factors de-motivating students in

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learning to speak English, suggesting motivational strategies and techniques, which can be applied to stimulate learners in teaching and learning the English speaking skills. Specifically, the paper examined four research questions that follow.

(1) What are the types of motivation possessed by the 2<sup>nd</sup> year tourism major students in learning the English speaking skills?

(2) What are the methods and techniques used by the teachers to motivate their learners during the speaking lessons?

(3) What are the factors de-motivating their students in learning the English speaking skills?

(4) What motivational strategies and techniques can be applied to speaking lessons?

## 2. Literature review

### \* *Motivation*

Many researches on motivation have been undertaken. All the motivation theories in general want to explain the fundamental question of why humans behave as they do, and therefore we cannot assume any simple and straightforward answer.

Burden [1] assumed that “from a cognitive perspective, motivation is concerned with such issues as why people decide to act in certain ways and what factors influence the choice they make. It also involves decisions as to the amount of effort people are prepared to expend in attempting to achieve their goals. The role of the teacher thus becomes one of helping and enabling learners to make suitable decisions. Dornyei [2] defined motivation as “a general ways of referring to the antecedents (i.e. the causes and the origins”. He also stated that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activities” [2]. The author mentioned two dimensions of human behavior: *direction* and *magnitude* (intensity) which motivation concerns.

From the above, it can be deduced that motivation is a psychological trait which leads

people to achieve a goal. Motivation is what drives you to “behave” in a certain way or to take a particular action. Simply, it can be understood that motivation is your “WHY”.

### \* *Motivation in learning foreign language*

Motivation in foreign language learning has been defined in different ways.

According to Dornyei [3] motivation refers to the efforts learners make to learn a foreign language. Motivation is one of the keys that influence the rate and success of language learning.

Norris-Holt [4] referring to Crookes and Schmidt [5] defines motivation as “...the learner’s orientation with regard to the goal of learning a second language”.

Motivation in this context can be understood as the one relating to attitude and *vice versa* with both having an influence on learning and acquisition. Gardner [6] assumed that motivation involved desire to learn a language, intensity of effort to achieve this, and attitudes toward learning the language.

Motivation in foreign language learning is more broadly categorized into two types: **integrative** and **instrumental motivation**. In a pioneering study, Gardner and Lambert [7] highlighted “integrative motivation” which stresses “a sincere and personal interest in the people and culture represented by the other group” and “instrumental motivation” which stresses “the practical value and advantages of learning a new language”. Gardner’s later socio-educational model [8] adds three aspects of student motivation: effort (time and drive), desire (extent of language proficiency wished for) and effect (emotional reactions to language study). Integrative motivation is the desire on the part of the student to feel an affinity with the people, the society and the culture of the country whose language is learned, and is usually referred to in the context of living in the target language community [9]. Instrumental motivation, on the other hand, concerns the

practical and concrete rewards that student's desire [10].

#### \* *Demotivation*

Dornyei [11] defined de-motivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action".

Deci and Ryan [12] used a similar term "a-motivation", which means "the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity."

Dornyei [11] pointed out that de-motivation does not mean that all the positive influences that originally made up the motivational basis of a behavior have been got rid of. It only means that a strong negative factor restrains the present motivation with some other positive motives still remain ready to be activated.

#### \* *De-motivating factors affecting motivation in learning foreign language.*

According to Dornyei, factors de-motivating students' learning are as follows.

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

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

### 3. The study

#### 3.1. Participants

67 students (55.83% of the population) were selected at random to take part in the research.. The majority of the population is from the countryside. These students had at least 3 years of learning English at high schools where the extensive vocabulary and grammatical structures are the main focus. They are supposed to have an intermediate level of proficiency in English, they have sound knowledge of Grammar, and to some extent are able to speak in English.

Six teachers (31.50 % of the population) who had been teaching English speaking skills (using the text book ESP designed by the teachers of English Division in Tourism and foreign languages Department, SDU) at least for one year were invited to join in the research.

