

**A comparative study investigating
teachers' and students' perceptions of the
factors affecting students' motivation to
participate in English classes in
Vietnamese high schools**

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ABSTRACT

This study investigates teachers' and students' perceptions of the factors affecting students' motivation to participate in English classes in Vietnamese high schools. It then compares the perceptions of teachers and students in order to find any possible gaps between the perceptions of these two groups. As one of the initial studies which attempts to compare the teachers' and students' perceptions of this issue, this paper is expected to contribute valuable findings to the empirical literature.

This study follows the mixed methods approach which employs questionnaires and semi-structured interviews as the two research instruments. The findings of this study reveal that both teachers and students believed that a variety of factors can have influence on students' motivation to participate in English classes. Among them, teachers and students believed that the characters and teaching skills of teachers and instrumental factors are the key factors that have the greatest influence. Regarding the differences in the perceptions of these two groups of participants, teachers' and students' perceptions are only significantly different when considering the impacts of teachers' praises, classroom facilities, class size, and judgements from classmates.

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LIST OF ABBREVIATIONS

L2: Second Language

SLA: Second Language Acquisition

ESP: English for Specific Purposes

CHAPTER 1: INTRODUCTION

1.1 Rationale for the study

Motivation has been widely acknowledged by researchers as one of the key factors affecting the rate, continuity and success of learning (Dornyei, 2005). It is also believed to have significant influence on what, when and how students learn (Schunk, Pintrich & Meece 2008: 5). Another critical factor which helps students to achieve positive learning outcomes and further develop their abilities is classroom participation (Susak, 2016). Participation in class gives students a chance to demonstrate their understandings of the lesson, apply theory into practice and build on their existing knowledge. While motivation is described as the energy of an individual's behaviour, participation is regarded as the link that connects the individual and the activity (Aypay & Eryılmaz, 2011). Studies in SLA point out that there is a close link between students' motivation and their classroom participation, as motivation is believed to be the primary force driving students' participation (Tasgin & Tunc, 2018).

In fact, students' motivation for participation can be influenced by a number of factors such as the factors coming from the students themselves, the factors involving with the learning situation or the factors related to the language that is learnt. Therefore, it is necessary to explore what factors have significant impacts on students' motivation for participation so as to find the most effective ways to enhance their motivation. There have been only several studies in the world carried out with the aim to investigate this kind of issue. For example, Astuty, Marbun and Rosnija (2013) carried out a study investigating the factors that influence students' motivation to participate in speaking activities in ESP classes. In Vietnam, the majority of studies focus on students' motivation for learning a particular skill in English such as the studies investigating the factors affecting students' motivation for learning speaking skills of Tran (2007), Luu (2008), and Hoang (2009) or the study examining the factors affecting students' motivation for learning reading skills of Nguyen (2008). Whereas, the research topic about students' motivation for participating in English classes is still under investigated. Moreover, there has not been any study in the literature which attempts to compare the teachers' and students' perceptions of the factors affecting students' motivation for participation. Therefore, this research was conducted with the aim to provide insights into this area of concern.

1.2 Statements of research problem and research questions

Over the years, a great number of studies have been carried out into the factors that influence students' motivation for learning English. However, issues related to the factors affecting students' motivation for participating in English classes have not attracted the same degree of attention. Moreover, most of the research that have been conducted only investigate the issues based on students' perceptions. There is no study which look at teachers' and students' perceptions together, although English classroom is undeniably a co-production between teacher and students. Kumaravadivelus (1991) states that the gap between teachers' and students' perceptions should be kept as narrow as possible so as to increase the chance to achieve the desired learning outcomes, because the differences between the perceptions of teachers and students can affect the quality of what students learn. Therefore, this study was conducted with an attempt to find out whether there is any gap between teachers' and learners' perceptions regarding the factors affecting students' motivation to participate in English classes. In brief, this study aims to address the following research questions:

- 1. What are Vietnamese high school teachers' perceptions of the factors affecting students' motivation to participate in English classes?*
- 2. What are Vietnamese high school students' perceptions of the factors affecting their motivation to participate in English classes?*
- 3. Is there any significant difference between Vietnamese high school teachers' and students' reported perceptions of the factors that motivate students to participate in English classes?*

1.3 Significance of the study

As one of the initial studies which attempts to compare teachers' and students' perceptions of the factors affecting students' motivation to participate in English classes, the research results are expected to first shed light on teachers' and students' perceptions of the aforementioned issue and second identify any possible gaps between the perceptions of these two groups. Findings of this study also contribute to bridge any possible gaps between the perceptions of teachers and students so as to enhance the effectiveness of the teaching-learning process. Moreover, based on the findings about the perceptions of teachers and students, implications would be made regarding the matter of how to increase students' motivation to participate in English classes.

CHAPTER 2: LITERATURE REVIEW

2.1 Chapter Introduction

In this chapter, the first two sections present the theoretical and empirical literature related to the two key terms of the study which are *motivation* and *participation*. Then, a link between motivation and classroom participation is established. The third section is where the literature on the factors affecting students' motivation for participation is reviewed. Since the context of this study is in Vietnam, an overview of English learning motivation in Vietnamese context is brought to light in the last section of this chapter.

2.2 Motivation in second language learning

2.2.1 Definition of motivation

The term 'motivation' has been widely discussed in a number of fields. As it is a complicated phenomenon, the term can be defined in different ways depending on different perspectives. However, in whatever contexts that it appears, motivation proves to play a crucial role in our achievement because it has the power to activate, guide and maintain human's behavior over time (Krause, Bochner, Duchesne, 2006, p.255). That is why motivation also has a significant impact on the success of SLA. With regard to L2 learning, Gardner (1985: 10) proposes a definition of 'motivation' that is the extent to which the individual puts effort into learning the language due to a desire to do so and the satisfaction derived from the activity. While this definition associates motivation with the internal forces that lead learners to take action, behaviorists link motivation with the external forces as they suggest that the anticipation of rewards can motivate learners to acquire positive results. Concerning the viewpoints of constructivists, they believe that motivation is always grounded by cultural and social factors and the way each learner is motivated differs according to his/ her situation. In spite of its complexity in nature, motivation can be generally known as "a state of cognitive and emotional arousal" that pushes learners to achieve the pre-determined goal by making a conscious decision to exert a certain degree of intellectual and/ or physical effort into the work (William & Burden 1997: 120).

2.2.2 Theories of motivation in second language learning

2.2.2.1 Gardner's social psychological theory

Regarded as the earliest motivational theories in SLA literature, the theories proposed by Gardner and Lambert in 1959 have paved the way for a number of research into this field. Specifically, Gardner and Lambert (1959) suggest that students' motivation can be classified into two categories which are integrative and instrumental. As far as the integrative motivation is concerned, it involves the motivation to acquire a language because of the admiration for the people who speak the language, the special interest in its culture, and the strong desire to communicate with the target language society (Gardner & Lambert, 1972). It means that this type of motivation orientates learners to socially and culturally engage themselves with the community of native people by joining in the social interchange taking place in that group. Learners with integrative motivation are driven by the great desire to interact with the second language community who are highly valued in their perspective (Gardner et al. 1976: 199). Besides, there has been a consensus among researchers that "integrativeness appears to be the single most important factor" of foreign language learning (Csizer & Dornyei 2005: 19). Moreover, Gardner (1982) states that learners who are integratively oriented show greater persistence in tough situations and thus stand a better chance of becoming successful language learners.

While learners driven by integrative motivation study a language because of interpersonal reasons, those driven by instrumental motivation study with the aim of obtaining some practical advantages. Hudson (2000) points out that instrumentally oriented students show a desire to gain practical or concrete benefits from their learning. Therefore, within the construct of instrumental motivation, pragmatic gains can be seen as the driving force of second language acquisition (Dornyei, 2001; Gardner & Lambert, 1972). Although both kinds of motivation are the key components of success, it is suggested that integrative motivation plays a more important role in maintaining long-term success (Taylor, Meynard and Rheault, 1977; Ellis, 1997; Crookes & Schmidt, 1991). However, some other studies point out that instrumental motivation is more important in the learning situations when learners have no opportunity to interact with the target language community (Lukmani, 1972). In addition, in times of global integration when the ability to use a second language can bring a lot of practical benefits, it is not uncommon that many second language learners are still very successful with the instrumental orientation (Braj Kachru 1977, cited in Brown 2000). Nevertheless, it should be highlighted that integrative and instrumental motivation are not mutually exclusive (Brown, 2000). This means that learners do not necessarily choose only one single form of motivation but they rather select a combination of both forms, since many students would benefit from

both orientations when learning a second language. In this study, the impacts of both integrative factors and instrumental factors on students' motivation to participate in English classes are thoroughly investigated.

2.2.2.2 Self-determination theory

The self-determination theory proposed by Deci and Ryan (1985) classifies motivation into two major types which are intrinsic and extrinsic motivation. Intrinsic motivation comes from inside of the learners, and it is constructed with the belief that learners are active beings who need autonomy and have inborn curiosity (Deci and Ryan, 1985; Ryan and Deci, 2000; Ushioda, 1996; Ushioda, 2003). Therefore, learners with intrinsic motivation actively take part in learning activities without demanding any rewards. To further clarify, intrinsically motivated learners study because of the thirst for knowledge, the interest in learning materials or the sense of satisfaction gained from learning itself (Deci, 1975). In other words, learners driven by intrinsic motivation show a great sense of autonomy and a strong desire to self-initiate and self-regulate their own learning (Deci & Ryan, 1985). Kohn (1993) suggests that there is a high likelihood that intrinsically motivated learners will become lifelong learners who keep pursuing their education regardless of settings and external rewards.

In contrast with intrinsic motivation, extrinsic motivation refers to the driving force that comes from outside of the learners. It is believed that external rewards are what fuel extrinsic motivation (Dornyei, 2000). Extrinsically motivated learners can keep working on a task that holds little or even no interest because what really pushes them forward is the reward. The outside rewards can be good grades or a sum of money that can satisfy learners in the sense that the learning task itself can not do. Besides, it does not mean that extrinsically oriented learners do not gain any pleasure from learning, but the rewards are stronger motivator that leads them to complete a learning task even when the task ceases to interest them. It is suggested that this type of motivation shares similarities with instrumental motivation in Gardner's theory because in both cases the anticipation of external rewards drives learners to learn (Noels et al., 2003). As this study already explores the impacts of instrumental factors, it is not going to investigate the impacts of extrinsic factors but only looks into the impacts of intrinsic factors on students' motivation to participate in English classes.

2.2.2.3 Self-confidence theory

Clement et al. first proposed the notion of linguistic self-confidence which is a motivational factor in second language classroom (1977 cited in Dornyei 1998:123). In this framework, self-confidence is comprised of two major components, which are language use anxiety and self-evaluation of L2 proficiency. While the former component concerns the affective aspect of language learning, the later component deals with the cognitive aspect. Clement and Kruidenier (1985: 24) state that self-confidence plays a key role in second language acquisition and having contact with the target language community is an effective way to develop self-confidence when learning a second language. However, learners who can not have direct contact with the target language community can still possess linguistic self-confidence because they can get indirect contact with the culture of target language through the media (Dornyei 1998: 123). Regardless of whether it comes from direct or indirect contact with the target language, self-confidence is one of the determining motivational factor for successful language acquisition, because it significantly influences learners' motivation in foreign language classroom (Clement et al., 1994). In this research, the impact of self-confidence on students' motivation to participate in English classes is studied in detail.

2.3 Participation

2.3.1 Definition of participation

Students' participation can be defined in a number of ways such as "the number of unsolicited responses volunteered" (Burchfield & Sappington, 1999, p.20) or "any comments or questions that students offered or raised in class" (Frassinger 2000: 39). When it comes to effective participation, it is considered as the highest level of students' engagement in an academic activity (Güneri, 2013) and the active involvement of students in the process of learning (Christenson, Reschly & Wylie, 2012). According to researchers, students' participation can be viewed through three dimensions which are behavioural engagement, emotional engagement and cognitive engagement (Skinner, Kindermann & Furrer 2009; Towler, 2010; Wang, Bergin & Bergin, 2014). Regarding the first kind of engagement, behaviourally engaged students are those who adhere to the behavioral rules such as attending and involving in the lesson and they would not display any negative behaviours. Besides, emotionally engaged students are those who go through some affective reactions in learning such as the feeling of enjoyment or the sense of belonging. Furthermore, cognitively engaged students are those who pay efforts in learning, often do more than what have been required and welcome academic challenges.

2.3.2 The relationship between participation and motivation

It is believed that motivation is one of the key factors that facilitates effective participation (Tasgin & Tunc, 2018). The more motivated the students are, the more effective their participation in the learning process is. Regarding the review of literature on students' participation, it is generally agreed that there exists a meaningful relationship between the motivation of high school students and their participation (Güvenç, 2011; cited in Tasgin & Tunc, 2018). Motivation can be seen as the source of energy to initiate, enhance and sustain the participation of an individual. The level of student's motivation can be reflected by their participation in class, because highly motivated students are often those who actively participate in class while those with low level of learning motivation are much less engaged in in-class activities and discussions. In short, motivation, in whatever form, drives students to actively participate in class which can bring about success in second language learning (Schunk, 2009). Students' motivation to participate in class can be influenced by a variety of factors which are discussed in further details in the following section.

2.4 Factors affecting students' motivation to participate in English classes

2.4.1 Teachers

An important factor that significantly affects students' motivation for participation is the characters and skills of teachers. The research carried out by Siti Maziha, Nik Suryani & Melor (2010) on undergraduate students in Malaysia proved that the characters of teachers can provide considerable motives for students to participate in learning activities. To be specific, if teachers show gentle, supportive, friendly and understanding manners, students are more likely to actively participate in the learning process (Dallimore, Hertenstein & Platt, 2004; Fassinger, 2000). Furthermore, students are found to be influenced by the non-verbal behaviours of teachers such as a smile or a nod for accepting the answer of students (Siti Maziha, Nik Suryani & Melor, 2010). Besides, the open-mindedness is another trait of teachers that can have a motivational effect on learners (Fassinger, 1995; 2000). In short, teachers should show their positive attitudes towards students instead of using punishment, criticism or embarrassment. As students are often demotivated when teacher shows signs of burnout (Shen et al., 2015), it is also important that teachers need to maintain high level of enthusiasm and commitment so as to ensure that students can be positively influenced by them (Dornyei, 1998;

cited in Kassing, 2011). Williams and Williams (2011) suggest that the more enthusiastic teachers appear to be, the greater the chance to increase students' motivation to participate.

Additionally, the teaching skills of teachers can substantially affect students' engagement in class. Students may willingly and actively participate in class if teachers can present the information clearly and give comprehensible explanations. The way that teachers organize and manage the class can also influence students' motivation for participation, because students may be less motivated to participate in a chaotic classroom (Elliot, 2009). Dermirel (2009) argues that teachers need to possess a rich knowledge of teaching methods so that they are able to use a variety of teaching strategies and techniques to engage students in the learning process. This assumption is proved to be accurate in the study of Kamarudin, Halim, Osman & Meerah (2009) which shows that students' participation in science class is more active when the teacher organized class into groups of 3-5 students, assigned the work to each group, checked their progress during the lesson and gave them rewards when they showed enough efforts. It is noteworthy that both formal and informal communication skills of teachers play an essential role in motivating students. While the formal communication skills of teachers can help establish a stimulating learning environment in class which can lead to students' academic success (Erwin, 2003), the informal communication skills can help cement the relationship between teachers and students which also affects the quality of teaching and learning (Pogue & Ahyun, 2006; Jones, 2008). In addition to communication skills, the skill of giving feedback of teachers is another factor that has effect on students' motivation for participation. Positive feedback which is given in the right time and in the appropriate way can have huge impact on students' confidence and motivation to participate in class (Borich, 2011). In this study, the impacts of teachers' characters and teaching skills are thoroughly investigated

2.4.2 Classmates

It is suggested that classmates also play an influential role in motivating students to participate in the learning process. A study which was conducted on undergraduate students in Malaysia by Mustapha, Rahman & Yunus (2010) reveals that classmates can provide motives for students to take part in learning activities. Fassigner (1995) classified classmates' influence into two categories. Firstly, it is the interaction norms which include classmates' attention, classmates' lack of respect, classmates' discouragement of controversial ideas, the pressure from classmates to keep silent and the pressure to make brief comments. Secondly, it is the

emotional climate which involves friendships, students' collaboration, and student's supports for each other. For example, students can be motivated to participate if their classmates give them support, while they may be demotivated if their classmates show the lack of respect for their opinions. It is also argued that students who possess the trait of open-mindedness can positively influence other students by motivating them to participate more actively in class (Cayanus & Martin, 2004). In this study, the impacts of classmates are studied in detail.

