

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

DANG THI THU HA

**FACTORS AFFECTING GRADE EIGHT
STUDENTS' MOTIVATION IN LEARNING READING
SKILLS AT DONG HOA SECONDARY SCHOOL
IN THAI BINH CITY**

**(Các yếu tố ảnh hưởng tới động lực học kĩ năng đọc tiếng Anh
của học sinh lớp 8 trường Trung học cơ sở Đông Hòa
Thành phố Thái Bình)**

M.A THESIS

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2019

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Supervisor: Dr. Hoang Thi Nhung

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DECLARATION

I hereby declare that no part of the enclosed Master Thesis has been copied or reproduced by me from any other's work without acknowledgement and that the thesis is originally written by me under strict guidance of my supervisor.

ABSTRACT

The present thesis has been carried out on the background of the achievement and deficiencies in the existing studies on Factors affecting grade eight students' motivation in learning reading skills. This thesis tries to understand the phenomenon under investigation from a more extensive perspective through analyzing the Factors affecting grade eight students' motivation in reading skills from text books, supplementary books and the acquisition of reading skills in secondary schools. A detailed analysis of Factors affecting grade eight students' motivation in learning reading skills is presented. Teachers and researchers have broadly accepted motivation as one of the most important elements in foreign language (L2) learning. The present research investigated the role of motivation and factors affecting students' motivation in teaching/learning English as foreign language. Parental, environmental, and teacher's attitude-related factors were examined. Participants were 80 grade eight students studying at Dong Hoa secondary school in Thai Binh. The participants were given a survey which consisted of several statements related with the mentioned factors. The current thesis showed that there were strategies and behaviors that motivate students but suppress positive attitudes towards English learning. The findings showed that students were more motivated when their parents supported and encouraged them to learn English. The thesis also revealed that reinforcing the learner beliefs also motivated students and they were more motivated when they worked with their friends. Furthermore, the findings of this study suggested many behaviors and strategies which motivate learners. The findings of this thesis have profound theoretical and practical meanings on relative topics.

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ABBREVIATIONS

e.g: *Exempli gratia* (for example)

etc: *et cetera*

3Rs: Three Skills of Reading Namely Reading, Writing, and Counting

CBP Children Book Project

L1: First language

L2: Second language/ Foreign language

ELLs: English language learners

(S1): each sentence is assigned a number in the list of motivations provided by the participants.

Italics type is used for terms and examples

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PART I: INTRODUCTION

1.1. Rationale of the study

Today, the trend of international integration in many areas including the field of education has put English in a very important position. English is the communication tool, the key to the human treasure. Other widespread use of information technology has made English learning urgent and indispensable. As a result, the English language education of students of secondary education is of particular interest to students, parents, teachers, and the country. English is one of the core subjects in the curriculum. Generally, English teaching for students in Vietnam aims at providing the students with the ability to understand written materials. Thus, the acquisition of reading skills is a priority for most students. In addition, English is taught and learnt in a non-native environment so reading is an important means to gain knowledge not only of the language itself but also of other fields like culture.

These days reading is one of the most important key skills for most students learning a foreign language. Learning a foreign language is a process, which requires learners to integrate the language skills: reading, writing, listening and speaking, among which reading should take place alongside the development of oral ability in the school program. Reading itself has proved its importance in daily life as well as in teaching and learning a foreign language.

Reading is an activity which involves comprehensions and interpretations of ideas symbolized by written or printed page. It is clear, without this ability students will find themselves confronted with strange and weird symbols which will make no sense for them. Very low level ability of reading allows a reader to differentiate the letters of a particular language from non-linguistic marks

Being able to read in a foreign language is often important to academic studies, professional success and personal development. However, in learning a foreign language, the process of reading and understanding the true message conveyed by the author in reading text is undoubtedly a complicated and significant

task. There are a lot of difficulties for the learners to achieve the goal of mastering the content of the text and complete the enclosed task in the reading requirement. Also, the teachers of the foreign language often have difficulties in successfully helping his learners during the course of reading.