#### 3.2. Instruments

The tools used for the study are the questionnaire for the students adapted from the questionnaire designed by Rajit Kumar [13] in *Research Methodology*, the questionnaire for the teachers adapted from the questionnaire designed by Rajit Kumar [13] in *Research Methodology*, the interview, observation.

#### 3.3. Procedures

The time for data collection lasted during the third month of the second semester of the school year 2010-2011. Because it was the time when students completed two third of the term. Students may have an overview on the difficulties of English speaking in the second year at the SDU.

During the first two weeks, the classroom performance by the 4 teachers was observed. The detailed notes were kept and interpreted, and then the conclusions were drawn out.

Two students were chosen by chance after each classroom observation to join in the interview. Before the interview began the researcher explained the interviewees the purpose of the interview and the amount of time to complete the conversation. The interview was constructed with 10 open-ended questions in a predetermined order. Each interview lasted for 20 to 25 minutes. The data were recorded, transcribed and then translated in English.

The next week, the survey to the teachers was delivered to 6 teachers teaching English speaking skills for the 2<sup>nd</sup> year tourism major students, the time for them to complete it was 4 days.

The last week, the questionnaires were delivered to 67 second year tourism major students. The students had 15 minutes to complete the questionnaire. The purpose and importance of the study were explained. While students were completing the questionnaires, any questions were clarified by the teacher.

#### 4. Results and discussion

##### *(1) Kinds of motivation possessed by the second year tourism major students at Tourism and Foreign Language Department, Sao Do University*

Table 1: The students' reasons for learning English speaking

| Reasons  | Number of students | Percentage |
|--|--------------------|------------|
| a. To get a job in the future  | 60                 | 89.55%     |
| b. To communicate with foreigners  | 50                 | 74.46%     |
| c. To study the people, culture of English speaking countries            | 47                 | 70.14%     |
| d. To read newspapers, watch TV programs, listen to music ... in English | 12                 | 17.91%     |
| e. To live and study abroad  | 8                  | 11.94%     |
| e. English is a compulsory subject                                       | 5                  | 7.46%      |
| f. To get good marks in the exam   | 5                  | 7.46%      |

To find out the reason why students learn English a questionnaire was conducted among 67 students. 89.59% of them - the highest percentage identified the major reason for learning English speaking was to get a job in the future. The reason for this was that most of the students want to become tour guides in the future. They have to use much English in communicating with foreign tourists. In addition to these, more than 70% of the students wanted to learn English for the purpose of communicating with foreigners. In addition to these, 70.14% of the students who completed the questionnaire were reported to be interested in culture, people of English speaking countries. The students interviewed also revealed that they want to learn English to get more knowledge of culture and people of English speaking countries. In their opinions, they will have to

communicate with many foreign tourists in their jobs, understanding the culture of the tourists will help them do the job better and avoid culture shock as well as difficulties in communicating.

Only 5 out of 67 students claimed that they studied English speaking because it is a compulsory subject. The same number of the students perceived that they learned English speaking for a good result at the examination.

In brief, it can be said that the main types of motivation the students had in English speaking learning are integrative and instrumental motivation. All of them want to learn English firstly for a future job, and secondly for better understanding of foreign tourists.

##### *(2) Methods and techniques used by the teachers to motivate students*

In order to find out the answers to this question, a survey was conducted among the teachers. The survey concentrated on activities and techniques employed by the teachers in their speaking lesson. Most of the teachers perceived that all the states including the warm up state, pre-speaking, while speaking and post speaking states are necessary to motivate students in speaking.

All of the teachers also claimed that reading and speaking is closely related. Reading provides students with vocabulary and information to speak. This indicated that during the speaking class the teachers combined reading activities to speaking activities.

Among the activities used by the teachers including individual work, pair work and group work, pair work and group work was mostly used by the teachers. Besides individual work was sometimes used. This indicated that in the speaking lessons, teachers gave students lots of chances to express themselves in pair and group work. This forced students to work and speak during the lesson.