2.4.3 Course-related factors

In Dornyei's framework of L2 motivation (1994), Dornyei identified a number of aspects that have effect on students' motivation for learning, some of which are course-related factors. To clarify, course-related factors involve the relevance of the course content, the interesting elements of the course content and the diversity of learning activities. A study conducted by Astuty, Marbun and Rosnija (2013) on 62 students from English Education Study Program in Indonesia found that students' motivation for participation might increase when the learning activities appear to be fun and bear relevance to their lives. Students seem to participate more effectively when the content of the course can address what they need and provide information about cultural issues (*ibid.*). Besides, Life (2011) argues that students may be demotivated to learn English if the course puts too much focus on the academic study of the language because it can cause boredom. Moreover, the way that the activities are conducted can also affect students' motivation, as students are more eager to participate when activities are in form of role play, interactive games or creative presentations (Astuty, Marbun and Rosnija, 2013). In this study, the impacts of the aforementioned course-related factors are explored in depth.

2.4.4 Classroom-related factors

Classroom-related factors can be other motivational factors that affect students' participation in class. First of all, it is the classroom size that matters. A research carried out by Majid, Yeow, Ying & Shyong (2010) which studies the perceptions of 172 students from three postgraduate programmes in Nanyang Technological University reported that 90% of students showed their preference for participating in small groups rather than in bigger classroom. Moreover, there is a general consensus among motivation researchers that is the importance of creating a pleasant and supportive classroom atmosphere (Dornyei, 2001). Dornyei (2001, p.41) described a class with such classroom atmosphere as the class in which "there is no tension in the air; students

are at ease; there are no sharp – let alone hostile – comments made to ridicule each other”. He also believed that an ideal classroom climate should bring to students the feelings of being safe and respected. Besides the importance of psychological environment of the classroom, the physical environment such as the facilities in classroom can play a role in motivating students to participate in class (ibid.). A classroom which is equipped with a proper lighting system, air conditioning and other modern facilities such as projectors or smart boards can effectively assist students in learning, and thus they might help maintain students’ motivation for participation. In this study, the impacts of the classroom-related factors including classroom facilities, classroom atmosphere, and class size are studied in detail.

2.4.5 Parents

Studies found that there is a close relationship between students’ academic motivation and parents’ involvement in their education (Gottfried, Fleming, and Gottfried, 1994). The support from the part of parents is one of the determinants of students’ academic success in general and their motivation for participation in particular. Research indicates that students with supportive parents may have higher level of motivation for participation than those with non-supportive parents (Marks, 2000). Parental support can be in several forms such as autonomy support and competence support. The studies of Grolnick, Deci and Ryan (1991) and Ginburg and Bronstein (1993) showed that students who have parental autonomy support demonstrated intrinsic motivation and great academic performance at school. Meanwhile, some studies advocated the power of parental competence support which often comes in forms of setting expectation, encouraging and assisting children with their studies, or buying them learning materials to stimulate learning (Gao, 2006; Kyriacou & Zhu, 2008; Lamb, 2007). Nevertheless, the cultural values of Asian countries like Vietnam and China are under the influences of Confucianism and Buddhism which put more stress on the parental control over their children (Chao & Tseng, 2002). Asian parents often exert their control over children’s academic activities and put academic pressure on them with the hope that their children can achieve higher academic results. While the number of studies about parental support and parental pressure is limited, there is no study which compare the impacts of parental support and parental pressure on students’ motivation to participate in class. Therefore, it is expected that this study can bring new insights into this issue.

2.5 An overview of English learning motivation in Vietnam

Since 1986 when Vietnamese Communist Party enacted the open door policy to facilitate an overall economic reform, English has become the most popular foreign language that is taught and learnt in Vietnam (Hoang, 2010). English is included in high school curriculum as a compulsory subject. It is also one of the compulsory subjects that students need to pass in order to get the certificate of high school graduation. With the economic renovation and the initiation of open door policy, Vietnam has witnessed a dramatic increase in the number of international trades and foreign tourists (ibid.). Therefore, the ability to use English has become an important requirement when applying for any high profile jobs in Vietnam. As English does not only bring better education but also better career opportunities, teaching and learning English has become one of the major concerns in Vietnamese society. Among many topics that have been discussed in this field, Vietnamese teachers and researchers pay a great deal of attention to students' motivation for English learning in general and for participation in English class in particular. A number of studies have been conducted with the aim to investigate the factors that affect students' learning motivation and the methods to motivate students to learn English. However, most of them are unpublished Master's theses and thus the researcher does not have authority to access many of them. Because of limited access and space limitations, only certain studies which are closely related to this research are reviewed in the following part.

Concerning the context of the secondary education in Vietnam, Hoang (2006) conducted a study to investigate students' motivation for learning to speak English at Gia Loc high school and Luu (2008) carried out the same study at Yen Dinh 1 high school. Findings from both studies revealed that students' motivation were mainly driven by extrinsic factors such as the desire to get high marks in exams and the opportunities for furthering their education or getting a well-paid job in the future. It is remarkable that students in these studies were not much influenced by integrative motivation. Besides, a motivational factor which emerged from their research was that many students learnt English in order to understand and sing English songs. Luu (2008) also attempted to identify the factors that motivate students to speak up in class. Results showed that the type of learning activities, the teaching methods and the topics for discussion are the factors that have most impacts on students' motivation. Meanwhile, Hoang (2006) went further to examine the factors that demotivate students to speak up in class. Results indicated that students' motivation were negatively affected by students' anxiety, unappealing topics, and students' lack of language proficiency.

As far as the tertiary education in Vietnam is concerned, Tran (2007) conducted a study with non-English major students who are in their second year at Hanoi University of Education and found that extrinsic factors were still the underlying reasons why students wanted to learn to speak English. Tran (2007) also pointed out that students' confidence and learning conditions are the factors that significantly affected their motivation for learning. Moreover, when investigating the motivation for learning to speak English of second-year students from Tourism and Foreign Language Department at Sao Do College of Industry, Hoang's study (2009) suggested more motivational factors including class size, classroom atmosphere, support of group members and the level of language competency.

Overall, the first similarity that is shared among the reviewed studies is their focus on students' motivation for learning a particular skill in English, not for participating in English class. Another similarity is that all of them examined the perceptions of students only. None of the studies attempts to make a comparison between the perceptions of students and teachers. This can be regarded as a limitation because when a matter in language learning is put under investigation, it should be thoroughly considered from the viewpoints of both teachers and learners. Therefore, this study was conducted with an attempt to fill in this research gap.

CHAPTER 3: METHODOLOGY

3.1 Chapter Introduction

This chapter presents the research design and the rationale for its inclusion. It then outlines the sampling methods and methods of data collection including the instruments, the pilot study and the procedure for collecting data. After that, there is a section in which the methods for data analysis are thoroughly explained. The last section in this chapter explores the key ethical issues of this study.

3.2 Rationale for research design

A mixed methods design is employed in this study. Dornyei (2007: 163) defines mixed methods design as an approach which integrates both qualitative and quantitative methods in the research process. Mixing both methods appears to be beneficial, because while the quantitative approach can help the researcher yield statistical data of participants' responses, the qualitative method can assist her to examine the perceptions of participants in greater detail (Punch, 2009; Robson, 2011). In fact, mixed methods research has become increasingly popular, as Sandelowski (2003) even states that nowadays using mixed methods design is regarded as a way to become methodologically fashionable. There are also many advocates of this approach. For instance, Onwuegbuzie and Leech (2005) argue that "monomethod research is the biggest threat to the advancement of the social sciences" (p.375). Obviously, by combining quantitative and qualitative methods, the researcher can take advantages of the merits of both approaches and thus stand a better chance of producing a high-quality study.

3.3 Sampling

There are two groups of research participants, namely a group of high school teachers and a group of high school students who are at the age of 18. Each group consists of 30 participants and there are 60 participants in total. As the study aims to investigate the factors affecting students' motivation to participate in English classes in Vietnamese high schools, high school teachers and students are those who are directly involved in the matter that is under investigation and thus they appear to be the most suitable groups of participants. Besides, as the researcher is a high school teacher of English in Vietnam, it is easy for her to access the research population so that it can be ensured that this research carries high validity. The sampling method for questionnaires is random sampling which means the population share the equal chance of being chosen to become research participants. The merit of random sampling

is that it can help limit the subjective factors that possibly have adverse impacts on the outcome of the study and moreover random samples are apparently more representative than non-random samples (Dornyei 2007: 97). Regarding the sampling method for interview, convenience sampling is adopted, because it offers the researcher a chance to choose participants who are easily accessible and willing to participate in the interviews. From the questionnaire respondents, 8 interview participants are selected including 4 teachers and 4 students coming from different high schools in Vietnam.

3.4 Data collection

3.4.1 Data collection instruments

3.4.1.1 Questionnaires (See Appendix 1)

Questionnaires can be defined as any written instruments that provide respondents with a list of questions or statements which ask them to either fill in with their answers or choose the answer from the given options (Brown 2001:6). The rationale behind the researcher's decision to employ questionnaires as one of the main instruments is that questionnaires are especially useful in collecting data about respondent's opinions on a particular issue (Dornyei 2003: 9). Moreover, the most noticeable benefit of questionnaires is their efficiency regarding researcher's time and financial resources (ibid.). After sending the questionnaires to two groups of participants, the researcher can yield a large amount of data in at most one week. Besides, the process of analyzing data from questionnaires would not be time-consuming thanks to the availability of modern computer software.

When choosing to employ questionnaires, the researcher also bears in mind some of their limitations. Firstly, it is the simplicity of the questionnaires. As the respondents are required to answer the questionnaire on their own, the questions need to be simple enough so that everybody can comprehend. This renders this method unsuitable for examining an issue in great depth (Moser & Kalton, 1971). Another limitation of questionnaires is that when the respondents answer a question and they deviate from the focus of the question or when they produce an irrelevant answer because they misunderstand the question, there is no chance for the researcher to correct their responses considering the fact that all responses remain anonymous (Dornyei 2003: 10).

Since I am studying the Master's degree in the UK and the research participants are in Vietnam, I decided to create and send questionnaires with the online survey software called SurveyMonkey. The merit of this online survey software is that its interface is simple and easy

to use. After designing, the questionnaires are translated to Vietnamese to avoid any comprehension problems and misunderstandings for participants. The questionnaires for both groups of teachers and students are designed with the same structure and content. The only difference is the subject in each questionnaire items. For example, if the subject in the questionnaire for students is 'I', it is changed into 'Students' in the questionnaire for teachers. The researcher makes sure that both questionnaires mirror each other so that it is easier to compare the perceptions of teachers and students in later stage. To be specific, the questionnaires are constructed with two closed-ended questions and one open-ended questions. The two closed-ended questions are put in the top of the questionnaire while the open-ended one is purposefully put at the end of the survey to give respondents a chance to use their own words to give their opinions. Unlike the open-ended question which asks participants to write down their answers, the closed-ended questions provide them with ready-made options to select by ticking one of the provided options. The reasons why closed-ended questions are included in the questionnaire is that they can help avoid subjectivity and they are very convenient for statistical analysis because the responses can be numerically coded and inputted into a data analysis software. Concerning the open-ended question, the rationale behind the researcher's decision to include this type of question is that it can not only provide far more insightful data than the closed-ended questions but it can also lead to new perspectives that were not anticipated in the beginning (Dornyei 2003: 47). By putting this question at the end of the questionnaire, participants would not feel discouraged from completing the rest of the questionnaire and moreover it prevents the situation in which people get stuck with it and can not progress with the other questions (ibid., p.48).

The first question is a likert scale question which consists of 29 statements revolving around the factors affecting students' motivation for participation. Table 3.1 provides an overview of the factors that are investigated in the likert-scale question.

Table 3.1: An overview of the factors that are investigated in the likert-scale question.

Item 1-2	Item 1	Intrinsic factors	Interest in the language
	Item 2		Desire to enrich L2 knowledge
Item 3-4	Item 3	Integrative factors	Interest in the L2 culture
	Item 4		Desire to communicate with L2 community
Item 5-7	Item 5	Instrumental factors	Marks
	Item 6		Praises
	Item 7		Jobs
Item 8-9	Item 8	Influence of self-confidence	Self evaluation of L2 proficiency
	Item 9		Language use anxiety
Item 10-17	Item 10-13	Influence of teachers	Teachers' skills
	Item 14-17		Teachers' characters
Item 18-21	Item 18	Course-related factors	Relevance
	Item 19-20		Interest
	Item 21		Diversity
Item 22-24	Item 22	Classroom-related factors	Classroom facilities
	Item 23		Classroom atmosphere
	Item 24		Class size
Item 25-27	Item 25	Influence of classmates	Classmates' characters
	Item 26		Support from classmates
	Item 27		Judgements from classmates
Item 28-29	Item 28	Influence of parents	Pressure from parents
	Item 29		Support from parents

The Likert scale question asks respondents to decide the extent to which they agree or disagree with the given items by ticking one of the response options ranging from “strongly agree” to “strongly disagree”. Unlike the original likert scale question which often uses a five-point

scale, the researcher decides to omit the “Neither agree nor disagree” category so that the question only has four response options. As giving a serious answer often requires a decent amount of cognitive work, less motivated respondents often opt for the neutral category as a safe choice (Krosnick, 1999; Krosnick, Judd, & Wittenbrink, 2005). Besides, Chen, Lee and Stevenson (1995) suggests that Asian students have a tendency to choose the midpoint when doing questionnaire. Since the researcher expects the participants to seriously think about whether the given factors affect their/ their students’ motivation to participate in English classes or not, it is reasonable to exclude the neutral category and to use a four-point scale. In the end of this question, the research also includes a sub-question which provides the respondents a chance to mention other factors affecting their/ their students’ motivation for participation which are not mentioned earlier. If they can not think of any other factors, they can skip this question. Regarding the second question in the questionnaires, it is a short-answer question which requires respondents to name the three most important factors that have impacts on their/ their students’ motivation for participation in English classes, and they also have to rank those factors in the order from 1 to 3.

3.4.1.2 Semi-structured interviews (See Appendix 2)

Interview is chosen as the second instrument for data collection. Interview is acknowledged as one of the most favourite instruments in qualitative research because it is a communication routine which is very familiar to every researcher (Dornyei 2007: 134). Although there are different types of interviews, semi-structured interview is employed in this research because it shows some remarkable merits. The format of semi-structured interview provides an overall structure for the interviewer to avoid going off-track as the interview progresses. However, it is still open in the sense that the interviewer is allowed to ask further questions revolving around the topic so as to explore new areas. In semi-structured interviews, the researcher acts the role of a interviewer who has a list of pre-prepared questions at hand to ask interviewees but still needs to come up with more follow-up questions to encourage interviewees to give more detailed answers. Since semi-structured interviews would not restrict the depth and breadth of interviewees’ answers (Dornyei 2007: 136), it is expected that they can help the researcher explore more valuable perspectives from interview participants which can later be used to support or provide further information to supplement the data attained from the questionnaires.

The interviews take place online using Skype software. As all the research participants are Vietnamese and some of them feel more comfortable when sharing opinions in their mother tongue, the interviews are conducted in either English or Vietnamese depending on the participants' preference. The interviews that are conducted in Vietnamese are translated into English by the researcher. All of the recordings of interviews are later transcribed to text for closer investigation in the stage of data analysis. Before starting the interviews, the researcher comes up with a list of open-ended interview questions which provide a direction for the interview participants to follow. The list consists of 13 questions aiming to find out the key factors that significantly affect students' motivation for participation in English classes in Vietnamese high schools. Although all of the factors are mentioned in the questionnaires, the interviews provide a chance for respondents to elaborate on their answers and moreover suggest some other factors that have not been anticipated by the researcher.