It is important that teachers need to find what motivates students to read. Teachers must restore the love and interest for reading in today's adolescent. Many teachers hold the same goal for their students and that is for them to want to read (Johns & Lenski, 2005). So, there is a task for teachers is to discover what motivates individual learners and work to reach each and every learner. By exploring the issue teachers are able to not only help unmotivated readers develop motivation towards reading but also to foster and to continue the motivation that already exists in engaged readers.

Being an English teacher, the researcher has always been aware of the importance of developing reading skill for students. Within the scope of this study, the researcher seeks to aim at a study on finding factors affecting grade eight students' motivation in learning English reading skills at Dong Hoa high school. This paper will prove useful both for teachers and students at secondary level. This research will also help researchers in future to move forward with a better vision to improve reading comprehension. The role of reading skill in improving other linguistic skills and the role of reading skills in our educational systems will also be brought in consideration.

1.2. Aims of the study

Motivation plays a very important role in enhancing students' English reading ability. Dornyei (1998) emphasizes the influence of motivation, which is considered the key to learning second language (L2) and is one of the biggest factors affecting the success of language learners. It is widely accepted that the more motivated students become more successful when studying second/foreign languages. Students who choose English are specialized and learn it as a foreign language interested in motivational factors that play a major role in learning, developing skills and practicing English in use daily. The study will explore the

attitude of parents, the environment and teachers-related motivational factors among those who learn to read English, and help understand strategies that can enhance learning to read. In the section of the factors related to the attitude of teachers, the role of teachers and the implementation of specific motivation strategies in the class of reading skills of eighth graders will be studied. In the section of parental elements, the study will examine the parents' behaviors and beliefs in English education for their children, which affect their reading motivation more. In addition, environmental components that motivate English reading students will be investigated.

1.3. Research questions

(i). What factors influence eighth-graders' motivation to learn English reading skills?

(ii). What is the relationship between high- and low-achieving students' reading achievement and reading motivation?

1.4. Scope of the study

There are ten classes of grade eight and eleven English teachers at Dong Hoa secondary school. Students study all four English skills in the official textbook. However, the study is limited only to students' English reading skill of the four classes of grade eight and all English teachers of the school.

1.5. Significance of the study

The significance of this study can be discussed from two major perspectives:

(i). Theoretically, the systematically organized information in the thesis may help learners gain an insight into English skills in the official textbook.

(ii). Practically, the thesis, to the extent possible may serve as a guide for Dong Hoa grade eight students in the implementation of specific motivation strategies in the class of reading skills.

1.6. Design of the thesis

The thesis consists of three parts:

PART I: INTRODUCTION

This part includes the basic information such as the rationale of the study, aims, research questions, scope and methods of the study.

PART II: DEVELOPMENT

There are four chapters in this part. They are:

Chapter 1: Literature Review

The chapter provides theoretical backgrounds of reading skills and motivation. In this chapter, the theories for the nature of reading, motivation, motivation in reading and main factors affecting motivation in English reading learning are discussed.

Chapter 2: Research methodology

The chapter presents the methodology used in this study including research procedure, data collection instruments, data analytical method.....

Chapter 3: Data analysis

The chapter covers an analysis on the data collected from the survey, interview and observation.

Chapter 4: Major findings and suggestions

The chapter offers some major findings and suggestions for improving students' motivation in learning reading skills.

PART III: CONCLUSION

This part summarizes the conclusion and limitations of the study.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

This chapter is concerned with the theories of second language reading and motivation. Three main features will be presented: theoretical background of reading, theoretical background of motivation and motivation in English reading learning, main factors affecting motivation in learning reading skills.

1.1. Theoretical background of reading

There are many theorists and researchers in the fields of linguistics, psychology and language teaching attempting to define reading. Although the essence of reading has long been investigated, no single research could be exhaustive and comprehensive enough to include all the aspects of the actual reading activity. They gave definitions with the purpose of trying to give a conceptual view about what reading is, how it takes place, and mechanisms that underlie it. Most of the definitions that have been elaborated to explain reading, however, agree on the fact that it includes underlying intricate procedures and mechanics.

According to William (1994), “reading is a process whereby one looks at and understands what has been written” and “written texts often contain more than we need to understand them. The efficient reader makes use of this to take what he needs, and no more, to obtain meaning”. This view is also shared by Nuttall and Grellet. They assert that “reading is getting a message from a text” (Nuttall, 2000) and “reading comprehension is understood as extracting the required information from a written text as efficiently as possible” (Grellet, 1992).