Besides, a classroom observation was also conducted with the four teachers who joined in the study. The result shows that all of the teachers prepared the lesson very carefully; the lessons went smoothly and logically because all of the teachers were keen on the subject they taught. However, in all classes many students were passive, the teacher did not perform the role of a fascinator, and he/she talked a lot trying to explain everything to the students. The pair work and group work were used, but it did not seem effective. Whenever the students were asked to work in groups, they became quiet or did some other things.

In short, the teachers have made great effort to motivate students in English speaking classes. However, there were many things to do, in which applying reward and punishment policy was of great importance and interrupting students while they were speaking should be ignored during the class. Especially, teacher/student interaction should be promoted during the speaking class.

### (3) Factors de-motivating students in English speaking

Table 2: The difficulties of students in English speaking learning

|   | <b>Difficulties</b>                 | <b>N<sup>o</sup> of students</b> | <b>Percentage (%)</b> |
|---|-------------------------------------|----------------------------------|-----------------------|
| 1 | Little time for speaking activities | 43/67                            | 64.18                 |
| 2 | Crowded class                       | 40/67                            | 59.7                  |
| 3 | Lack of vocabulary                  | 40/67                            | 59.7                  |
| 4 | Pronunciation                       | 34/67                            | 50.75                 |
| 5 | Grammar mistakes                    | 30/67                            | 44.78                 |
| 6 | Boring speaking topics              | 18/67                            | 26.87                 |
| 7 | Boring speaking activities          | 17/67                            | 25.37                 |
| 8 | Teacher is not enthusiastic         | 15/67                            | 22.39                 |

The table shows that the first difficulty students face is lack of time for speaking activities. The second difficulty was lack of vocabulary. Moreover, the crowded class is also a disadvantage. The number of students in one class in Sao Do University ranges from 40 to 60; therefore there is not enough time for the

teachers to pay attention to each student. And nearly half of the students were afraid of making mistakes in their speaking.

To investigate what factors affecting students' English speaking, a question of 15 criteria was given to students.

Table 3: The factors de-motivating students' speaking learning

|    | <b>Factors</b>  | <b>N<sup>o</sup> of students</b> | <b>Percentage (%)</b> |
|----|---|----------------------------------|-----------------------|
| 1  | The classroom atmosphere                                | 62/67                            | 92.54                 |
| 2  | Your learning methods not effective                     | 50/67                            | 74.63                 |
| 3  | Other members are not active in group work              | 43/67                            | 64.18                 |
| 4  | Crowded class   | 40/67                            | 59.7                  |
| 5  | Learning speaking is very difficult                     | 40/67                            | 59.7                  |
| 6  | Lack of vocabulary                                      | 40/67                            | 59.7                  |
| 7  | Boring activities                                       | 30/67                            | 44.78                 |
| 8  | Your language learning ability is limited               | 30/67                            | 44.78                 |
| 9  | Lack of information about tourist destination           | 23/67                            | 34.33                 |
| 10 | Boring and difficult topics                             | 21/67                            | 31.34                 |
| 11 | You don't have a chance to practice at the destinations | 15/67                            | 22.39                 |
| 12 | Teacher doesn't use much English in speaking lesson     | 15/67                            | 22.39                 |
| 13 | Lack of objectives in learning speaking                 | 14/67                            | 20.9                  |
| 14 | Learning speaking is not useful to you                  | 12/67                            | 17.91                 |
| 15 | The content of the textbook is not suitable             | 12/67                            | 17.91                 |

The table mentioned above revealed that the classroom atmosphere had the greatest effect on students' motivation. The second factor was that the students had no effective methods in learning English speaking. About 40 out of 67 students perceived that learning English speaking was very difficult, nearly all of them lacked vocabulary, which led to de-motivation in speaking lesson. Sometimes, boring activities or crowded class were also the denominative factors.