3.4.2 Data collection procedure

The data collection procedure follows two main steps. In the first step, the researcher sends the link of the online questionnaire for teachers to some of her colleagues working at different high schools in Vietnam and asks them to share the link with the English teachers in their schools. Regarding the students' questionnaire, the procedure goes the same way, as the researcher sends the link of the online questionnaire to some of her favourite students and then asks them to share the link with their peers. After collecting data from questionnaires, the researcher invites four the high school English teachers that she has contact with and four high school students that she knows to participate in the online interviews via Skype. All of the interview participants are those who have completed the online questionnaires. Each interview lasts for approximately 30 minutes. With their permission, all of the interviews are recorded and later transcribed for data analysis.

3.4.3 Piloting

Piloting is a fundamental process that can significantly contribute to bring about a research outcome with high reliability and validity (Dornyei 2007: 75). According to Sudman and Bradburn (1983), piloting is of the utmost importance to questionnaire survey, as they state that a researcher should only carry out the study when he has the resources to pilot-test his questionnaire (p.283). This leads to the researcher's decision to pilot both questionnaires for teachers and students with non-research participants before launching the study. In general, the

pilot process for the questionnaires consists of two stages. The first stage is when the researcher designed the question items for the questionnaire. After that, she asked 6 students to review the questionnaire for students and 6 colleagues to go through the items in the questionnaire for teachers. Later, she asked them for their feedback. Based on the feedback, the researcher revised some questions that need further clarification and finalized the number of questionnaire items.

The semi-structured interviews were also piloted with the same procedure. After coming up with two lists of interview questions for teachers and students, the researcher piloted each of them with 2 non-research participants. The interview pilots serve two main purposes. Firstly, it was the time when the researcher could check whether all interview questions were clear to the participants and whether the intended questions could lead to useful data. Secondly, pilot process allowed the researcher to measure the approximate amount of time that each interview would take.

3.5 Data analysis

The quantitative data acquired from the closed-ended questions in the questionnaires and the qualitative data gained from the open-ended questions in the questionnaires and the interviews are processed separately using different methods for data analysis. The quantitative data and the qualitative data are only integrated in later stage when the findings are discussed.

3.5.1 Quantitative data analysis

Statistical Package for Social Science (SPSS) program is employed to analyze the quantitative data. The reason for choosing SPSS program is that it is well known as the most popular software in applied linguistic and educational research (Dornyei 2007: 198). It is also regarded as one of the most powerful analytic tools that are available nowadays (Salkind 2017: 6). In the beginning, participants' answers are coded and then inputted into SPSS program. To be more specific, in the coding process, the researcher has to define the variables and assign a number to each response option of the variables (Dornyei 2007: 199). For instance, the coding frame for the Likert items in the four-point scale is "Strongly agree" = 1, "Agree" = 2, "Disagree" = 3, "Strongly disagree" = 4. After the quantitative data is keyed in, SPSS program can produce tables with descriptive statistics providing information about the mean, the standard deviation.

Consequently, SPSS is used to carry out a more advanced data analysis to find the possible significant differences between the perceptions of two participant groups of the factors affecting students' motivation for participation. Before choosing the appropriate statistical test for making comparisons, data is checked for a normal distribution using Jarque-Bera test - one of the most well-known tests for normality which is widely acknowledged by econometricians (Thadewald & Büning, 2007). The test is run by Eviews - an analytical software which is very efficiently in managing data and performing statistical analysis (Brooks, 2014)

The null hypothesis H_0 : The data is normally distributed

The alternative hypothesis H_1 : The data is not normally distributed

The level of significance associated with the null hypothesis in this study is set at 0.05 which is the level conventionally used in social sciences (Salkind 2017: 190). After running data by Eviews, p-value of each item is bigger than 0.05 so it can be inferred that the null hypothesis is not rejected which also means that all data are normally distributed. With normally distributed data, *Independent-samples t-test* is chosen for further analysis because it appears to be the most suitable method for making comparisons between the perceptions of two groups that do not depend on each other (Dornyei 2007: 215).

The null hypothesis H_0 : There is no significant difference between students' and teachers' perceptions of the factors affecting students' motivation for participation in English classes.

The alternative hypothesis H_1 : There is a significant difference between students' and teachers' perceptions of the factors affecting students' motivation for participation in English classes.

After running data by SPSS, the results of *Independent-samples t-test* are presented in the chapter of results and discussion.

3.5.2 Qualitative data analysis

Concerning the qualitative data, it is analyzed with a thematic approach. Thematic analysis is used to process the qualitative data because it is regarded as the most popular, useful and flexible qualitative method (Braun & Clarke, 2006). The researcher follows the 6-step framework of Braun & Clarke (2006) to do thematic analysis, as it is not only the most influential approach but it is also a very clear and usable framework (Maguire & Delahunt, 2017). In the first stage, the researcher needs to read through the answers from the open-ended questions in the questionnaires and the transcripts of interviews to get familiar with the data. After this stage, the researcher has to generate succinct labels (codes) which identify key features of the data and then examine the codes to group the similar ones into a broader theme. In the

following step, the preliminary themes are reviewed and modified to assure that they already include all the relevant data and the themes do not overlap each other. The next stage is the last refinement of the themes when the essence of each theme is identified and a link among the themes is established so that they can all serve to address the research question.

3.6 Ethical issues

As this research studies the perceptions of teachers and students, the matter of protecting research participants from any possible harm is of primary concern to the researcher (Berg, 2008; Marshal and Rossman, 2011; Punch, 2009). This research follows some fundamental ethical principles so as to make sure that the participants are free from any physical or mental harm that can be caused by participating in the research (Dornyei 2007: 67). Before answering the online questionnaire, participants were asked to sign an electronic consent form which is put in front of the questionnaire (Appendix 1.5). The consent form includes information about the title and the purposes of the study, the rights of participants when joining the research and the guarantee for privacy, confidentiality and anonymity. It also provides the email address of the researcher for participants to contact in case that they need further clarification. By clicking on the “Agree” button and proceeding to answer the questionnaire, participants imply that they understand the information provided in the consent form and their participation is entirely voluntary. Regarding the interviews, interview participants also need to sign a consent form before the interview is conducted (Appendix 2.3). This consent form is similar to the consent form for online questionnaire in the sense that it gives a brief description of the study’s purposes and the ethical treatments of humans in the study. Moreover, it informs participants of how the collected data is processed for analysis and how it is treated after the study completes.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Chapter Introduction

In this chapter, the main findings from the questionnaires and interviews are presented, analyzed and discussed with reference to previous literature. The findings from the questionnaires are presented first and then comes those from the interviews. The findings are organized into three main sections which serve to answer the three research questions. In the end of this chapter, certain limitations of this study are pointed out.

4.2. The teachers' perceptions of the factors affecting students' motivation to participate in English classroom

The first two items in the Likert scale question study teachers' perceptions of the impacts of intrinsic factors on students' motivation to participate in English classes. The perceptions of the teachers can be inferred from the figures in the table below.

Table 4.1 Teachers' perceptions of the impacts of intrinsic factors on students' motivation to participate in English classes.

Item	Intrinsic factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
1	Students participate more in class because they are interested in English language	16.67%	73.33%	10%	0%	1.93	0.52
2	Students participate more in class because they want to enrich their English knowledge	23.33%	73.33%	0.34%	0%	1.8	0.48

In general, teachers acknowledged the role of intrinsic factors in motivating students to participate in class. As is shown in the table, the majority of the teachers reached a consensus on the belief that students driven by intrinsic factors participate in class more actively, while only less than 10% of the teachers held the opposite view. When talking about the impacts of intrinsic factors on students' motivation, Teacher 3 in the interview used the word "tremendous" to describe. However, she said that it is pretty difficult to nurture such intrinsic interest in the language among students, because she believed students "were under a lot of

pressure, and no longer consider studying English as a fun thing to do, but a burden to unload” (Appendix 3.3). Sharing the same point of view, Teacher 1 shared that although intrinsic factors are important, they do not play the central role in motivating students to participate in class since there are some other factors that are of higher importance. She believed that students with intrinsic orientation may still show low level of participation in class if other key factors are not fulfilled. Noticeably, Teacher 4 shared that she noticed her students who have intrinsic motivation to learn English are those who “make constant effort and take the initiative in learning” and this idea coincides with what Deci & Ryan (1985) suggest in their paper. Besides, she highlighted that “it seems that learners with intrinsic motivation go further in their study than the rest”. This belief helps to support the results of Kohn (1993)’s study which point out that intrinsically oriented learners are more likely to become lifelong learners.

The next two items in the Likert Scale question aim to examine the teachers’ perceptions of the impacts of integrative factors on students’ motivation for participation in class. The teachers’ perspectives can be deduced from the data in the following table.

Table 4.2: Teachers’ perceptions of the impacts of integrative factors on students’ motivation to participate in English classes.

Item	Integrative factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
3	Students participate more in class because they are interested in the cultures of English-speaking countries	10%	43.33%	46.67%	0%	2.37	0.67
4	Students participate more in class because they want to learn to communicate in English with foreign people	16.67%	80.00%	3.33%	0%	1.6	0.56

Remarkably, the teachers in this study believed that students’ motivation for participation is more significantly affected by the desire to communicate with L2 community than the interest in L2 cultures, as the figures show that nearly half of the teachers disagreed with the idea that an interest in L2 cultures can drive students to participate more actively. When being asked about the impacts of integrative factors on student’s motivation to participate in class, the teachers in the interviews also only focus on the influence of students’ desire to communicate

in English with foreigners. According to Teacher 1, one of the underlying reason for the active participation of her students is that they want to be able to communicate with foreigners when travelling or studying aboard in the future. However, Teacher 4 believed that it takes a long time for students to be able to communicate effectively in English with foreigners so many of them lose this kind of motivation along the way. This is the reason why she thought that integrative motivation does not have significant impacts on students, however, this idea is in contrast with the belief of Gardner (1982) which implies that integrative motivation can have long-term impacts on students and it can help them move on in tough situations. Concerning the reason why the interest in L2 cultures has less significant impacts on students' motivation for participation, Teacher 3 shared that her students have been sent to international school where they learnt English with native speakers since their early age. Thus, their knowledge about cultures develops “organically” and now when they are highschoolers they are no longer eager to explore any new aspects of L2 cultures (Appendix 3.3). Therefore, it can be inferred from the sharing of Teacher 3 that students who have early interaction with target language community are not much affected by integrative motivation, especially by the desire to explore L2 cultures. In that case, students' motivation for participation may be influenced by the practical benefits gained from their active participation in class. In the following table, teachers' perceptions of the impacts of instrumental factors are presented in detail.

Table 4.3: Teachers' perceptions of the impacts of instrumental factors on students' motivation to participate in English classes.

Item	Instrumental factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
5	Students participate more in class because they want to get high marks	40%	50%	10%	0%	1.7	0.65
6	Students participate more in class because they want to be praised by teacher	10%	63.33%	26.67%	0%	2.17	0.59
7	Students participate more in class because they want to have a good job in the future	40%	50%	10%	0%	1.7	0.65

As can be seen, teachers generally agreed that instrumental factors have influence on students' motivation to participate in class, and they believed that the motives behind students' active participation mainly come from the desire to either get good marks or earn teachers' praises and the promise of better career opportunities in the future. When discussing the impacts of instrumental factors in the interviews, Teacher 1 asserted that they are the most influential factors, as she noticed that her students will participate more effectively if she gives them a good mark as a reward for their active participation. With the similar point of view, Teacher 4 shared that "in my class, points are the things that always work. I could easily tune their attention just by emphasizing key words like points, tests, exams" (Appendix 3.4). Moreover, Teacher 1 mentioned the importance of English in times of global integration, when she said that many students pay more efforts to learn English as they are aware that being good at English can bring them a lot of practical benefits these days. This belief coincides with the findings in the study of Braj Kachuru (1977, cited in Brown 2000) which states that the instrumental orientation alone can make students become successful in learning in times of globalisation.

The following table presents the teachers' perceptions of the impacts of self-confidence on students' motivation to participate in English classes.

Table 4.4: Teachers' perceptions of the impacts of self confidence on students' motivation to participate in English classes.

Item	Self confidence	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
8	Students participate more in class when they feel confident of their language proficiency	36.67%	40%	23.33%	0%	1.93	0.78
9	Students participate more in class when they do not have language use anxiety	26.67%	43.33%	30%	0%	2.07	0.78

The figures from the table indicate that approximately two third of the teachers believe that self-confidence have an influence on students' motivation for participation. In the interviews with all four teachers, they stated that self-confidence significantly influences their students' motivation to participate, since they noticed that the students who actively participate are often

the competent ones or the ones who believe that they are more competent than others. Besides, Teacher 4 mentioned that many of her students do not often speak up in class because they are afraid of making mistakes and losing face in front of their peers. However, Teacher 1 believed that if teachers know how to motivate students, students will participate in class regardless of their language level. Sharing the same viewpoint, Teacher 2 said that the students with low language level will still participate if she promises to give them appealing rewards for their participation or if the learning activities suit their level. From their sharings, it can be inferred that teachers play a crucial role in motivating students to participate. In the following part, the teachers' perceptions of their impacts on students' motivation for participation are clarified.

Table 4.5: Teachers' perceptions of the impacts of teachers on students' motivation to participate in English classes.

Item	Teachers	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
10	Students participate more in class when teacher is supportive	30%	70%	0%	0%	1.7	0.47
11	Students participate more in class when teacher is friendly	50%	46.67%	0%	3.33%	1.53	0.57
12	Students participate more in class when teacher is enthusiastic	70%	30%	0%	0%	1.3	0.47
13	Students participate more in class when teacher gives positive nonverbal behaviours such as smiling	26.67%	63.33%	10%	0%	1.83	0.59
14	Students participate more in class when teacher shows good classroom management skills	43.33%	56.67%	0%	0%	1.57	0.5
15	Students participate more in class when teacher shows good communication skills	36.67%	60%	3.33%	0%	1.67	0.55
16	Students participate more in class when teacher uses exciting teaching techniques	56.67%	40%	3.33%	0%	1.47	0.57
17	Students participate more in class when teacher gives clear presentation	40%	53.33%	6.67%	0%	1.67	0.6

In general, the teachers held the firm belief that teachers' characters and teaching skills greatly affect students' motivation to participate in class. Regarding the impacts of teachers' characters, figures from the tables reveal that the questionnaire participants strongly agreed that teachers should show friendly attitudes and their enthusiasm in teaching so as to motivate students. This belief was also reflected in the interviews with four teachers. Noticeably, Teacher 4 shared that if teachers are energetic and enthusiastic, they can pass on that positive energy to their students. The importance of teachers' enthusiasm in motivating students is also stressed in the study of Williams and Williams (2011) as mentioned in the chapter of literature review. Furthermore, Teacher 4 admitted that students tend to be quiet, passive and easily distracted if she comes to class and looks exhausted or depressed. This idea confirms the results of the study of Shen et al. (2015) which states that students are more likely to be demotivated if teachers show sign of burnout. Concerning the impacts of teachers' skills, the vast majority of the questionnaire participants believe that teachers' skills, especially the class management skills and the skills to use exciting teaching techniques, have significant influence on students' motivation. In the interviews, the participants emphasized the importance of teachers' ability to design and integrate interesting and relevant learning activities into the lessons in order to trigger students' interest, as Teacher 1 stated that "almost no students say no to games" (Appendix 3.1). Furthermore, Teacher 4 added another important skill that teachers should possess which is the skills of giving instructions and checking comprehension. She believed that those skills of teachers can help students keep engaging in the lesson and make sure that no students would lag behind.

As far as the course-related factors are concerned, the teachers' perceptions of their influence are clearly presented in the table below.

Table 4.6: Teachers’ perceptions of the impacts of course-related factors on students’ motivation to participate in English classes.

Item	Course-related factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
18	Students participate more in class when the content of the lesson is relevant to their life	46.67%	46.67%	6.67%	0%	1.6	0.62
19	Students participate more in class when the content of the lesson is interesting	60%	40%	0%	0%	1.4	0.5
20	Students participate more in class when the content of the lesson is related to cultural issues	16.67%	56.67%	26.67%	0%	2.1	0.66
21	Students participate more in class when activities are in diverse forms such as games, role play or presentations.	36.67%	63.33%	0%	0%	1.63	0.49

As can be seen, the teachers generally agreed that the course-related factors have substantial influence on students’ motivation to participate in class. Especially, the teachers firmly believed that the content of a lesson which is interesting and well relevant to students’ life can be a great source of motivator. It is also noticeable that around one-third of the teachers did not think that the content of the lesson that is related to cultural issues can motivate students to participate more actively in class. This belief is also reflected in the interviews with four teachers. According to Teacher 4, “Lessons with interesting or personally relevant topics are often more well-received than science-based ones” (Appendix 3.4). This proves the results of Astuty, Marbun and Rosnija (2013)’s study which suggests that students’ motivation for participation are likely to increase if the lesson is fun or bears relevance to their lives. Notably, Teacher 2 shared that her students are more engaged in the lessons which teach them practical skills like giving directions. Besides, she stressed that lessons should be more challenging than students’ current language level, because they can easily be bored if the lesson is too easy for them.