SIL International (1999) defines: “ True reading requires both the ability to break down the code and the ability to understand the meaning intended by the writer”. This definition can be explained as follow:

In the communication process, the writer or the speaker (the encoder) has a message in his mind. If he wants to share and to make this possible, he must put his message into words or encode it. When the message is decoded by the hearer or the reader, communication is achieved. Therefore, reading can be understood as “a

psycholinguistic process by which the reader, a language user, reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display” (Goodman, 1996).

Harmer (1983) asserts that “[r]eading is an exercise dominated by the eyes and the brain [...] The eyes receive messages and the brain has to work out the significance of these messages”.

Harmer’s (1983) definition concentrates on the reading skill as a receptive one because it regards how written texts-and other forms of written materials-are perceived as images by the eyes, and then, the transmission of these images as signals through optic nerves to the brain, which is the centre responsible of giving corresponding meanings to the messages. Moreover, some other approaches to reading have established that word recognition is a prerequisite condition for effective reading to take place. Adams (1990, p.1) asserts that decoding the words of the text separately is important to build an overall understanding of the text.

In addition to that, Smith (1994) claims that reading is much more than simply recognising written symbols, and then, matching them to corresponding sounds; “reading is a matter of making sense of written language rather than decoding print to sound” (Smith, 1994, p.2). Besides emphasising the concept of meaning and its role in reading, Smith (1994) furthermore describes understanding as a basis rather than an outcome of successful reading. He claims that readers will not be able to comprehend any passage if they do not bring to the activity their own understanding of the world, experience and prior knowledge.

According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Mikulecky (2011:5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader’s prior knowledge.

Ahuja and Ahuja (2001:5) also state that reading is both a sensory and mental process. It involves use of the eye and the mind. The eyes receive messages

and the brain has to work out the significance of these messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read.

Moreover, Patel and Jain (2008:113–114) stated that “Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture”.

Though the previously stated definitions are apparently very different, they carry the essence of reading. Reading is a process. This implies that in order to achieve a successful comprehension, which is the ultimate goal of the reading activity, the reader should go through a series of steps and levels that start as soon as the reader looks at the written material.

Reading deals with written material. We do not read only what is known to common people as letters and numbers put on a paper. In our daily life, we read different kinds of materials that range from letters, newspapers, articles, books,... All these are being processed in the same way and the aim is to draw meaning. Therefore, reading is so important to open our knowledge.

1.2. Motivation

Motivation is one of the most important components dealt to the successful in teaching and learning. It plays a main role in mastering any target language learning (Dornyei, 2005; Celce- Murcia, 2001).

According to Maslow (1970), motivation is the inner force which pushes a person towards a goal based on individual needs. In relation to learning, motivation to learn depends on student’s personality, learning styles and student’s view of what is being learned (Keller & Burkman, 1993).

Gardner (1972) argues that motivation directly affects L2 achievement and there is a positive correlation between motivation and L2 achievement in a study.

This study adapts the Keller's theory of motivation which comes out with ARCS model. The principles embedded in this theory are as mentioned by Keller, 1979: In brief, we can say that in order to have motivated students, their curiosity must be aroused and sustained; the instruction must be perceived to be relevant to personal values or instrumental to accomplishing desired goals; they must have the personal conviction that they will be able to succeed; and the consequences of the learning experience must be consistent with the personal incentives of the student (pp. 6-7).

Motivation is considered as the power that leads individuals to do something in different domains. Nonetheless, people are often reluctant to engage in doing something they are required to do for a lack in motivation; and, thus, the necessity for motivating them emerges. From a behaviourist viewpoint, motivation is "quite simply the anticipation of reward" (Brown, 2007, p.168). In order to reach additional reinforcement, individuals behave according to their previous experience with reward for a particular behaviour and their need to gain new encouraging incentives. This view sees performance as subject to external factors such as family, teachers, and educational necessities.

The principles mentioned earlier define the elements (ARCS) which are necessary to support students' intrinsic and extrinsic motivation (Keller & Suzuki, 2004).

Intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part.

Extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment. The first element is "A" stands for "Attention" refers to using various techniques to attract students' attention in class (Keller, 2008). Next is "R" stands for "Relevance" refers to passages given by the teacher is relevance to students' experience. The lesson must be compatible with the students' proficiency level and related to students' past experience (Keller & Suzuki, 2004). Then, "C" stands for "Confidence" is the element which makes the students believe that they can succeed and understand in the learning task (Keller & Suzuki, 2004) for example, they are able to answer questions verbally and in

writing. The first three elements create the motivation to learn (Keller & Suzuki, 2004) but the last element is “S” stands for “Satisfaction” refers to students’ satisfying experience during the learning process (Keller, 2008). If all the conditions (ARCS) are combined together then students most possibly have a high motivation to learn. The researcher carried out a study using Keller’s instrument to measure students’ motivation towards learning English reading comprehension.

On other word, techniques of teaching are important to motivate students in learning EFL. Related to motivation, there are many researchers agree that there is a correlation between motivation and learning achievement as can be seen from previous studies below.

Guthrie and Wigfield (2000, p.405) propose that “reading motivation is the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading”. According to this definition, one would come to two main conclusions: The first is that reading motivation is made up of the putting together of different aspects of motivation in a complex way. The second is the kind of agency individuals have over it since they can manage, organize and direct their motivation to read according to their beliefs, values and goals (Wigfield & Tonks, 2004).

In a research treating the dimensions of reading motivation, Baker and Wigfield (1999) confirm the view about the multidimensionality of reading motivation (Guthrie, Wigfield & VonSecker, 2000). Paris and Carpenter (2004) argue that this feature in reading motivation has to do with the nature of motivation as “a difficult psychological construct to define and measure, and [consequently] there is no single way to view or assess children’s motivation for reading” (p.78).

Engaged reading are also said to be motivated for reading. Guthrie, Wigfield, and Perencevich (2004) claim that, for example, engaged readers are intrinsically motivated, have a positive belief about their competence, and assimilate values they hold about reading to their own value.

Moreover, Guthrie and Wigfield (2000) stipulate that motivation “is crucial to engagement because motivation is what activates behavior” (p.406). In other words, motivated readers engage in a reading activity by investing more energy and time than they are likely to do with on other activities (Wigfield & Tonks, 2004). Similarly, motivation determines how dedicated readers are. Wigfield and Guthrie (2004, p.260-1) maintain that motivation “is one of the key factor that helps students persist when these challenges arise”.

Despite their crucial role, both reading motivation and reading engagement are affected by readers’ past experience with reading materials as well as with classroom settings where they have learned to read in the sense that they prevent both reading motivation and reading engagement from developing naturally (Guthrie, Wigfield, & Perencevich, 2004, p.59).

1.3. Motivation factors

An important factor in the motivation to learn a second language is its social function effect. From a student's point of view, learning a second language may or may not be worth it depending on social reality. of it, because language learning has an important social function when learners have a reason to use knowledge and skills to communicate with other important people in the environment. In other words, when there is no value outside the classroom, language learning loses its function and lack of motivation becomes a problem (Jafari, op. Cit.).

In addition to the factors that may arise from students, students' peers also affect student attitudes towards language learning outcomes, as students may prefer to learn languages when their peers they like it. Moreover, former students' learning experience affects their current academic results. If they succeed, they may be more likely to succeed. On the other hand, if they don't succeed, they will expect to fail. In addition, knowledge from their past learning experience is considered to be the knowledge base from which they can continue their current and future learning. Students with good academic knowledge in the past can learn well today. More information about external motivation was provided by Trong Tuan (2012, p.432).

Furthermore, motivation has been found to have a great impact on reading tasks but also in some students' performance on reading skills. Concerning to the study made by Pressley & Hilden (2002) concluded that teachers could motivate students by providing them with interesting texts, this allowed them choices in reading and writing, and helped students to set authentic purposes for reading. When students enjoyed what they read they felt really confident about texts, as a consequence they found it easier to understand.

1.3.1. The teacher's factors

The motivation of students directly affected by teachers and technical teaching is supported with appropriate guidance and advice. Learners appreciate the special paths offered to them to follow up to better understand and learn. Guidance or advice which appropriate for students and fully developed learning strategies that support the flow of knowledge from learners to learners. Motivation acts as an incentive for learners to learn, initiating learners to apply appropriate skills as well as enabling them to use to gain knowledge.