All of the teachers perceived that in their speaking class, they had some difficulties. Most of them revealed that the students lack motivation in learning speaking. In their opinions, the reasons for these are as follows:

- The students are lazy in pair work and group work. Especially in group work, only one or two members work, the rest sit quietly and do nothing.

- Students have low English proficiency. Apart from general English, they have to get knowledge of ESP of tourism.

- Class hour is not suitable. It starts too early either at 6 am or at 12 a.m. This time affects students' as well as teachers' psychology and their attitude to learn and work.

When asked about the content, topics, exercise kinds, illustration... of the textbooks. Most of the teachers agreed that the content, topics and exercise kinds were O.K. The content of the textbook was suitable for the students. The kinds of the exercises in the books were designed suitably, able to develop speaking skills of the students. However, most of the teachers revealed that the illustration of the books was boring, which also led to demotivation of the students in learning process.

The result of the question 6 (questionnaire for the students) revealed that the topics and the content of the textbooks attracted the students very much. Among 11 topics in the textbook, 5 of them (The topics of Vietnam's geography, Vietnamese pagoda, Vietnamese festivals, Vietnamese handicraft villages, Customs and habits of Vietnam) attracted students' interests. However 6 of them seemed to demotivate students' learning. The students interviewed said: " Vietnamese history is the most difficult topic in the text book, sometime I have no idea, no vocabulary to talk about the topic" The other said " Buddhism is a very difficult topic, we have no knowledge even knowledge in Vietnamese to present the topic".

In short demotivating students' speaking learning are many factors in which the main factors are lack of vocabulary of the students, the crowded class, the contents of some units in the

textbook are too difficult or boring. Class hour is also a factor affecting students' learning process.

**(4) Motivational strategies and techniques to motivate students**

Table 4: Students' comments on the topics of the textbooks

| Topics                            | Number of students |            |               |
|-----------------------------------|--------------------|------------|---------------|
|                                   | Dislike            | Don't mind | Strongly like |
| 1. Vietnam's geography            | 2                  | 0          | 65            |
| 2. Vietnamese history             | 45                 | 12         | 0             |
| 3. Vietnam's animals and plants   | 30                 | 37         | 0             |
| 5. Buddhism in Vietnam            | 46                 | 14         | 7             |
| 6. Vietnamese pagodas             | 10                 | 15         | 55            |
| 7. Vietnamese festivals           | 7                  | 3          | 57            |
| 8. Vietnamese handicraft villages | 5                  | 5          | 47            |
| 9. Customs and habits of VN       | 10                 | 10         | 57            |
| 10. Museums                       | 20                 | 27         | 37            |
| 11. Vietnamese food               | 25                 | 25         | 27            |

Table 5: Students' comment on teachers' activities

| Activities  | Number of students |      |         |
|---|--------------------|------|---------|
|   | Strongly like      | Like | Dislike |
| 1. Role play  | 37                 | 30   | 0       |
| 2. Discussion   | 20                 | 12   | 35      |
| 3. Explanation of new words and structures                          | 34                 | 33   | 0       |
| 4. Practice conversations in pairs                                  | 10                 | 50   | 7       |
| 5. Teachers interrupt us and correct mistakes while we are speaking | 0                  | 10   | 57      |
| 6. Games  | 30                 | 20   | 17      |
| 7. Teachers use English during the class hour                       | 45                 | 12   | 0       |
| 8. Compliment   | 45                 | 12   | 0       |
| 9. Teachers often use modern teaching aids                          | 67                 | 0    | 0       |
| 10. Excursions at tourist destinations                              | 67                 | 0    | 0       |

Obviously, 100% of the students like the modern teaching aids used during the class, because the teaching aids help students become more motivative and more interested in the lesson. Also 100% students strongly like going to the tourists' destinations to practice speaking. Besides, the other activities attracted students' attention. Those activities such as role play, teachers' compliment, teachers' English speaking during the class hour were the activities motivating students.