Regarding the impacts of classroom-related factors, the following table presents the teachers' perceptions of their influence.

Table 4.7: Teachers' perceptions of the impacts of classroom-related factors on students' motivation to participate in English classes.

Item	Classroom-related factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
22	Students participate more in class when the classroom is well-equipped	30%	53.33%	16.67%	0%	1.87	0.68
23	Students participate more in class when the classroom atmosphere is positive	43.33%	56.67%	0.00%	0.00%	1.57	0.5
24	Students participate more in class when the class size is small	20%	53.33%	26.67%	0%	2.07	0.69

All the teachers held the belief that positive classroom atmosphere greatly affects students' motivation to participate in class while only two third of them believed that class size affects students' participation. Concerning the impacts of classroom facilities, only a small proportion of the teacher, namely about 17% of them, do not notice the impacts of this factor. In the interview with Teacher 1 and Teacher 4, they shared the belief that although a well-equipped classroom with facilities such as speakers and projectors can help students learn more effectively, this is not a motivator that can make students participate more actively in class. Besides, teachers in the interviews acknowledged the importance of positive classroom atmosphere. For example, Teacher 2 said that it is essential for teachers to create a learning atmosphere that students are not afraid of making mistakes so that students are more likely to speak up. This opinion supports Dornyei's idea about the ideal classroom climate which proposes that the classroom atmosphere should "make students feel comfortable when taking risks as they know that they will not be embarrassed or criticised if they make a mistake" (Dornyei 2001: 41). Remarkably, Teacher 2 noticed that the seating arrangement in class can influence students' participation which is a factor that has not been anticipated before. She shared that normally her students sit in separated table and when doing teamwork they just turn

around, and one day when she had them arranged 4 tables together and they sat like that, they appeared to be more engaged than usual.

In the table below, the teachers’ perceptions of the impacts of classmates on students’ motivation for participation are clearly demonstrated.

Table 4.8: Teachers’ perceptions of the impacts of classmates on students’ motivation to participate in English classes.

Item	Classmates	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
25	Students participate more in class when classmates are friendly	10%	66.67%	23.33%	0%	2.13	0.57
26	Students participate more in class when classmates are supportive	20%	63.33%	13.33%	3.34%	1.97	0.61
27	Students participate more in class when classmates show no judgement of their opinions	13.33%	60%	23.33%	3.34%	2.17	0.7

It can be deduced from the figures in the table that around three-quarters of the teachers agree that classmates can have influence on students’ motivation to participate in class. In the interview, the teachers also stated that students are easily influenced by their peers. For instance, Teacher 4 said that if students learn in a class that is full of active students, they are more likely to participate; but “when the class is full of passive members, even the most attentive ones seem to be neglectful” (Appendix 3.4). Teacher 1 added that many students actively participate in class because they want to impress their peers or claim their top positions in class. This idea supports the findings in the study of Mustapha, Rahman & Yunus (2010) which suggest classmates can provide motives for students to participate. Noticeably, Teacher 3 shared a very interesting viewpoint that is “students might feel inferior when being surrounded by more able students which makes them reluctant to speak” and thus she believed that streaming class is pretty important (Appendix 3.3).

With regard to the impacts of parents, the perceptions of teachers about the influence of this factor is illustrated in the table below.

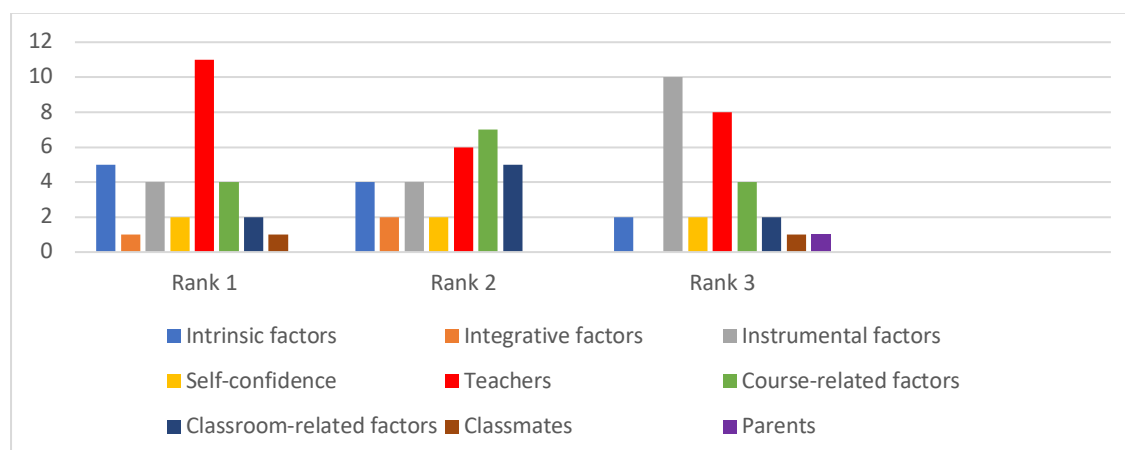
Table 4.9: Teachers’ perceptions of the impacts of parents on students’ motivation to participate in English classes.

Item	Parents	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
28	Students participate more in class when they get pressure from their parents	3.33%	33.34%	60%	3.33%	2.63	0.61
29	Students participate more in class when they get support from their parents	6.67%	63.33%	30%	0%	2.23	0.57

The figures from the table indicate that the majority of the teachers do not believe that pressure from parents can have impacts on student’s participation in class, while two-thirds of them believe support from parents can do. However, teachers in the interview are not certain about the impacts of parents on students’ motivation to participate and some of them even stated that the impact of this factor is insignificant. For instance, Teacher 4 said that parents are unable to monitor their children’s in-class behaviors and moreover they care more about the final results than the learning process. With the same viewpoint, Teacher 1 believed that parents often only set academic goals for their children to achieve but they do not interfere much in their children’s learning process.

4.2.1 The teachers’ perceptions of top 3 key factors

Figure 4.1: Teachers’ perceptions of top 3 key factors that motivate students to participate in English classes



In the last question in the questionnaire, the participants were asked to name 3 key factors affecting students' motivation to participate in class and then rank those factors in the order from 1 to 3. After classifying respondents' answers into themes, there are in total 9 themes as can be seen from the chart above. It is clearly shown in the chart that the teacher participants believe that teacher is the most important factor that influences students' motivation for participation. This finding is in line with that of Dornyei and Csizer (1998), who conducted a survey among 200 Hungarian teachers of English and found out that the participants considered teachers to be the most important motivational factor in the classroom. Concerning the factors standing at second rank and third rank, they are course-related factors and instrumental factors respectively. Therefore, the top 3 factors that the teachers in this research believed to have the most significant impacts on students' motivation to participate are teachers, course-related factors and instrumental factors.

4.3. The students' perceptions of the factors affecting their motivation to participate in English classes

Table 4.10: Students' perceptions of the impacts of intrinsic factors on their motivation to participate in English classes.

Item	Intrinsic factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
1	I participate more in class because I am interested in English language	26.67%	56.67%	16.67%	0%	1.93	0.64
2	I participate more in class because I want to enrich my English knowledge	33.33%	66.67%	0%	0%	1.67	0.48

It can be deduced from the data presented in the table that the students generally agreed that intrinsic factors have influence on their motivation to participate in class and only around 17% of the students showed that they do not have intrinsic interest in English language. In the interview with Student 1, she shared that she has a passion for learning English which really motivates her to participate in class. In contrast, Student 3 admitted that he did not have this kind of intrinsic motivation, as he said that "my interest in English originates from the potential benefits that learning English can bring to me" (Appendix 3.7). It seems that Student 3 is

affected by another factor called instrumental factor. Besides, the sharing of Student 4 is very noteworthy, as she said that the poor teaching skills of her English teacher negatively affect her intrinsic interest in English. Therefore, it appears that from the students' perspective, intrinsic factors can be outweighed by other factors such as instrumental factors or teachers' teaching skills. In the next paragraph, the students' perceptions about the impacts of integrative factors are presented in detail.

Table 4.11: Students' perceptions of the impacts of integrative factors on their motivation to participate in English classes.

Item	Integrative factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
3	I participate more in class because I am interested in the cultures of English-speaking countries	23.33%	40%	36.67%	0%	2.13	0.78
4	I participate more in class because I want to learn to communicate in English with foreign people	66.67%	33.33%	0%	0%	1.33	0.48

As shown in the table, the integrative motivation of the students more often comes from the desire to communicate with L2 community rather than the interest in L2 cultures. In the interview with Student 3, he shared that he wants to learn English to communicate with foreigners because in the future he wants to become a global citizen. Besides, Student 4 said that her motive for participating in English class mainly comes from her desire to study at a university abroad. When answering the sub-question in the likert-scale question which asks the students whether they are affected by any other factors besides those that are listed, some of them mentioned that they want to learn English to travel abroad or study abroad. Some other students answered that they want to be better at English to be able to listen to English songs and watch English movies. These answers are in line with the findings of the studies of Hoang (2006) and Luu (2008) which are also carried out in the context of Vietnamese high schools. According to Gardner & Lambert (1972), students oriented by integrative motivation acquire the language because they want to socially and culturally engage themselves in the L2 community, and thus such motives as travelling abroad, studying abroad, listening to English songs and watching English movies can be categorized into integrative motivation. Therefore,

it seems that there are a number of students in this study whose study is driven by integrative motivation without awareness. In the next part, the students' perceptions of the influence of instrumental factors are explored.

Table 4.12: Students' perceptions of the impacts of instrumental factors on their motivation to participate in English classes.

Item	Instrumental factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
5	I participate more in class because I want to get high marks	23.33%	40%	30%	6.67%	2.2	0.89
6	I participate more in class because I want to be praised by teacher	6.67%	10%	63.33%	20%	2.97	0.76
7	I participate more in class because I want to have a good job in the future	63.33%	23.33%	13.33%	0%	1.5	0.73

It can be inferred from the figures in the table that the large majority of students participate in English classes because they want to learn English to have a good job in the future. Nearly 63% of them participate in class with the aim to get high marks. Notably, data shows that the students' motivation for participation does not often come from the desire to receive praise from teacher. These perceptions are also reflected in the interviews with four students. For instance, Student 1 confessed that "a more promising career prospect is what I aim at" (Appendix 3.5). Student 2 shared what really motivates her to learn English in class is the promise of better career opportunities in the future because in times of global integration all the well-paid jobs requires a good command of English. The importance of English in times of global cooperation is also emphasized in the sharing of Student 3, as he said that he learns English with the aim to become a businessman who can trade with international companies around the world. Therefore, this once again supports the findings of Braj Kachru (1977, cited in Brown 2000) which suggests that learning English in the era of globalization can bring students a lot of practical benefits and thus instrumental motivation alone can lead students to achieve success in their language learning.

In the following table, the data about the students' perceptions of the impacts of self-confidence on their motivation to participate in class is clearly presented.

Table 4.13: Students’ perceptions of the impacts of self-confidence on their motivation to participate in English classes.

Item	Self confidence	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
8	I participate more in class when I feel confident of my language proficiency	36.67%	50%	13.33%	0%	1.77	0.68
9	I participate more in class when I do not have language use anxiety	26.67%	40%	30%	3.33%	2.1	0.84

As can be seen, the students generally agreed that they participate more in class when they feel more confident of their language proficiency. Besides, the data shows that one-third of the students believed that language use anxiety does not affect their motivation for participation in class. Student 1 in the interview shared that the confidence in linguistic ability helps her to come out of her shell to participate more in class. It is noteworthy that Student 4 believed that speaking up in class is a way for her to prove her linguistic ability to teachers and peers. This opinion is in line with Dornyei’s idea which suggests that allowing students to maintain a positive social image and a good social standing in class can be a great way to nurture students’ motivation (Dornyei 2001: 97). Meanwhile, Student 3 stated that self-confidence does not affect him much, because if teachers know how to boost students’ confidence, students with low self-confidence like him will still participate in class at satisfactory level. It seems that teachers play a role in motivating students to participate in class. In the next part, the students’ perceptions of the influence of teachers on their motivation for participation are clarified.

Table 4.14: Students’ perceptions of the impacts of teachers on their motivation to participate in English classes.

Item	Teachers	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
10	I participate more in class when teacher is supportive	3.33%	63.33%	30%	3.33%	2.33	0.6
11	I participate more in class when teacher is friendly	36.67%	56.67%	6.67%	0%	1.7	0.6
12	I participate more in class when teacher is enthusiastic	43.33%	46.67%	10%	0%	1.67	0.66
13	I participate more in class when teacher gives positive nonverbal behaviours such as smiling	26.67%	60%	10%	3.33%	1.9	0.71
14	I participate more in class when teacher shows good classroom management skills	30%	50%	13.33%	6.67%	1.97	0.85
15	I participate more in class when teacher shows good communication skills	50%	50%	0%	0%	1.5	0.51
16	I participate more in class when teacher uses exciting teaching techniques	60%	36.67%	3.33%	0%	1.43	0.57
17	I participate more in class when teacher gives clear presentation	30%	56.67%	13.33%	0%	1.83	0.65

Regarding the influence of teachers’ characters, the large majority of the students generally agreed that if teachers are friendly and enthusiastic, students are more likely to participate in class. Noticeably, about one-third of the students thought that teachers’ support does not have influence on their motivation for participation. The interview participants also held a firm belief that teachers play a decisive role in motivating students. Student 2 said that teachers should show friendly attitudes towards students because “nobody wants to participate in a lesson which is delivered by a grumpy teacher” (Appendix 3.6). Besides, Student 3 shared a very

interesting story about his English teacher at secondary school who had strong bias against certain students in class including him. This greatly demotivated him and he said that at that time he did not want to participate in any English classes. However, now when he is learning with a different English teacher at high school who is very kind and caring, he is much more motivated to participate in English classes. Therefore, it can be inferred that teachers should also avoid having discrimination against any students in class because it can have adverse impacts on students' motivation for participation. Moreover, Student 4 shared another interesting viewpoint that Vietnamese teachers of English should be more open-minded and adopt more Western ways of thinking rather than being too traditional so that students feel more relaxed in class which may increase their participation. This supports the findings of Fassinger (1995, 2000) which indicate that the open-mindedness of teachers can have motivational effect on learners.

Concerning the impacts of teachers' skills, results from the questionnaire show that the vast majority of the students believed that teachers' skills have influence on their motivation to participate in class. In the interview with Student 1, she stressed that if teachers use the suitable teaching methods, they can ignite students' interest in the lesson. Furthermore, three out of four students in the interviews mentioned the importance of teachers' language proficiency. This should be highlighted because there has not been any previous research suggesting the impact of this factor. According to Student 2, "the English proficiency of teachers also matters, as students always prefer to learn with teachers who show very advanced English level" (Appendix 3.6). With the same viewpoint, Student 3 said that "Students tend to be less attentive to the lesson delivered by the teacher who does not show good level of English" (Appendix 3.7). Thus, it can be deduced that English teachers should not only have good teaching methods but also advanced level of language proficiency in order to make students participate more in their class.

The following table illustrates the students' perceptions of the impacts of course-related factors on students' motivation for participation.

Table 4.15: Students’ perceptions of the impacts of course-related factors on their motivation to participate in English classes.