Moreover, their teachers and teaching methods also affect students' motivation. The interest of students in school and the desire to learn is influenced by factors such as teachers, instructors, school circumstances and their friends in the classroom. But when compared, teachers are considered the most important factor due to the fact that they have an important role in student learning. Teacher feedback influences students' motivation for learning when they realize that they follow their personal growth (Trong Tuan, 2012). Teachers should motivate students towards the topic of the day as soon as the opening of the lesson period. Moreover, teachers should change the activities, tasks and materials because students are reassessed by the existence of classroom routines they may depend on. Therefore, changing activities, tasks and materials can help to eliminate and increase student interest (Trong Tuan, op. Cit.).

It is said that the importance of teacher factor in achieving high level of students' motivation in second language reading can not be neglected. The success of the teacher in school reading has a direct affect the students' reading success. Ericksen

(1978: 3) wrote that - *Effective learning in the classroom depend on the teacher's ability...to maintain the interest that brought students to the course in the first place.*

The teacher's personality and attitude have a great impact on secondary students' learning motivation and learning progress. It is admitted that the teacher owning warmness, sensitiveness, enthusiasm, empathy and sense of humor would be more likely successful in her teaching than the ones without those characteristics. The teacher can raise the students' love for second language reading by establishing their rapport and respect to them because most of them are very sensitive and most affected by their teacher. *-To a very large degree, students expect to learn if their teachers expect them to learn* (Stippeck, 1988).

According to Newton and Winches (2013) the most effective teachers of reading provide students with clear learning objectives, allow students to learn from their mistakes, plan and are flexible, ask the right questions, and set high expectations. Assessments help teachers understand what students know and areas for re-teaching.

Gambrell (1996) stated that the teacher could be a key component to motivate students to read by being enthusiastic and an explicit reading model. Gambrell believes that if teachers share their readings with students, it demonstrates that reading is enjoyable and valued. By associating reading with positive experiences, pleasure and learning, students are more likely to become readers.

One way for teachers to demonstrate the value in reading is to read silently (teacher modeling) with the students during SSR. According to Bandura's (1977) social learning theory (SLT) children learn through observation and paying attention to the behavior that they observe. Much of a child's social learning is acquired through observation according to the model. This observational learning is heightened when someone the child values such as a teacher or parent performs the behavior.

Observing others allows the students to form an idea of how new behaviors work. If students observe the teacher gaining something valuable from reading such as enjoyment or information, the students will be more likely to engage in

reading themselves. For example, when asked about the most important features of silent reading, teachers reported that when they did read during SSR, student participation increased. They noted it was often the only way to get some of the non-readers to participate. Some teachers also read books that their students were reading so they could become more involved in book discussions and make recommendations to the students (Worthy et al., 1999).

1.3.2. Parental factors

Learning begins in the family. Therefore, parents, as a remarkable social factor affecting children's inspiration and achievement, have received considerable consideration in general education (Butler, 2015). Focusing on the inclusion of parents in the learning process of children, Cheung and Pomerantz (2012) estimate that children's parents - related motivations or what they call parents-oriented motivation Positive clarification after the effects of parental involvement and part of it in the education of people under attendance and completion at the secondary level (Butler, op.cit.).

Above all, the information of Cheung and Pomerantz proved that inspirational parents are a new, unmistakable inspiration from the outside and the inherent inspiration and it specifically clarifies the links. Beneficial results of parent contributions to student achievement (Butler, op.cit.). Documents show that parents' general belief in English education shows that marginal or no significant correlation with children's motivation. However, parents' beliefs about their children's capacity and associations are stronger when grade level increases (Butler, op.cit.).

In the case of an outsider involved in L2 learning of children, important discoveries towards parental variables in previous studies were combined as follows: (1) despite economic parents Lower societies and minority dialect parents convey the ability and often intend to help their children in their academic tasks for school, their help tends to work. trivial; (2) proficiency in family situations encourages dialect and improves children's education and (3) children use L1 and L2 at home connected with educational progress in L1 and L2 separately. (Butler, op.cit.).