According to the teachers joining in the study, the topics used in the text book were

suitable. The topics cover a panorama of Vietnam- country, people, history, culture, habit and customs, which are suitable and useful for a future tour guide. However, 6/6 teacher agreed that to get more effectiveness in boosting students to speak, it is necessary to add some more kinds of exercises to make the lesson more interesting. 5 of them also thought that it is necessary to illustrate the textbook with more beautiful pictures. And the most important thing to do with the text book is to improve it yearly, this idea was approved by all of the six teachers.

Table 6: Teachers' suggestions on ways of improving the textbooks

| Suggestions                                   | Number of teachers |
|---|--------------------|
| 1. Change the topics                          | 0                  |
| 2. Add some more kinds of exercises           | 6                  |
| 3. Illustrate it with more beautiful pictures | 5                  |
| 4. Improve yearly                             | 6                  |

To conclude, there are many motivational strategies and techniques can be applied to motivate students, of which the most important are using modern teaching aids, taking the students to the tourist destinations, giving compliment, ... Besides, to reduce students' demotivation, it is necessary to pay attention to the material used for teaching. The material should be checked and improved yearly and more interesting activities should be added to the textbooks.

In brief, the chapter has presented the data analysis to find out the answers to the research questions. All the data were obtained from the study instruments which were 2 survey questionnaires, an interview and the classroom observation. In the chapter the main types of motivation, denominative factors and motivational strategies have been discussed in details.

## 5. Conclusion

### 5.1. Summary of the findings and discussion

(1). The first reason for students to learn English is to meet the requirement of the future job. Many students (70%) agreed that the purpose of communicating with foreigners. Besides many students revealed that they want to learn English to get more knowledge of culture and people of English speaking countries. A small percentage of the students claimed that they learnt English speaking because it is a compulsory subject, and the same number of students agreed that they learnt English because they wanted to get good mark at the examination. The main types of motivation the students had in learning how to

speak English are integrative and instrumental motivation.

(2). All the teachers teaching speaking skills have made great effort to motivate students in English speaking classes. In their teaching such kinds of activities as group work or pair work have been utilized. Different kinds of visual aids such as cassettes, projectors, pictures ... were used much in the class room. The teacher also combined the course book with relevant materials, guided students to learn well. During the lesson teachers tried to create a learning atmosphere to promote students. Especially, the teachers often held the excursions in the tourist destinations, which attracted students' attention and promoted them in learning, and provided students with a lot of chances to practice speaking. However, there were a lot of things to do, in which applying reward and punishment policy and was of great importance and interrupting students while they are speaking should be ignored during the class. Especially, teacher/student interaction should be promoted during the speaking class.

(3). There are many demotivating factors affecting students in their speaking. The main factors are the aptitude and lack of vocabulary of the students. Besides, the crowded class, the content of some also reduce students' motivation in learning process. Class hour (starts too early in the morning or afternoon) had great effect on students' learning. The way the teacher used Vietnamese in the lesson also de-motivates students in their trying to speak English during the lesson.

(4). In the lesson the teacher has applied many motivational strategies and techniques to motivate students, of which the most important

are using modern teaching aids, taking the students to the tourist destinations, giving compliment, ... Besides, to reduce students demotivation, it is necessary to pay attention to the material used for teaching. The material should be checked and improved yearly and more interesting activities should be added to the textbooks.

### 5.2. Implications

The findings of the study implicate that:

(1). In learning the speaking subject, the students seem to possess 2 main types of motivation which are instrumental and integrative. These students want to become tour guides, they will use much English in their future jobs. For them, fluent English speaking and sound knowledge of people and culture of international tourists is very useful, which help them to work better with their future jobs. The combination of the two types of motivation assists in the successful acquisition of an L2. Thus, in English speaking classes, teachers should provide students with not only language knowledge but also cultural knowledge of English speaking countries...