Item	Course-related factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
18	I participate more in class when the content of the lesson is relevant to my life	30%	43.33%	23.33%	3.34%	2	0.83
19	I participate more in class when the content of the lesson is interesting	46.67%	50%	3.33%	0%	1.57	0.57
20	I participate more in class when the content of the lesson is related to cultural issues	23.33%	43.33%	26.67%	6.67%	2.17	0.87
21	I participate more in class when activities are in diverse forms such as games, role play or presentations	26.67%	43.33%	30%	0%	2.03	0.76

As can be seen from the table, nearly 97% of the students agreed that interesting content of the lesson can boost their motivation to participate in class. Meanwhile around 70% of them believed that the content that is relevant to their life or related to cultural issues and the diversity of learning activities can make students become more engaged in the lesson. Student 3 and Student 4 also shared the same viewpoint as they stated in the interviews that interesting topic of the lesson and stimulating learning activities can make them more attentive and active in class. However, the other two interview participants held a different viewpoint, as they think that the content of the lesson is not an influential factor, because the way that the content is delivered is much more important. Student 1 stated that “It all depends on teachers who can turn even the most tedious or difficult lessons into the more interesting and easier ones so that students can derive much pleasure from learning English” (Appendix 3.5). Thus, there are some students who think that this factor is not a key motivator, since the impacts of some other factors such as teachers can outweigh the impacts of this factor. The next table demonstrates the students’ perceptions of the influence of classroom-related factors on students’ motivation to participate in class.

Table 4.16: Students’ perceptions of the impacts of classroom-related factors on their motivation to participate in English classes.

Item	Classroom-related factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
22	I participate more in class when the classroom is well-equipped	13.33%	46.67%	40%	0%	2.27	0.69
23	I participate more in class when the classroom atmosphere is positive	20%	60%	20%	0%	2	0.64
24	I participate more in class when the class size is small	6.67%	36.67%	46.67%	10%	2.6	0.77

The figures in the table show that around half of the students did not think that a well-equipped classroom and small class size can help them to become more engaged in English classes. Whereas, 80% of them believed that positive classroom atmosphere can be a motivator. The students in the interviews also shared the same belief as they said that classroom facilities or classroom size is not a significant factor affecting their motivation to participate in the lesson. For example, Student 2 stated that “it does not affect me as much as other factors, but I still prefer to learn in a small class so that teacher can pay more attention to each student” (Appendix 3.6). Meanwhile, the students acknowledged the influence of classroom atmosphere, as they shared that they have a tendency to participate more in the lesson when a positive classroom atmosphere is created. This helps to confirm the findings of Dornyei and Csizer (1998) which states that classroom atmosphere significantly affects students’ motivation for participation. In the next part, the students’ perceptions of the impacts of classmates on their motivation to participate in class are clarified.

Table 4.17: Students’ perceptions of the impacts of classmates on their motivation to participate in English classes.

Item	Classmates	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
25	I participate more in class when classmates are friendly	13.33%	63.33%	20%	3.34%	2.13	0.68
26	I participate more in class when classmates are supportive	13.33%	60%	26.67%	0%	2.13	0.63
27	I participate more in class when classmates show no judgement of my opinions	10%	26.67%	60%	3.33%	2.57	0.73

Around 75% of the students believed that friendly and supportive classmates can make them become more active in class, while about 63% of them assumed that judgements from classmates do not affect their motivation to participate in the lesson. In the interview with Student 1, she emphasized the crucial role of classmates in an English class, as she said that learning English requires the interaction with other classmates so students can be more eager to learn if their classmates are active and supportive. With the same viewpoint, Student 3 said that it is difficult to learn English individually, so he really needs support from classmates. These opinions are in line with Dornyei (2001)’s suggestion about the positive impacts of cooperative learning on students’ motivation. On the other hand, there is also a student in the interview who advocated the importance of competitive learning. Specifically, Student 4 shared that she wants to learn with classmates who are good at English and have good attitudes towards learning so that she can compete with them through class participation to improve herself. Thus, it seems that both cooperation and competition with classmates can be a means of increasing students’ motivation.

In the next table, the students’ perceptions of parents’ impacts on their motivation to participate in class are presented in detail.

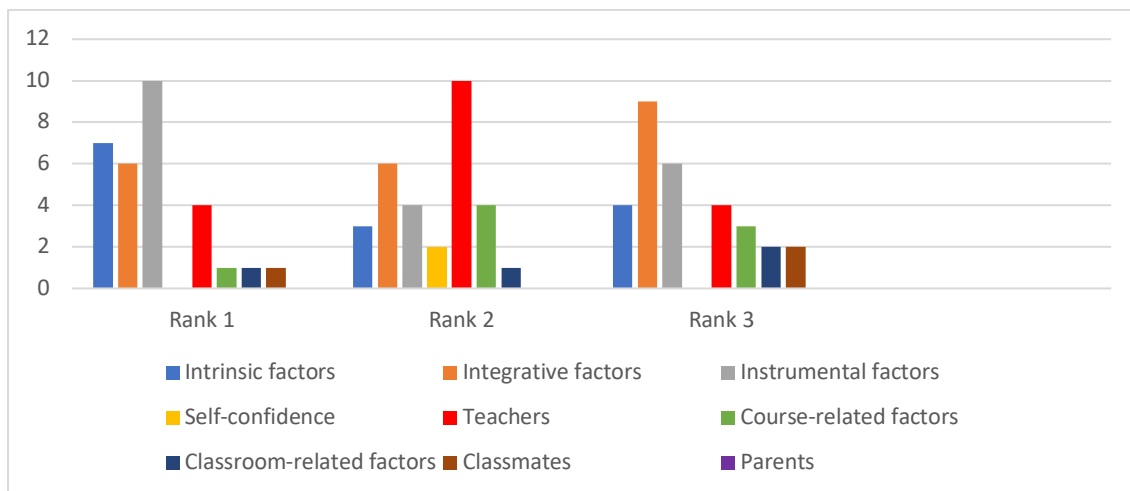
Table 4.18: Students’ perceptions of the impacts of parents on their motivation to participate in English classes.

Item	Parents	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
28	I participate more in class when I get pressure from my parents	0%	23.33%	33.34%	43.33%	3.2	0.8
29	I participate more in class when I get support from my parents	10%	50%	26.67%	13.33%	2.43	0.86

As shown in the table, the majority of the students, specifically around 77% of them, disagreed with the idea that pressure from parents can motivate them to participate more in class. Meanwhile, they showed much more agreement with the idea that support from parents can be a motivator. The answer from Student 1 in the interview may give the reason for those responses from the questionnaire, as she said that “I think support but pressure is a better source of motivation. No one can do his best when reluctantly study, or even be forced to study” (Appendix 3.5). Moreover, Student 3 and Student 4 shared that these days students are quite independent in their study and parents do not interfere much in the study of their children. Thus, it means that in many cases parents are not a significant factor that help motivate students to participate actively in class.

4.3.1 The students’ perceptions of top 3 key factors

Figure 4.2: Teachers’ perceptions of top 3 key factors that motivate them to participate in English classes



The last question in the questionnaire for students is the same as the last one in the questionnaire for teachers. Students are also asked to name 3 key factors affecting their motivation to participate in class and rank those factors in the order from 1 to 3. As shown in the chart above, the students' answers are sorted in 9 main themes. It can be deduced that the students believed that instrumental factors are the most crucial factors. According to their perspectives, teachers are the second most important factors. Noticeably, the third rank belongs to integrative factors. Thus, the top 3 key factors that students believed to have most significant impacts on their motivation to participate are instrumental factors, teachers and integrative factors

4.4 The comparison between the teachers' and the students' perceptions of the factors affecting students' motivation to participate in English classes

Table 4.19: The results of the t-tests for the comparison of Teachers' and Students' responses to the Likert scale items

Item	t	df	Sig	Mean Difference
1	0.000	58	1.000	0.000
2	1.072	58	0.288	0.133
3	1.248	58	0.217	0.233
4	1.975	58	0.053	0.267
5	-2.489	58	0.016*	-0.500
6	-4.530	58	0.000*	-0.800
7	1.119	58	0.268	0.200
8	0.880	58	0.383	0.167
9	-0.158	58	0.875	-0.033
10	-4.535	58	0.000*	-0.63
11	-1.106	58	0.273	-0.167
12	-2.483	58	0.016*	-0.367
13	-0.394	58	0.695	-0.067
14	-2.217	58	0.031*	-0.400
15	1.223	58	0.226	0.167
16	0.227	58	0.822	0.033
17	-1.029	58	0.308	-0.167
18	-2.112	58	0.039*	-0.400
19	-1.208	58	0.232	-0.167
20	-0.333	58	0.740	-0.067
21	-2.412	58	0.019*	-0.400
22	-2.257	58	0.028*	-0.400
23	-2.904	58	0.005*	-0.433
24	-2.822	58	0.007*	-0.533
25	0.000	58	1.000	0.000
26	-1.038	58	0.304	-0.167
27	-2.171	58	0.034*	-0.400
28	-3.064	58	0.003*	-0.567
29	-1.064	58	0.292	-0.200

* p < 0.05

As mentioned in the chapter of methodology, the independent-samples-t-test was carried out to compare teachers' and students' perceptions of the factors affecting students' motivation to participate in class. The results from independent-sample-t-test show that there are significant differences between the perceptions of these two groups regarding 12 Likert items. Firstly, teachers and students' perceptions differ in item 5 and 6 which state that students' motivation for participation comes from the desire to either get good marks or earn teachers' praises. Since the number of teachers believing in the impacts of these factors are significantly higher than that of students, students seem to be not as much motivated by marks and especially praises as teachers perceived. Besides, another difference regarding the perceptions of two groups is found in item 10, 12 and 14 which stress the impacts of teachers' characters and skills on students' engagement in class. Although both groups generally believed in the impacts of these factors, the group of teachers held stronger belief as their answers were more towards the point of "strongly agree" in the Likert-scale while the students' answers were around the point of "agree".

In addition, teachers' and students' views differ when answering item 18 and 22 which revolve around the impacts of lesson's content that is relevant to students' life and the diversity of learning activities. The results reveal that the number of teachers believing in the influence of these factors is higher than that of students, but in general the majority of both groups showed agreement with the influence of the aforementioned factors. Noticeably, the results of t-test indicates that there are significant difference in teachers' and students' perceptions of all of the items implying the impacts of classroom-related factors, namely item 22, 23 and 24. It can be inferred that students' motivation for participation are less influenced by such factors as classroom facilities or class size than teachers assumed, because the number of students showing disagreement with the statements asserting the impacts of those factors is considerably higher than that of teachers.

Another difference is found in the two groups' perceptions of the impact of judgements from classmates, which is stated in item 27 in the Likert-scale question. The results indicate that students are much less affected by this factor than teachers believed, as the majority of students disagreed with the statement in item 27 while the majority of teachers showed their agreement. The last item that shows the difference in the perceptions of two groups is item 29 which states the impact of parents' pressure on students' motivation to participate in class. Although both groups appeared to disagree with this statement, the number of students who strongly disagreed

are substantially higher than that of teachers. Thus, it can be deduced that students show stronger opposition to academic pressure from parents than teachers assumed.

4.5 Limitations of the study

This study contains certain limitations that need to be taken into consideration when assessing its contribution to the current literature. The first limitation is that this study may not have addressed all the factors that have impacts on students' motivation to participate in English classes. Furthermore, although the context of this study is in Vietnamese high schools. Due to the lack of time and resources, the researcher could only study the perceptions of teachers and students coming from several high schools in Thanh Hoa city and Hanoi city, one of which is the city where the researcher was born and the other is the city where the researcher works in. The results of the study would be more representative if more high schools in other cities in Vietnam are included in the research. Another shortcoming of this study is the lack of focus on the teaching experience of the teachers. The fact is that the years of teaching experience of the teachers who participated in this study vary greatly, as some of them are novice teachers while there are also many of them who are very experienced teachers. It is possible that the teachers with only few years of teaching experience may have different viewpoints compared with those who have many years of teaching experience. Although this limitation was foreseen before this research was conducted, the problem of time constraint made it difficult for the researcher to focus on this issue.

CHAPTER 5: CONCLUSION

5.1 Chapter Introduction

This chapter summarises the findings of this study by succinctly answering the three research questions. It then presents some pedagogical implications for teachers and syllabus designers. The chapter ends by providing some suggestions for further research.

5.2 Answers to research question 1: *“What are Vietnamese high school teachers’ perceptions of the factors affecting students’ motivation to participate in English classes?”*

In response to the first research question, it can be generally concluded that the teachers widely acknowledged that there are a number of factors that can have impacts on students’ motivation to participate in English classes. From their perspectives, the factor that plays the most important role is teacher. This finding is in line with what Dornyei and Csizer (1998) found in their study with 200 Hungarian teachers who agreed that teacher is the most crucial motivational factor in classroom. The teachers in this study believed that teachers need to show their boundless enthusiasm in teaching and avoid showing signs of burnout in order not to demotivate learners. These ideas support the findings of Williams and Williams (2011) about the importance of teachers’ enthusiasm and the findings of Shen et al. (2015) about the adverse impacts of teachers’ burnout on students’ motivation. Besides, the sampled teachers believed that teachers should possess a number of essential skills that help increase students’ motivation including the skills of giving instruction, checking comprehension and designing stimulating learning activities.

According to their perceptions, course-related factors such as content of the lesson and diversity of learning activities are the second most important factors. The teachers stated that the content of the lesson which is either relevant to students’ life or applicable to real life situations can be a motivational tool which makes students more engaged in the lesson. This supports the results of Astuty, Marbun and Rosnija (2013)’s study which suggests that students’ motivation for participation may increase when the lesson bears relevance to their lives. Concerning the factor that was ranked third in terms of influence on students’ motivation, the teachers believed that the impacts of instrumental factors are significant, because in times of global integration the ability to use English can bring to students a lot of great opportunities such as furthering their education abroad or getting well-paid jobs in big companies. This result

supports the findings of Braj Kachuru (1977, cited in Brown 2000) which assert the substantial impacts of instrumental factors on students' motivation to learn English in times of global integration.

Besides those top three factors, the teachers mentioned the importance of intrinsic factors, as they held a firm belief that intrinsic factors can have long term impacts on students' learning motivation and intrinsically oriented students are often those who make constant efforts in learning and easily become lifelong learners. This belief is in tune with what Deci & Ryan (1985) and Kohn (1993) suggest in their studies. In addition, the teachers stressed the importance of positive classroom atmosphere which can make students more comfortable to participate in the lessons. This idea coincides with Dornyei (2001)'s belief of an ideal classroom climate which can positively influence students' motivation. Moreover, a teacher in the interview suggested the influence of classroom seating arrangement on students' motivation to participate in class, which is a very noteworthy viewpoint since this factor has not been studied in any relevant research. Another new perspective that is raised in this study is the importance of streaming students, as a teacher in the interview noticed that when students are surrounded by more able peers they have a tendency to participate less because they feel inferior. This is also an interesting factor that needs further investigation to confirm its impacts.

5.3 Answer to research question 2: “*What are Vietnamese high school students' perceptions of the factors affecting their motivation to participate in English classes?*”

Regarding the second research question, the students in this research perceived that there are certain factors affecting their motivation to participate in English classes. According to their perceptions, the factors that have the most significant impacts on their motivation are instrumental factors. Their instrumental motivation often comes from the desire to either get a good job in the future or get good marks in class. The underlying reason why the students are greatly affected by instrumental factors is that in times of global integration a good command of English can bring them many promising career opportunities. This finding also contributes to support the results of the study of Braj Kachuru (1977, cited in Brown 2000) which claim that instrumental factors are the strongest driving force behind students' motivation to learn English in times of globalisation. In addition, the sampled students perceived that teachers play the second most important role in motivating them to participate in class. They believed that teachers should not only be friendly and enthusiastic but they should also avoid having bias against any students in class. Besides, a student suggested that if Vietnamese teachers of

English are more open-minded and adopt more Western ways of thinking, students may be more motivated to participate in English classes. Another new idea that was raised in this research is that the language proficiency of non-native teachers can affect students' motivation for participation. These are very interesting ideas which have not been studied in previous research and thus they need to be further investigated to ascertain their impacts.

From the students' perspectives, integrative factors stand at the third rank in terms of influence on students' motivation to participate in English classes. The students reported that they participate in English classes because they want to learn English to communicate with foreigners and to become a global citizen. Moreover, many of them study English so that they can watch English movies, read English books or listen to English songs. This finding is in line with the study of Hoang (2006) and Luu (2008) which also found that a number of Vietnamese high school students are motivated to learn English to understand English movies or English songs. Besides the aforementioned top 3 factors, the students' motivation for participation is affected by other factors which are self-confidence, classroom atmosphere, classmates and parents. The students believed that the confidence in language proficiency helps them to participate more in class and speaking up in class is also a way for them to prove their ability to teacher and peers. This finding supports Dornyei (2001), as he suggests that students' motivation for participation can be nurtured if students are allowed to maintain a positive social image and a good social standing in class. Furthermore, the sampled students perceived that support from classmates can increase their engagement in the lessons. This result contributes to support Dornyei (2001)'s claim that cooperative learning can have positive impacts on students' motivation. Some students also mentioned that their motivation for participation increases when they have the chance to compete with other students in class. This is another interesting perspective that needs further investigation to affirm its impact, because there are also some researchers such as Mazza (2018) who claimed that competition is not a motivational tool. Concerning the impacts of parents, the students' responses show that support from parents is a better source of motivation than parental pressure.