Parents, schools, and communities need to work together to foster and encourage children's literacy development (Jeewek & Gerwin, 2012). Education begins at home, as parents can make a significant impact on their children's lives. Parental involvement is related to fewer behavior problems in school, better attendance, lower dropout rates, and less grade retention (Ross, 2016). Parental involvement is also associated with increased learning and academic achievement (Wilder, 2014).

Wig and partner. (2006) identified four key elements of parents affecting children's outcomes, such as academic achievement and motivation: (1) characteristics of parents, families and neighborhoods (including socio-economic indicators such as household income, parental education and parental careers; (2) parents' specific behavior (parental involvement in school and school children, instructional strategies, training values, etc.); (3) parental common beliefs and behaviors (parenting, the value of academic achievement, trust effectiveness, etc.) and (4) specific beliefs of children (awareness of children their capabilities, expectations for children's success, etc.) This model shows that the four parent elements with child elements (such as characteristics of children and siblings, for example) such as gender, aptitude, birth order, etc.) affect a child's performance. It thinks that all of these factors, including the child's results, affect each other, directly and / or indirectly. Moreover, there are cultural differences in associations among these factors (Butler, 2015).

Martin et al. (2007) and Rogers et al. (2009) found that when it comes to student motivation and achievement, parental involvement is positively associated and influences differences in both areas. "Parental involvement seems to influence achievement through the mediational role of the child's academic competence..." (Rogers et al., 2009, p.45). Therefore, Rogers et al. (2009) argue that this relationship between the two is indirect, yet there is a relationship and parental influence on things such as helping with homework, managing the learning environment at home, and encouraging and supporting students' struggles and successes in their education.

Another indicator of success in reading was the parents' attitudes toward reading (Ozturk, Hill & Yates, 2016; Yeo, Ong & Ng, 2014). Students who are poor readers often have parents who are poor readers (Silinskas et al, 2012). Parents, who stressed the importance of reading to their children by modeling reading, have children who are more likely to read (Clark, 2010). Araujo and Costa (2015) found parents reading to their children, reading with their children and allowing the children choice in reading materials improved student engagement in reading.

1.3.3. Classroom characteristics or environmental factors

Promoting students as well as teachers is not an easy job. It really requires effort. In addition to factors related to parents and students, features in the classroom or environment factors also affect students' motivation. These factors are not related to teachers but with environmental conditions such as class size, table order, demographic factors, situations, technology learning tools in the classroom, climate, and weather conditions, etc. Know and try to find solutions to problems that will provide a more friendly and motivational environment for both students and teachers.

Students learn new information in the classroom with their friends. That is why the researchers cannot deny the influence of colleagues in the learning process. Same as parent factor, students' colleagues also affect students' attitudes towards language learning results because students may prefer to learn languages when their peers like it. Moreover, the student's previous learning experience will influence their current academic performance. When they will be successful students before, they will tend to learn to succeed in their later lives. In addition, knowledge from their past learning experiences will be regarded as the knowledge base from which they will be able to continue learning at present and in the future. Successful students can study well today.

Another factor having with the environmental conditions that affect the students attempting to read a piece while in a frenetic or unorganized environment will find it more difficult to understand it than readers who read in a quiet and a controlled space. Safety is also another factor. If the student is in an unsafe home environment, he or she may find it difficult to concentrate on homework or reading.

When a reader is placed in safe environments, his or her reading comprehension skills may improve. Loud noise such as televisions or radios or loud conversations can also serve as distractions for readers. This author also mentioned that the importance of the reason behind the reading task can also influence the student's ability to understand the material.

When we start talking about the features in the classroom, we can say that the physical conditions such as lighting, atmosphere, the order of the table, showing all kinds of images, organic document benefits have a significant impact on learning. In addition, if the class has a lot of students and not enough light, it will lose students because it will create difficulties in learning due to disadvantageous.

1.4. Summary

This chapter reviewed literatures on the factors affecting the motivation of reading skills. The reviews projected reading skills as the foundation on which the learning of all other subjects is established. It also exposed reading as an important skill in the students' daily homework as well as studying at school. The review laid it bare that all factors above enable pupils to acquire reading skills.