(2). The motivational strategies are of great importance in which pair work and group work attracted many students attention. The using of teaching aids like slide projectors, cassettes ... are the factors impressing students' attention. Besides, teachers should give students lot of chances to practice speaking at the tourist destinations. However, using Vietnamese during the speaking lesson is not a good way of motivating students.

(3). Demotivating affecting students in their speaking are many factors among which lack of time and vocabulary, low proficiency in tourism English rank the first. Besides, crowded class has strong effect on students' motivation. In addition to these demotivative factors, the content of some lessons, class hour (starts too early in the morning or afternoon) are sometimes affect students in English speaking learning.

(4). To reduce students' motivation in English speaking learning, two important things must be done: Firstly, teacher should apply motivational strategies to motivate students in speaking learning. Secondly, it is necessary to improve textbook to attract more students in learning speaking.

### 5.3. Recommendations and suggestions

(1). To make speaking learning motivating activities, besides the classroom activities, the teachers need to make great effect to develop programmes which attract students' participation. It is suggested that the faculty cooperate with the tour operators to create students chances to act as tour guide to practice speaking English, or the teachers may send students to hotel or tourist sites to learn and practice speaking English. And one of the most effective activity which can be applied is the teachers themselves may take their students to some famous destinations near the school to study and practice guiding in English.

(2). To reduce the factors de-motivating students in speaking, it is necessary to reduce the number of the students in the class. The administrators need to pay attention to this to create an effectiveness of English learning process in general and of English speaking in particular. Besides, the time to start class should be changed to be later, not too early as present.

(3). The course book should be improved with more interesting and easier topics, illustrated with more beautiful and clearer pictures, the difficult exercises should be replaced. It is suggested that more vocabulary exercises should be used to fill in the gap of vocabulary which students lack. Also, to motivate students, the course-book should be improved every year, added with update information after each course.

(4). The teacher should play the active role as a fascinator to encourage students in learning process to sustain long term motivation. In the English speaking class, the stages such as warm

up, while speaking and post speaking should be applied. Clarification and whole-hearted guidance are influential factors which help stimulate learners. The teachers' instructions should be brief, easy to understand and clear so that all students know what they have to do. These help attract students' commitment to the lesson and avoid confusion.

(5). The teachers' attitudes are of great importance in increasing students' motivation. The teachers' sense of humor and friendliness as well as the attention will attract students' during the whole lesson.

(6). The two types of motivation which the students possess are integrative and instrumental. Therefore, in teaching it is necessary for the teachers to provide students with not only language knowledge but also country and culture knowledge of other countries, especially English speaking countries.

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# Động cơ rèn luyện kỹ năng nói tiếng Anh của sinh viên năm thứ hai chuyên ngành du lịch, Trường Đại học Sao Đỏ

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Động cơ học tập là một trong những yếu tố chính ảnh hưởng đến sự thành công hay thất bại trong học ngoại ngữ của sinh viên. Qua việc tìm hiểu các yếu tố kích thích hoặc gây ảnh hưởng đến việc học nói của sinh viên năm thứ 2 chuyên ngành Du lịch, Khoa Du lịch & Ngoại ngữ, Trường Đại học Sao Đỏ, bài viết của chúng tôi tập trung vào 4 nội dung trọng tâm sau: (1) xác định nhóm động cơ chính của sinh viên năm thứ 2 chuyên ngành Du lịch, Khoa Du lịch & Ngoại ngữ, Trường Đại học Sao Đỏ; (2) tìm hiểu các thủ thuật và phương pháp được các giáo viên áp dụng trong việc thúc đẩy động cơ học

tập của sinh viên; (3) nghiên cứu các yếu tố ảnh hưởng đến động cơ học nói của sinh viên; (4) đề xuất một số biện pháp sư phạm gây hứng thú cho sinh viên trong quá trình dạy-học nói tiếng Anh.

*Từ khóa:* động cơ, yếu tố làm giảm động cơ, nội động cơ, ngoại động cơ, các yếu tố ảnh hưởng đến động cơ, chiến lược và thủ thuật tạo động cơ.