5.4 Answer to research question 3: *“Is there any significant difference between Vietnamese high school teachers' and students' reported perceptions of the factors that motivate students to participate in English classes?”*

According to the results of this study, it can be stated that teachers' and students' perceptions are only significantly different when considering the impacts of teachers' praises, classroom

facilities, class size, and judgements from classmates. Overall, the students' motivation to participate in English class is much less affected by those aforementioned factors compared to what teachers perceived.

5.5 Implications

With regard to the results of the study, some suggestions are given to teachers and syllabus designers. Since the crucial role of teachers in motivating students to participate in class is widely acknowledged in this study, teachers should be aware of their significant influence so that they can take proper actions. Firstly, it is necessary for teachers to show a friendly attitudes and enthusiasm in teaching so as to increase students' motivation. Secondly, they need to keep enriching their professional knowledge about both teaching methods and English language so that they can deliver the best knowledge to students in the most interesting and appropriate way. Moreover, it is important that teachers can create a positive learning atmosphere which makes students feel comfortable to participate in the lesson. Finally, as instrumental factors significantly motivate students to participate in class, teachers should be allowed to give a mark which assesses a student's participation in a term. This mark can account for 10% of the overall score of English subject in that term.

Concerning the suggestions for syllabus designers, they should consider to integrate the topics that hold students' interest when planning the materials and activities in their syllabi so that the language learning-teaching process can become more effective and enjoyable. Besides, since many students are motivated by integrative factors, syllabus designers should include more lessons teaching about communication skills which are useful for students when communicating with foreigners.

5.6 Recommendations for further research

Given the limitations of this study, further research can investigate the perceptions of teachers and students coming from a greater number of high schools in Vietnam. Besides, further research could focus not only on the motivation to participate of Vietnamese high school students, but also on Vietnamese undergraduate students. As this is the first study attempts to compare the teachers' and students' perceptions of the factors affecting students' motivation to participate in English classes, it is encouraged that further studies can carry out the same

research topic in the context of other non-native English speaking countries so that there will be more findings to compare and contrast with the findings of this study.

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APPENDIX 1

APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS

1. To what extent do you agree or disagree with the following statements? Please put a tick in the box that best indicates your opinion.

	Strongly Agree	Agree	Disagree	Strongly disagree
1. I participate more in class because I am interested in English language				
2. I participate more in class because I want to enrich my English knowledge				
3. I participate more in class because I am interested in the cultures of English-speaking countries				
4. I participate more in class because I want to learn to communicate in English with foreign people				
5. I participate more in class because I want to get high marks				
6. I participate more in class because I want to be praised by teacher				
7. I participate more in class because I want to have a good job in the future				
8. I participate more in class when I feel confident of language proficiency				
9. I participate more in class when I do not have language use anxiety				
10. I participate more in class when teacher is supportive				
11. I participate more in class when teacher is friendly				
12. I participate more in class when teacher is enthusiastic				

13. I participate more in class when teacher gives positive nonverbal behaviours such as smiling				
14. I participate more in class when teacher shows good classroom management skills				
15. I participate more in class when teacher shows good communication skills				
16. I participate more in class when teacher uses exciting teaching techniques				
17. I participate more in class when teacher gives clear presentation				
18. I participate more in class when the content of the lesson is relevant to my life				
19. I participate more in class when the content of the lesson is interesting				
20. I participate more in class when the content of the lesson is related to cultural issues				
21. I participate more in class when activities are in diverse forms such as games, role play or presentations.				
22. I participate more in class when the classroom is well-equipped				
23. I participate more in class when the classroom atmosphere is positive				
24. I participate more in class when the class size is small				
25. I participate more in class when classmates are friendly				

26. I participate more in class when classmates are supportive				
27. I participate more in class when classmates show no judgement of my opinions				
28. I participate more in class when I get pressure from my parents				
29. I participate more in class when I get support from my parents				

Is there any other factors that affect your motivation to participate in English classes? Please specify.

2. Please name 3 most important factors that motivate you to participate in English class and rank them in order from 1-3 in terms of importance.

1.
2.
3.

APPENDIX 1.2: QUESTIONNAIRE FOR TEACHERS

1. To what extent do you agree or disagree with the following statements? Please put a tick in the box that best indicates your opinion.

	Strongly Agree	Agree	Disagree	Strongly disagree
1. Students participate more in class because they are interested in English language				
2. Students participate more in class because they want to enrich their English knowledge				
3. Students participate more in class because they are interested in the cultures of English-speaking countries				
4. Students participate more in class because they want to learn to communicate in English with foreign people				
5. Students participate more in class because they want to get high marks				
6. Students participate more in class because they want to be praised by teacher				
7. Students participate more in class because they want to have a good job in the future				
8. Students participate more in class when they feel confident of their language proficiency				

9. Students participate more in class when they do not have language use anxiety				
10. Students participate more in class when teacher is supportive				
11. Students participate more in class when teacher is friendly				
12. Students participate more in class when teacher is enthusiastic				
13. Students participate more in class when teacher gives positive nonverbal behaviours such as smiling				
14. Students participate more in class when teacher shows good classroom management skills				
15. Students participate more in class when teacher shows good communication skills				
16. Students participate more in class when teacher uses exciting teaching techniques				
17. Students participate more in class when teacher gives clear presentation				
18. Students participate more in class when the content of the lesson is relevant to their life				
19. Students participate more in class when the content of the lesson is interesting				
20. Students participate more in class when the content of the lesson is related to cultural issues				

21. Students participate more in class when activities are in diverse forms such as games, role play or presentations.				
22. Students participate more in class when the classroom is well-equipped				
23. Students participate more in class when the classroom atmosphere is positive				
24. Students participate more in class when the class size is small				
25. Students participate more in class when classmates are friendly				
26. Students participate more in class when classmates are supportive				
27. Students participate more in class when classmates show no judgement of their opinions				
28. Students participate more in class when they get pressure from their parents				
29. Students participate more in class when they get support from their parents				

Is there any other factors that affect your students' motivation to participate in English classes? Please specify.

2. Please name 3 most important factors that motivate students to participate in English class and rank them in order from 1-3 in terms of importance.

1.
2.
3.

APPENDIX 1.3: VIETNAMESE TRANSLATION OF QUESTIONNAIRE FOR STUDENTS

1. Đánh dấu vào ô trống thể hiện rõ nhất quan điểm của bạn cho những câu dưới đây

	Rất đúng	Đúng	Không đúng	Rất không đúng
1. Tôi tham gia vào tiết học nhiều hơn vì tôi có hứng thú với tiếng Anh				
2. Tôi tham gia vào tiết học nhiều hơn vì tôi muốn mở rộng kiến thức của mình về môn tiếng Anh				
3. Tôi tham gia vào tiết học nhiều hơn vì tôi có hứng thú với văn hoá của các nước nói tiếng Anh.				
4. Tôi tham gia vào tiết học nhiều hơn vì tôi muốn học cách giao tiếp bằng tiếng Anh với người nước ngoài				
5. Tôi tham gia vào tiết học nhiều hơn vì tôi muốn được điểm cao				
6. Tôi tham gia vào tiết học nhiều hơn vì tôi muốn nhận được lời khen từ giáo viên				
7. Tôi tham gia vào tiết học nhiều hơn vì tôi muốn có công việc tốt trong tương lai				
8. Tôi tham gia vào tiết học nhiều hơn khi tôi thấy tự tin về năng lực tiếng Anh của mình				
9. Tôi tham gia vào tiết học nhiều hơn khi tôi không có nỗi lo sợ khi sử dụng tiếng Anh				
10. Tôi tham gia vào tiết học nhiều hơn khi tôi có sự hỗ trợ từ giáo viên				

11. Tôi tham gia vào tiết học nhiều hơn khi giáo viên thân thiện				
12. Tôi tham gia vào tiết học nhiều hơn khi giáo viên nhiệt tình				
13. Tôi tham gia vào tiết học nhiều hơn khi giáo viên có những cử chỉ tích cực như mỉm cười				
14. Tôi tham gia vào tiết học nhiều hơn khi giáo viên có kỹ năng quản lý lớp học tốt				
15. Tôi tham gia vào tiết học nhiều hơn khi giáo viên có kỹ năng giao tiếp tốt				
16. Tôi tham gia vào tiết học nhiều hơn khi giáo viên có những phương pháp giảng dạy thú vị				
17. Tôi tham gia vào tiết học nhiều hơn khi giáo viên trình bày nội dung bài học rõ ràng				
18. Tôi tham gia vào tiết học nhiều hơn khi nội dung của bài học liên quan đến cuộc sống của tôi				
19. Tôi tham gia vào tiết học nhiều hơn khi nội dung của bài học thú vị				
20. Tôi tham gia vào tiết học nhiều hơn khi nội dung bài học liên quan đến những vấn đề về văn hoá				
21. Tôi tham gia tiết học nhiều hơn khi các hoạt động học đa dạng như các trò chơi, đóng kịch hoặc thuyết trình				
22. Tôi tham gia tiết học nhiều hơn khi lớp học được trang bị đầy đủ thiết bị				
23. Tôi tham gia tiết học nhiều hơn khi không khí lớp học tích cực				

24. Tôi tham gia tiết học nhiều hơn khi quy mô lớp học nhỏ				
25. Tôi tham gia tiết học nhiều hơn khi bạn cùng lớp thân thiện				
26. Tôi tham gia tiết học nhiều hơn khi tôi có hỗ trợ của bạn cùng lớp				
27. Tôi tham gia tiết học nhiều hơn khi bạn cùng lớp không tỏ ra phán xét ý kiến của tôi				
28. Tôi tham gia tiết học nhiều hơn khi tôi bị áp lực từ bố mẹ				
29. Tôi tham gia tiết học nhiều hơn khi tôi có sự hỗ trợ từ bố mẹ				

Bạn có động lực nào khác khi tham gia vào tiết học môn tiếng Anh không? Nếu có xin hãy nêu rõ

2. Trong những yếu tố nêu ở câu số 2, Hãy kể tên 3 yếu tố quan trọng nhất mà bạn cho là sẽ thúc đẩy động lực tham gia vào tiết học môn tiếng Anh của bạn, xếp thứ tự độ quan trọng từ 1 đến 3.

1.
- 2.....
- 3.....

APPENDIX 1.4: VIETNAMESE TRANSLATION OF QUESTIONNAIRE FOR TEACHERS

1. Đánh dấu vào ô trống thể hiện rõ nhất quan điểm của thầy/cô cho những câu dưới đây

	Rất đúng	Đúng	Không đúng	Rất không đúng
1. Học sinh tham gia vào tiết học nhiều hơn vì các em có hứng thú với tiếng Anh				
2. Học sinh tham gia vào tiết học nhiều hơn vì các em muốn mở rộng kiến thức của mình về môn tiếng Anh				
3. Học sinh tham gia vào tiết học nhiều hơn vì các em có hứng thú với văn hoá của các nước nói tiếng Anh.				
4. Học sinh tham gia vào tiết học nhiều hơn vì các em muốn học cách giao tiếp bằng tiếng Anh với người nước ngoài				
5. Học sinh tham gia vào tiết học nhiều hơn vì các em muốn được điểm cao				
6. Học sinh tham gia vào tiết học nhiều hơn vì các em muốn nhận được lời khen từ giáo viên				
7. Học sinh tham gia vào tiết học nhiều hơn vì các em muốn có công việc tốt trong tương lai				
8. Học sinh tham gia vào tiết học nhiều hơn khi các em thấy tự tin về năng lực tiếng Anh của mình				

9. Học sinh tham gia vào tiết học nhiều hơn khi các em không có nỗi lo sợ khi sử dụng tiếng Anh				
10. Học sinh tham gia vào tiết học nhiều hơn khi các em có sự hỗ trợ từ giáo viên				
11. Học sinh tham gia vào tiết học nhiều hơn khi giáo viên thân thiện				
12. Học sinh tham gia vào tiết học nhiều hơn khi giáo viên nhiệt tình				
13. Học sinh tham gia vào tiết học nhiều hơn khi giáo viên có những cử chỉ tích cực như mỉm cười				
14. Học sinh tham gia vào tiết học nhiều hơn khi giáo viên có kỹ năng quản lý lớp học tốt				
15. Học sinh tham gia vào tiết học nhiều hơn khi giáo viên có kỹ năng giao tiếp tốt				
16. Học sinh tham gia vào tiết học nhiều hơn khi giáo viên có những phương pháp giảng dạy thú vị				
17. Học sinh tham gia vào tiết học nhiều hơn khi giáo viên trình bày nội dung bài học rõ ràng				
18. Học sinh tham gia vào tiết học nhiều hơn khi nội dung của bài học liên quan đến cuộc sống của các em				
19. Học sinh tham gia vào tiết học nhiều hơn khi nội dung của bài học thú vị				
20. Học sinh tham gia vào tiết học nhiều hơn khi nội dung bài học liên quan đến những vấn đề về văn hoá				

21. Học sinh tham gia tiết học nhiều hơn khi các hoạt động học đa dạng như các trò chơi, đóng kịch hoặc thuyết trình				
22. Học sinh tham gia tiết học nhiều hơn khi lớp học được trang bị đầy đủ thiết bị				
23. Học sinh tham gia tiết học nhiều hơn khi không khí lớp học tích cực				
24. Học sinh tham gia tiết học nhiều hơn khi quy mô lớp học nhỏ				
25. Học sinh tham gia tiết học nhiều hơn khi bạn cùng lớp thân thiện				
26. Học sinh tham gia tiết học nhiều hơn khi các em có hỗ trợ của bạn cùng lớp				
27. Học sinh tham gia tiết học nhiều hơn khi bạn cùng lớp không tỏ ra phán xét ý kiến của các em				
28. Học sinh tham gia tiết học nhiều hơn khi các em bị áp lực từ bố mẹ				
29. Học sinh tham gia tiết học nhiều hơn khi các em có sự hỗ trợ từ bố mẹ				

Thầy/cô có cảm thấy học sinh mình có động lực nào khác khi tham gia vào tiết học môn tiếng Anh không? Nếu có xin thầy/cô hãy nêu rõ

2. Trong những yếu tố được nêu ở câu 2, thầy/cô hãy kể tên 3 yếu tố quan trọng nhất mà thầy/cô cho là sẽ thúc đẩy động lực tham gia vào tiết học môn tiếng Anh của học sinh. Xin hãy xếp độ quan trọng của các yếu tố theo thứ tự từ 1 đến 3.

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- 2.....
- 3.....

APPENDIX 1.5

CONSENT FORM FOR THE ONLINE QUESTIONNAIRE

You are being invited to participate in the online questionnaire for the research study titled “**A comparative study investigating Teachers’ and Students’ perceptions of the factors affecting students’ motivation to participate in English classes in Vietnamese high schools.**” This study is being done by Le Linh Huong from the University of Birmingham. The main purpose of this study is to investigate the factors that motivate students to participate in English classroom in Vietnamese high schools according to teachers’ and students’ perceptions. It will take you about 15 minutes to complete this questionnaire. Your participation in this study is entirely voluntary and you have right to withdraw at any time without giving a reason. Your responses will be kept confidential and you do not need to provide any identifying information such as name, email address or IP address. To protect your confidentiality, the questionnaire does not contain any questions that will personally identify you. Besides, the collected data will be stored securely and deleted once the study completes. If you have any questions about this study, please contact the researcher via the email address llhuong310@gmail.com.