Through the theoretical background of reading, theoretical background of motivation and motivation in English reading learning, main factors affecting motivation in learning reading skills, it can be asserted that the motivations are different in the number of categories. Basing on that, in the later part of the thesis, the data collected will be analyzed to see what the motivation for English reading at secondary level of students is.

In view of the above situation, an investigation was considered necessary to be done in order to identify those factors that affected reading skills not only in the students who were at Grade 8th but also the different second language learners. Thus, this research discovered and published the most relevant factors that inhibit the reading skills in grade 8th students at Dong Hoa School of Thai Binh Province.

The review of literature dealt with so far holds an significant importance in terms of providing the solid theoretical background for as well as setting up the analytical framework for the data collection procedure in the following part of thesis.

CHAPTER 2: RESEARCH METHODOLOGY

2.1. Introduction

The previous chapter has established the framework of the theoretical background from which the motivation and definition of reading theory, factors of motivations and other issues related to the matter of this thesis have been introduced. This chapter deals with the method that was employed for the achievement of the aims of the study, the methods of collecting data for analysis. This chapter also aims at exploring the following issues respectively: (1) introduction; (2) research questions; (3) research participants; (4) research procedure; (5) data collection instruments and (6) data analysis method.

2.2. Research questions

As it has been stated, the study was carried out in order to gain insights into the factors affecting grade eight students' motivation in learning reading skills. It was designed in an attempt to seek answers to the following questions:

- (i) What factors influence eighth-graders' motivation to learn English reading skills?
- (ii) What is the relationship between high- and low-achieving students' reading achievement and reading motivation?

2.3. Research participants

As the thesis was about to find out the factors influence eighth-graders' motivation to learn English reading skills, the participants in the thesis were 80 students of eight grade at Dong Hoa school. Their ages are between 12-14 years and they are all from Thai Binh province. That is why, they had different background knowledge. Some of them had learnt English under hard circumstances. Those students who had experienced poverty, natural disasters had less knowledge and fluency level in English than others who lived in big cities which give them opportunity to improve their English level. Nevertheless, all of them have had motivation related problems, although these varied greatly. They have been learning English at least for three years. The participants were chosen randomly from the grade eight at Dong Hoa school.

Fifteen survey questions and twenty-four statements were handed out and fifteen survey questions and twenty-four statements returned were then analyzed. All participants were asked to provide their age, gender, grades which were essential to find out the factors leading similarities and differences of motivation in learning reading skills. In order for the data to be reliable, prior to delivering the survey questionnaire, the participants were at first asked to give their permissions to join the survey.

Table 2.1. Information on the research participants

Class limit	Number	Percentage
Male	44	55%
Female	36	45%
TOTAL	80	100%

Based on the results gotten in the research, it is important to mention that the higher percent of students surveyed were men with a 55% and only a 45% of the population belonged to the male gender.

2.4. Research procedure

In order to achieve the goals of the thesis in particular, as well as the thesis in general the process of making the thesis comes through three major stages. Writing the proposal was the very first stage in the process. This stage lasted nearly three months from early February to late October, 2018. Then from early November to December, the survey questionnaire and personal observation were conducted. In the last stage starting from early February 2019 to May, the results from data analysis were analyzed and discussed. This was also the stage when the thesis was finished both in form and content.

2.5. Data collection instrument

In order to collect the relevant information concerning with factors affecting grade eight students' motivation in learning reading skills, three data gathering tools will be used. These will be: questionnaire with open and close ended questions, and

classroom observation and interviews. Questionnaire and classroom observation will be the most instruments used to arrive at the findings-as both will be in tightly working with student-teachers in collecting the data. The questionnaire will be distributed to participants when relatively compare to interview. In addition; classroom observation will be the second instrument that will be highly supported the findings obtained through questionnaire. Following this, questionnaire and classroom observation will be the principal instruments used to get the pertinent information in this study. Up on this, the researcher will use semi structured interviews as instrument of data collection to get data on factors affecting grade eight students' motivation in learning reading skills in English.