ELECTRONIC CONSENT: Clicking on the “Agree” button below indicates that

- You have already read the above information
- You voluntarily participate in the study
- You are at least 18 years of age

If you do not wish to participate in this study, please decline participation by clicking on the “Disagree” button

- Agree
- Disagree

APPENDIX 2

APPENDIX 2.1: INTERVIEW QUESTIONS FOR STUDENTS

1. Do you think that you are a motivated student who often participate in English class?
Please specify your answer
2. What do you think about the impacts of external rewards on your motivation to participate in English class?
3. What do you think about the impacts of the intrinsic interest in English language on your motivation to participate in English class?
4. What do you think about the impacts of the desire to communicate with English-speaking people on your motivation to participate in English class?
5. What do you think about the impacts of self-confidence on your motivation to participate in English class?
6. What do you think about the impacts of your teachers' personalities and behaviours on your motivation to participate in English class?
7. What do you think about the impacts of your teachers' teaching skills on your motivation to participate in English class?
8. What do you think about the impacts of the content of the lesson on your motivation to participate in English class?
9. What do you think about the impacts of the classroom environment on your motivation to participate in English class?
10. What do you think about the impacts of classmates on your motivation to participate in English class?
11. What do you think about the impacts of parents on your motivation to participate in English class?
12. Is there any other factors that affect your motivation to participate in English class? If yes, please specify
13. Among the factors that have been discussed, which ones do you think have the most significant impacts on students' motivation to participate in English class?

APPENDIX 2.2: INTERVIEW QUESTIONS FOR TEACHERS

1. Do you think that your students are motivated students who often participate in your class? Please specify your answer
2. What do you think about the impacts of external rewards on your students' motivation to participate in English class?
3. What do you think about the impacts of the intrinsic interest in English language on your students' motivation to participate in English class?
4. What do you think about the impacts of the desire to communicate with English-speaking people on your students' motivation to participate in English class?
5. What do you think about the impacts of self-confidence on your students' motivation to participate in English class?
6. What do you think about the impacts of your personalities and behaviours on your students' motivation to participate in English class?
7. What do you think about the impacts of your teaching skills on your students' motivation to participate in English class?
8. What do you think about the impacts of the content of the lesson on your students' motivation to participate in English class?
9. What do you think about the impacts of the classroom environment on your students' motivation to participate in English class?
10. What do you think about the impacts of classmates on your students' motivation to participate in English class?
11. What do you think about the impacts of parents on your students' motivation to participate in English class?
12. Is there any other factors that affect your students' motivation to participate in English class? If yes, please specify
13. Among the factors that have been discussed, which ones do you think have the most significant impacts on students' motivation to participate in English class?

APPENDIX 2.3

CONSENT FORM FOR THE ONLINE INTERVIEW

You are being invited to participate in the online interview for the research study titled “**A comparative study investigating Teachers’ and Students’ perceptions of the factors affecting students’ motivation to participate in English classes in Vietnamese high schools**”. This study is being done by Le Linh Huong from the University of Birmingham. The main purpose of this study is to investigate the factors that motivate students to participate in English classroom in Vietnamese high schools according to teachers’ and students’ perceptions. The research involves conducting semi-structured interviews in Vietnamese which will take place using ‘Skype’ software. An interview will last for approximately 20 minutes. All interviews will be recorded, and then the collected data will be transcribed and translated into English for analysis. All data will be stored securely and deleted once the study completes. The names and identities of all interview participants will be kept confidential and only anonymised data will be published. Your participation in this study is entirely voluntary and you have right to withdraw at any time without giving a reason.

If you have any questions about this study, please contact the researcher via the email address llhuong310@gmail.com

If you voluntarily agree to participate in the interview, please sign your name below

Participant’s signature:

Date:

APPENDIX 3: INTERVIEW TRANSCRIPTS

In this transcripts, only answers that are relevant to the research questions are included. The full interviews are available upon request.

APPENDIX 3.1: Teacher 1

R: How many years have you been teaching high school students in Vietnam?

T1: I have been an English teacher at a high school for nearly 10 years.

R: Do your students often participate in your class?

T1: I think the level of participation varies among students. It means that some of them participate very actively, while many of them just participate at certain times in class and there are also some who remain silent all the time.

R: I see. Now let's talk about the factors affecting students' motivation for participation in English classes. What do you think of the impacts of external rewards on students' motivation for participation?

T1: I think external rewards can be seen as one of the most influential factor because the majority of my students participate more effectively if I say that they can get a good mark as a reward for their active participation or they can get a bonus mark in the upcoming exam. Moreover, with regard to the importance of English in times of global integration, many of my students work hard because being good at English can help them get a good job in the future.

R: Does it also mean that your students have the desire to communicate with foreigners?

T1: Yes, they do. The majority of my students want to be able to communicate with foreigners so that they can work in a foreign company in the future and it would also be beneficial when they travel or study abroad.

R: So what do you think about the impacts of intrinsic interest in English language on students' motivation for participation?

T1: I can notice the impact of this factor but it is not very significant. Although I see some of my students have the intrinsic interest in the language, their motivation for participation can be controlled by other factors that outweigh this factor in terms of importance. I mean that they can have interest in the language but it does not necessarily mean that they will participate actively in class if some other factors are not fulfilled.

R: What are those factors?

T1: They can be the teacher or the content of the lesson.

R: Can you share more opinions about the impacts of teachers on students' motivation for participation?

T1: Yes. I think that teachers play a key role in motivating students to participate in English classes. If teachers appear to be friendly and enthusiastic, students are likely to participate more. Besides, the teaching skills of teachers are what matters, because if teachers know how to trigger the interest of students in the lesson, they will definitely become more active. They can integrate more interesting learning activities in the lesson because almost no students say no to games.

R: How about the impacts of the content of the lesson?

T1: I have to say that it does have influence on the students' motivation for participation, because students often prefer to learn about something that is relevant to their life so that they can apply the knowledge into real life. Some students also like to learn about cultural issues of English-speaking countries. However, the content of the lesson is not as important as the teaching skills of teacher, because if teachers have good teaching skills they can even make a boring lesson more exciting. Otherwise, if teachers do not know how to exploit the teaching materials, even an intrinsically interesting lesson can become boring.

R: I see your point. Do you think that self-confidence affects students' motivation for participation?

T1: In my class, I notice that students who are better at English often participate more actively, but this is not always true because if teachers know how to trigger the interest of students, all students want to participate in the lesson regardless of their language level.

R: How about the impacts of classroom environment?

T1: I don't think that this factor affects much. Of course every student prefers to learn in a positive learning environment but it does not motivate them to participate actively in class.

R: Do you think that a well-equipped classroom makes students participate more effectively?

T1: Yes. It is especially helpful when teaching language skills like listening. When teaching listening skill, I always expect the class to have high-quality speakers so that students can hear the sound clearly. In general, I think a well-equipped classroom does affect students' motivation for participation in class but it is definitely not a key factor.

R: What do you think about the influence of classmates?

T1: Classmates also have influence on students' motivation for participation. I notice that students participate more in group work if they have support from their peers. Besides, some of my students often speak up in class because they want to impress other classmates and to

assert their top position in class. Meanwhile, some low-level students remain silent because they are afraid of being judged by others if they say something wrong.

R: That is an interesting point. So, what do you think about the impacts of parents?

T1: I am not sure about the impacts of this factor, but I think they do affect a little. Almost all parents set goals for their children to achieve such as getting a good mark or passing an exam, so this might make students work harder at school.

R: Besides the factors that we have already discussed, can you think of any factors affecting students' motivation for participation in English classes?

T1: No, I can not think of anything else.

R: So, among the factors that have been mentioned, which ones do you think have the most significant impacts on students' motivation to participate in English classes?

T1: I think the key factors are teachers and external rewards.

APPENDIX 3.2: Teacher 2

R: How many years have you been teaching high school students in Vietnam?

T2: About 2 years.

R: Do you think that your students are motivated students who often participate in your class?

T2: I'd say that not all of them are that motivated. Some are naturally lazy and demotivated, no matter what I do. But some are inquisitive and willing to learn and improve themselves. So it really depends on the personality of students and the class they attend. If it's extra classes, generally they are more active and easily engaged than my students at school

R: Yes. Let's focus on the formal classes at school. In general, do you think that they are motivated student?

T2: Some of them are, but not the whole class. Perhaps the rate is from half to two-thirds at most

R: I see. Let's discuss about the factors that can affect their level of motivation to participate in class. Do you think that the external rewards affect your students' motivation to participate in English class? External rewards here can be marks or praises.

T2: Yes of course. Since they are studying at school, most of them are more motivated and active to do a worksheet or join an activity if I tell them they gonna get bonus point. As for the praise, my students work harder if they receive some kinds of encouragement from me. But there are some exceptions in which a small number of students are not affected by any of these. Because they just don't want to learn.

R: Lets focus on the majority of your students. Is their motivation for participation affected by the interest in English language and the desire to communicate with English-speaking people?

T2: Maybe yes, to a certain extent, because besides studying with me, they also have to take the same number of lessons with native teachers, so they really have a motivation to study to communicate in E better, and maybe they have English friends as well. Regarding whether they are interested in the language itself, I am not sure but somehow maybe it's true for those who are self-motivated or have natural curiosity in English

R: So it means that you are not certain about the impact of this factor?

T2: Yes

R: but it somehow affects their motivation, doesn't it?

T2: Yes, I think so

R: I see. So do you think the self-confidence of learners affects their motivation for participation? For example, is it true that those who are confident of their English proficiency will be more active?

T2: Generally it holds true in my classes, but some weak students will still participate if I have appealing rewards or if the activities are easy enough for them.

R: So I assume that you think this is not the key factor that affects motivation for participation, don't you?

T2: Yes

R: What do you think about the impacts of teachers' characters and behaviors?

T2: I think that's a key factor, because if teachers are friendly and encouraging students are more likely to participate

R: how about the impacts of teachers' skills?

T2: Of course, it is also of importance. If teachers can design lots of appropriate learner-centred activities with proper pacing, students are also motivated to join

R: Yes, I totally agree. Do you think the content of the lesson has the impact on students' motivation for participation?

T2: Yes, it has even more effects than the two factors above. Generally from my experience, Students are more engaged in the lesson in which they can relate themselves to or lessons that give them practical skills they need like giving directions. Or at least something more challenging than their current level. If the content is below their level, some of my students get bored easily.

R: I see. It is a very good point. So you think that the content of the lesson should be relevant to students' life and it should be slightly more difficult than students' level, don't you?

T2: Yes exactly

R: How do you think about the impacts of classroom environment on students' motivation?

T2: That affects too. In my class, I encouraged them not to be afraid to make mistakes and the result was quite positive. They are ready to participate in most activities. As for the facilities, the room doesn't have to be equipped with state-of-the-art equipment. It just needs to be spacious enough with basic things like air conditioners, board & projects like my class. One thing that I notice is if I arrange the seating by letting students sit in groups rather than individually, they are more cooperative & active in teamwork.

R: So you mean that seating will affect their motivation? It is an interesting point as I have not anticipated the impact of this factor before

T2: Normally, they sit in separated table. When I asked them to teamwork, they just turn around. one day in my observation lesson, I have them arranged the 4 tables together and sit like that, they are more engaged than usual. When I asked them why, they said it's because they

felt closer to each other more than usual. So I guess it has something to do with seating and also, novelty, like something different than normal

R: Then I think it can be linked to another factor which is classmates

T2: Yeah maybe that also true

R: how do you think about the impacts of classmates on students' motivation?

T2: It also affects, but not too much I think

R: Is students' motivation affected by the judgements or support of classmates?

T2: Definitely peer support plays an important role and so does peer encouragement. But for judgement, I'm not sure about that. Can you give me an example?

R: Some people think that some students don't want to speak up in class because they are afraid of being judged by classmates. What do you think?

T2: That makes sense to me, and I can relate that to myself when I was a student. So yes, I think it somehow affects students' motivation to speak, but not that strongly.

R: Do you think parents can affect students' motivation for participation?

T2: Not really, I know that in some cases it does, like parents received warning from teachers about their son not being active in class, and parents force students to do so, but not too often from my observation.

R: do you mean that students are not affected by parents' pressure or parents don't often put pressure on students?

T2: I think parents do put pressure on students like setting a high score for students to achieve in subject. But to get a high score, students don't always have to participate actively in class. They can just be very quiet and attentive in class but to make up for that, they work very hard at night. In this way, students don't participate actively but can still enjoy good results as parents want.

R: Then the impact of parents on students' motivation for participation is kind of small, isn't it? Or not at all?

T2: Kind of small, insignificant I think. For me internal factors are much more important than family-related factor

R: Can you suggest another factor that you can think of, besides those that we have already discussed?

T2: You have mentioned some internal factors like students' interest in the language, their desire to communicate and their confidence, which is pretty much everything, but maybe students are also motivated if they have a clear goal in mind, a target that they need to fulfil like achieving IELTS 6.0

R: That will be external factors like passing an exam

T2: Okay then that will do

R: So among them all, what factor do you think that will be the most important?

T2: It's difficult to choose, but maybe the key factors are the content of the lesson and teachers' characters and skills.

APPENDIX 3.3: Teacher 3

R: How many years have you been teaching English at high school?

T3: I have been teaching high school students for around 5 years.

R: Do you think that your students are motivated students who often participate in your class?

T3: At some points, I think a majority of my students do have motivation to study, and this has something to do with obtaining high results in standardized proficiency test.

R: So do you mean that your students are motivated by the external rewards?

T3: Yes, that's what I mean.

R: What do you think about the impacts of the intrinsic interest in English language on your students' motivation to participate in class?

T3: 'Tremendous' is the word that I immediately think of to describe its impact. However, it is pretty hard to nurture such interest among students. Since they were under a lot of pressure, and no longer consider studying English as a fun thing to do, but a burden to unload.

R: So does it mean that the impact of extrinsic factors are greater than that of intrinsic interest?

T3: Absolutely

R: How about the impacts of the desire to communicate with English speaking people and interest in the culture?

T3: I don't see any of these among my students. They all come from wealthy families, and have been sent to international school or English-speaking countries at the early age. That's the reason why their speaking skills develop organically, and so does their knowledge about the culture. Now they are highschoolers and no longer eager to explore anything new about culture

R: How do you think about the impacts of self-confidence on your students' motivation for participation? Are those who are confident of their English proficiency more motivated to participate in class?

T3: Oh I think it does play a role. In my class, those who have higher command of English tend to participate more actively. However, it is not the case for all competent students.

R: How about those with lower English level, do they participate less because they have language use anxiety?

T3: Could be. Most of the classes are delivered in English and students are supposed to speak English. Some struggle to express themselves, probably due to their poor vocabulary and grammar so they choose to remain silent

R: Do any of those with low level of English still pay efforts to participate?

T3: Most of them don't

R: Then what do they think about the impacts of teacher's characters and behaviours on students' motivation for participation?

T3: I think if the teachers are friendly and supportive, the students are more likely to be responsive.

R: how about the impacts of teachers' skills?

T3: If the teacher can design exciting activities that are well relevant to the lesson content, I think students will be more into the lesson.

R: Does the content of the lesson affect your students' motivation for participation?

T3: Oh, it has a lot to do with students' motivation. If the topic is of some interest to my students, they are sure to pay more attention.

R: What do you think about the impacts of the classroom environment on your students' motivation to participate in English class?

T3: I am not sure about the impacts of this factor, because my student always learn in a well-equipped class and the class size is only 30 students in each class. My school always try to create an ideal learning environment for students but there are still some who have very low level of motivation to participate. So in short, I think this factor does not affect much.

R: What do you think about the impacts of classmates on your students' motivation to participate in English class?

T3: Students might feel inferior when being surrounded by more able students which makes them reluctant to speak. Thus, I think so for me streaming class is pretty important.

R: What do you think about the impacts of parents on your students' motivation to participate in English class?

T3: I dont think that parents help motivate students to participate in classes. There are even some parents who set unrealistic expectations which put students off as far as I can see.

R: Is there any other factors that affect your students' motivation to participate in English class? If yes, please specify

T3: None, I think that's enough

R: Among the factors that have been discussed, which ones do you think have the most significant impacts on students' motivation to participate in English class?

T3: External rewards. Though we all know that such rewards do not have long-lasting impacts, and the opposite, intrinsic moivation does count, we can hardly deny that they are by far the most effective way to get students immediately motivated to study.

APPENDIX 3.4: Teacher 4

R: How many years have you been teaching English at high school?

T4: It has been more than 10 years.

R: Do you think that your students are motivated students who often participate in your class?

T4: think most of my students are obedient and they are engaged in classroom at a satisfactory level.

R: Do you think that the external rewards affect your students' motivation for participation?

T4: Yes of course. It is quite clear to see how students' participation change positively when they are promised a reward. For example, in my class, points are the things that always work. I could easily tune their attention just by emphasizing key words like points, tests, exams.

R: So do you think the intrinsic interest in the language affect your students' motivation for participation?

T4: I notice that student who love the language tend to make constant effort and take the initiative in learning. They also have positive attitude in class despite the ups and downs in class atmosphere. Teaching these subjects are easier and more enjoyable since teachers are not stressed out by the burden of being creative and original. And it seems that learners with intrinsic motivation go further in their study than the rest. And of course they are those who often participate actively in class.

R: What do you think about the impacts of the desire to communicate with English-speaking people on your students' motivation to participate in English class?

T4: Many of my students consider the ability to talk to English speakers as the ultimate goal in English learning. It is undeniable that the desire to be able to communicate well boosts up students in their learning. But as it takes a long time to master a language at that level, many of my students lose their motivation and determination along the way. Therefore, I dont think this factor has much effects on students' motivation for participation in classes.

R: What do you think about the impacts of self-confidence on your students' motivation to participate in English class?

T4: I think self-confidence is an important factor that influence students' participation in class, especially for intermediate learners. My students are often afraid of making mistakes and losing their face in front of their peers so they do not raise their voice even though they know the answer. In my class, the active participants are mostly the more competent ones, or at least the ones who think they are more competent.

R: I see your point. Do you think that teachers' personalities and behaviours have impacts on students' motivation for participation?

T4: In my opinion, I am quite an energetic and enthusiastic teacher, and I can somehow pass on that positive energy to my students. I think most of my students can enjoy the relaxing atmosphere in the class and they often feel free to express their ideas. However, there were days when I came to class and looked exhausted or depressed, the students had a tendency to be quiet, passive and easily distracted. So yes, I think teachers' personalities and behavior can change class atmosphere.

R: What do you think about the impacts of your teaching skills on your students' motivation to participate in English class?

T4: I think teaching skills can help a lot in encouraging students' participation in class. I always try to give clear step-by-step instructions to my students and check their comprehension to make sure that no one would lag behind due to misunderstanding. I often ask a lot of questions throughout the lesson, for my students to acquire knowledge themselves. At first, they hesitated to answer questions but thanks to friendly class atmosphere, they gradually feel more comfortable to engage in the lesson.

R: What do you think about the impacts of the content of the lesson on your students' motivation to participate in English class?

T4: The content of the lesson plays an important role in motivating students to participate in the class. Lessons with interesting or personally relevant topics are often more well-received than science-based ones. Skill-based lessons can also be more motivating than lessons about grammar

R: How about the impacts of classroom size and classroom facilities?

T4: Of course students always prefer to learn a classroom with modern facilities and teachers always want to teach in a class with a manageable number of students. Although teachers and students can have better interaction if those factors are fulfilled, I don't think that they have much influence on students' motivation for participation in class.

R: It makes sense to me. Then, what do you think about the impacts of classmates?

T4: Students' motivation to participate in class correlates with their peers' behaviors. In a class dominated with active students, the atmosphere is quite engaging and provoking. Therefore, hesitant students or the less able ones are more willing to join their friends. In contrast, when the class is full of passive members, even the most attentive ones seem to be neglectful.

R: I totally agree. So, how about the impacts of parents?

T4: I don't think parents have much effect on students' motivation to participate in class. For high school students, they don't easily come under the influence of their parents who are unable to monitor their in-class behaviors. And as for the parents, they care more about their children's final results rather than their learning process. So parents hardly make any implication that their kids have to be more active at high school level.

R: Is there any other factors that affect your students' motivation to participate in English class?

T4: As external rewards work for the majority of students, the same thing happens with enforced participation. When students are not voluntary to participate in the lesson, teachers have no choice but to direct their questions or assign tasks to particular members in the class. Even though they are unwilling to take charge at first, given the interesting content of the lesson itself, students gradually grow to be more involved.

R: Among the factors that have been discussed, which ones do you think have the most significant impacts on students' motivation to participate in English class?

T4: I think external rewards like bonus points or some kind of privilege may be the most significant factor in motivating the majority of students to participate.

APPENDIX 3.5: Student 1

R: How many classes of English do you have per week?

S1: There are four English classes per week at school. I also have class at English centers.

R: I see but let's focus on the classes at school. Do you think that you are a motivated student who often participate in English class?

S1: Definitely yes! I always pay full attention to every English lesson and raise my voice on most questions. I think it is a golden opportunity to involve myself in any English class to practice the language and broaden my mind.

R: That's great. now let's talk about what motivates you to actively participate in English classes like that. Do you think that external rewards affect your motivation?

S1: Well, first of all, it is the linguistic ability that makes me love studying English. If you do not have a passion and talent to do a thing, you cannot be motivated to reach your targets. Furthermore, in this globalized era where English is a lingua franca, I consider it an important task to master the language. In terms of external rewards, I suppose a more promising career prospect is what I aim at. Indeed, being good at English gives me a chance to get better-paid jobs in foreign companies and better career opportunities.

R: Are you affected by good marks at school?

S1: Of course yes! Since English is important at many Vietnamese schools, I always want to get high marks at this subject. Good marks at English give me a beautiful CV for academic purposes, but to me, there remain other big rewards for English-users like me such as the acquisition of knowledge about British culture.

R: Oh I see. So you mean you are also motivated by the desire to know more about the culture of English-speaking countries?

S1: Yes, I am. Honestly saying, discovering cultural values of English-speaking nations is not only my innate passion but also what I should do to easily integrate with this globalized world.

R: Does the confidence about your language proficiency affect your motivation to participate in class?

S1: Yes it does! As long as I believe in our linguistic capacity, I come out of my shell to participate more in class

R: How about the characters and skills of English teacher? Do they have influence on your motivation for participation?

S1: English teachers' personalities and skills are decisive factors in motivating students. Perhaps we have inborn talent for English ability but if, it cannot be explored by suitable teaching methods or ignited by enthusiastic and well-qualified teachers, we can't make the

most of our ability. A dedicated and qualified English teacher will know how to encourage students to join her classes.

R: Yes, I totally agree. How about the content of the lesson? Does it somehow motivate you?

S1: Well, I suppose the content only affects students a little. It all depends on teachers who can turn even the most tedious or difficult lessons to the more interesting and easier ones so that students can derive much pleasure from learning English.

R: I see your point. So how about the classroom environment? Does the positive classroom environment drive you to participate more actively? Or will a well-equipped classroom with all modern facilities be a motivator?

S1: Classroom environment is also another significant factor. Learning in a well-equipped classroom with facilities such as speakers or projectors will enhance our skills. They give us more pleasure to study English because we can do more learning activities so as to avoid boredom from solely doing paper exercises. Moreover, an active learning atmosphere in which students cooperate effectively in teamwork will also boost my motivation. Otherwise, we just attend English classes and keep silent all time.

R: Then it means that you highly prefer a class which is well equipped. It is assumed that classmates also affect motivation for participation. What do you think?

S1: Yeah I totally agree. We spend most of our times with classmates, so good and active classmates will make us more energetic. It will be hard for an active student to study with the slow ones because he may not be as motivated as he can be. However, a reserved student in an active class is more likely to be more confident when he can learn from peers and receive help from them. This is an important thing in English studies as the subject requires interaction with each other.

R: What do you think about the pressure or support from parents as a source of motivation?

S1: I think support but pressure is a better source of motivation. No one can do his best when reluctantly study, or even be forced to study. In such case, a student is likely to be obsessed with only marks. Most importantly, learning a second language needs a lot of time, so tender support from parents will help ease learners' tension.

R: So is there any other factors that can affect your motivation for participation, besides those that we have discussed?

S1: Oh, I think that's all

R: So among those factors, what factor affects you the most?

S1: I think they are my passion for English language and teachers' characters and skills

APPENDIX 3.6: Student 2

R: How many English lessons do you have per week?

S2: I only have 1 English lesson per week at school. Because I'm major in science-related subjects so I have more math, physics and chemistry classes.

R: Do you think that you are a motivated students who often participate in English classes?

S2: Yes, I feel like I am one of the students who most often participate in English classes.

I always raise my hand to answer the questions of my teacher and try to do all the exercises assigned by my teacher. Besides, sometimes I even read the content of the next lesson before class so that I can discuss the knowledge of that lesson with my teacher.

R: It sounds like you have great motivation to participate in English classes. Now let's discuss about the factors affecting your motivation for participation. Do you have passion for learning English?

S2: Yes of course. English is very interesting.

R: Is your motivation for participation affected by your desire to communicate with foreigners?

S2: It does not affect my motivation much, because English classes at school do not teach English communication skills. Thus, I can have extra classes at English centers to learn to communicate with foreigners.

R: Are you interested in the cultures of English-speaking countries?

S2: Not really. Although each country has its own interesting cultural aspects, what motivates me to participate in English classes is not the interest in the cultures of English-speaking countries.

R: So is your motivation for participation affected by external rewards such as good marks or better career opportunities in the future?

S2: Of course. As English is a compulsory subject at school, I always want to get good marks in this subject. Besides, what really motivates me to participate in class is the aim to get a well-paid job because in times of global integration all the well-paid jobs requires a good command of English.

R: What motivates you more? External rewards or internal forces?

S2: I think external rewards are stronger motivators, especially the rewards of getting better career opportunities in the future.

R: Is your motivation for participation in English classes affected by your self-confidence of your language proficiency?

S2: I think the answer is no. I am not affected by this factor because I still want to participate in the lesson even when I am not confident of my language proficiency. If there is anything that I am unclear about, I can ask my teacher or my classmates.

R: What do you think about the impacts of teachers?

S2: I think teacher plays a crucial role in motivating students to participate in classes. Nobody wants to participate in a lesson which is delivered by a grumpy teacher. Moreover, the English proficiency of teachers also matters, as students always prefer to learn with teachers who show very advanced English level.

R: What do you think about the impacts of the content of the lesson on your motivation for participation?

S2: The content of the lesson doesn't have much influence, as teachers can control the content of the lesson. If teachers know how to motivate students, they still participate actively even when the content of the lesson doesn't hold much interest.

R: How do you think about the impacts of classroom environment?

S2: Classroom environment doesn't affect me much. I think the most important factor is teacher because if the teacher is enthusiastic and qualified, I still participate in the lesson even if the learning atmosphere is not positive or the classroom is not well-equipped.

R: Are your classmates affect your motivation for participation?

S2: They do not affect me at all. I can still participate in class when my classmates are unattentive to the lesson. I do not care much about them.

R: Then, do you parents affect your motivation to participate in English classes?

S2: They affect me a little. Sometimes when I don't want to learn, but if they force me to learn, I have to do so to satisfy them.

R: Besides, the factors that we have discussed, is there any other factor that affects your motivation for participation?

S2: Ah yes, I want to learn English so that I can read books or watch videos in English. There are a lot of interesting things on the internet that are only available in English, so I need to be better at English to understand them.

R: Among the factors that we have mentioned, which ones have the most significant influence on your motivation to participate in English classes?

S2: It is the external rewards.

APPENDIX 3.7: Student 3

R: How many English classes do you have per week?

S3: There are 4 English classes per week.

R: Do you think that you are a motivated students who often participate in English classes?

S3: Yes, I think I am. I do all the exercises assigned by my English teacher, and I also discuss the lesson with her after class.

R: Do external rewards have influence on your motivation to participate in English classes?

S3: I dont think that external rewards affect my motivation very much. I do like to be praised by my teacher but it is not a source of my motivation for participation.

R: So does the intrinsic interest in English or the desire to communicate with foreigners affect your motivation for participation?

S3: Yes, the desire to communicate with foreigners affect me a lot, because I want to become a global citizen and moreover in the future I want to become a businessman. Thus, I need to be able to speak English so that I can do trade with international companies.

R: How about the intrinsic interest in English language?

S3: I dont think that I have intrinsic interest in English language because my interest in English originates from the potential benefits that learning English can bring to me.

R: Does your self-confidence affect your motivation for participation?

S3: Yes. Sometimes I remain silent because I feel like I am not good at English. However, if teachers know how to boost my confidence, it will not be a problem.

R: Does it mean that teachers have impacts on your motivation for participation?

S3: Yes, teachers play a key role in motivating me to participate in English classes. In the past, I did not want to participate in any English classes, because I did not like my English teacher. She had a discrimination in classroom which means that she treats me unfairly in class because she has strong bias against certain students including me. Now, when I learn with a different teacher who is very kind and caring, I am much more interested in participating in English classes.

R: Do the teaching skills of teachers affect your motivation for participation?

S3: Yes of course. I prefer to learn with teachers who have high level of English. Students tend to be less attentive to the lesson delivered by the teacher who does not show good level of English. Besides, I prefer teachers to set clear aims of the lesson before class so that students know what to focus on.

R: Does the content of the lesson affect your motivation for participation in classes?

S3: Definitely yes! The interesting learning activities and interesting topic in the lesson can motivate me to participate more.

R: How about the impacts of classroom atmosphere?

S3: I am affected a little by this factor, because I tend to participate less when the learning atmosphere is not positive. However, I am not influenced by the equipment of classroom facilities.

R: What do you think about the impacts of classmates?

S3: I am afraid of being alone, so I always need support from classmates.

R: How about the impacts of class size? Do you participate more in big class or small class?

S3: I think it is the same to me.

R: Is your motivation for participation affected by your parents?

S3: I do not think so because they do not put any pressure on me. They only remind me of the importance of English these days.

R: Besides the factors that we have discussed, is there any other factor that has impacts on your motivation for participation in English classes?

S3: I participate more in class if the teacher can create a competitive learning environment.

R: So among the factors that we have discussed, which one do you think has the most significant impact on your motivation for participation in English classes?

S3: I think it is the characters and skills of teachers.

APPENDIX 3.8: Student 4

R: How many English classes do you have per week?

S4: I have 4 classes per week and each class lasts for 45 minutes.

R: Do you think that you are a motivated student who often participates in English classes?

S4: My level of participation is average. I do not always actively participate in any classes, but I only do so in certain classes that I am interested in.

R: Do external rewards have influence on your motivation to participate in English classes?

S4: Yes, it has significant influence on me. For example, I will still participate in an uninteresting class if it contains the knowledge that will be tested in exams. I really need to pass exams and get good marks at school.

R: How about the internal factors? Does your interest in English affect your motivation for participation?

S4: Actually I have the interest in English language, but because the English classes at school are not very interesting so my motivation decreases as a result.

R: Why are they uninteresting?

S4: Because my teacher is at old age, she shows less enthusiasm in teaching and her classes are not really lively.

R: So does it mean that your motivation is affected by your teacher?

S4: Yes, I think my motivation for participation is affected a lot by my teacher.

R: How does your teacher's character affect you?

S4: In my opinion, English teachers need to be open-minded and have western ways of thinking rather than being too traditional.

R: How about the impacts of teachers' teaching skills?

S4: Teachers' skills are very important. I will definitely participate more in classes if teachers have good teaching techniques and good assessment skills.

R: Can you share more about the assessment skills?

S4: Teachers should have good assessment skills which can help them to identify the strengths and weaknesses of students so that teachers can help their students improve themselves.

R: Is your motivation for participation in English classes influenced by your desire to communicate with foreigners and explore foreign cultures?

S4: Yes of course. I have a burning desire to study abroad. This desire significantly motivates me to learn English.

R: Does your self-confidence of language proficiency affect your motivation for participation?

S4: Yes. Speaking up in class is a way to prove my ability.

R: What do you think about the impacts of content of the lessons on your motivation to participate in English classes?

S4: I am more motivated to participate if the knowledge provided in that class is important for exams or useful in real life. If the learning activities are diverse and interesting, I will be more active in classes.

R: How about the impacts of classroom environment?

S4: It does not affect me as much as other factors, but I still prefer to learn in a small class so that teacher can pay more attention to each student.

R: Do your classmates affect your motivation for participation?

S4: Yes definitely. If I learn in a class where classmates have good knowledge and good attitude, I will try harder to improve myself. I mean a healthy competitive learning environment can motivate me to participate in class.

R: Do your parents affect your motivation?

S4: Not at all. I am quite independent in my study and my parents do not interfere with my study.

R: Besides the factors that we have discussed, is there any other factors that has impacts on your motivation for participation in English classes?

S4: No, that's all

R: Among the factors that we have discussed, which one do you think has the most significant impact on your motivation for participation in English classes?

S4: I think it is the content of the lesson