A questionnaire will be used as a data collection instrument. The questionnaire will include both qualitative and quantitative data and questions. The report will be formed according to research questions. The researcher will extract some of the relevant factors that may occur from research questions. Questions and reports will be formed using these extractable elements. The questionnaire will be divided into three parts and each research question will be analyzed in each section. Inside the first part of the questionnaire, there will be questions on the Likert scale and the second part will include open questions. Open questions will give the researcher the opportunity to analyze data more clearly. Quantitative reports will be useful for analyzing data and creating charts from it. In order to get the information easily, the researcher will divide the first part into three titles: Classroom effect, parent element and teacher attitude. As it can be understood from their names, the classroom will affect section handles classroom materials and environmental features. Part of the parent element will have some statements about the parents of students and how they will help them improve motivation. In the Teacher's Attitude section, the statements will focus on teachers' ability to use the teacher's teaching methods and behaviors for students to help them become motivated learners.

Questionnaire will be designed to collect some information about their problems or learn more about their parents' background knowledge. This

questionnaire will be appropriate to use to learn and determine the problems that students encounter or how their parents' situations affect their motivation.

The most important and pertinent data for qualitative data will be obtained through this types of instrument. It will be most importantly dealing with descriptions. Thus, each English language teacher will be interviewed individually to obtain required information through it. Hannan (2007) pointed out that interviews could be used to collect facts and to elicit information about the attitudes, opinions, perspectives and meanings. And also additionally semi-structured interview will be widely used in this study because it will be a powerful means of both obtaining information and gathering insight.

All of the sections had 8 statements and they were given to the participants to mark from 1 (I don't agree) to 4 (I agree definitely). With the help of these 24 statements, the researcher got our data practically in a short time. In the last part, The researcher asked an open ended question. The question was as follows: Is there anything else which demotivates you while you are learning a foreign language?

The questionnaire was designed to collect some information about their problems or learn more about their parental background knowledge. This questionnaire would be appropriate to use to learn and identify which problems students face or how their parental situations affect their motivation.

Most importantly semi-structured interviews will be used to ask further questions and help to control the direction of the interview to produce the data desired. In this type of interviews, the researcher will design a set of key questions to be raised before it takes place, and such interviews will be often used in education research.

Besides, semi-structured questionnaire will be one of the most popular methods of collecting data in conducting scholarly research. It provides a convenient way of gathering information from a target population (Walonick, 1993). It will be used to collect the data from respondents. The questionnaire will be used to gather quantitative and qualitative data that deals with numerical expressions and also description

respectively to obtain pertinent information and further explanations, especially useful in the open-ended section of the questionnaire.

Thirdly, classroom observation will help the researcher in getting qualitative data that deals with description. (Fahri, 2003) pointed out that the purpose of systematic classroom observation is to identify and quantify the teaching activities in the classroom that may be considered important for a specific teaching procedure. Walkercited in (Stenhouse, 1975) stated that classroom observation has many valid and important educational purposes: description of instructional practice, investigation of instructional equities for different groups of students and improvement of teachers' classroom instruction based on the feedback from the individual classroom or school profiles. Thus, in order to obtain valuable data and relevant input on the factors affecting grade eight students' motivation in learning reading skills in English language classes, semi-structured observation check lists will be designed.

2.6. Data analytical method

In this study, two forms of data will be generated – qualitative and quantitative. The qualitative data will be used to analyze the information obtained through interview and open-ended questions. Thus, the data will be discussed, interpreted, summarized and analyzed qualitatively. The quantitative approach will be used to analyze the data gathered through classroom observation and close-ended questions. Because, these questions will be provided to the respondents with limited choices, these alternatives will be quantified. Finally, quantitative and qualitative data will be integrated through the expressions of numerical values that will be percentage, frequency with relating description of the data, respectively.

Then, related reviews will be used to strengthen the idea of the findings to form the holistic picture of the analysis.

CHAPTER 3: DATA ANALYSIS

3.1. Introduction

This chapter presents data, analyses on factors affecting the acquisition of reading skills in Dong Hoa Secondary school. The analyses are in line with the objectives and research questions. The results are based on the responses of the subject to whom the questionnaire and interviews were administered and on the focus group discussion, observation, and documentary reviews during the process of data collection. The data were analyzed according to procedure presented in chapter II. To answer research questions stated in chapter I, the data is compared and contrasted with research findings of the other studies as discussed in chapter III.

In short, this part consists of four parts namely (1) Introduction; (2) an overview of results; (3) results of data analysis; (4) discussion.

3.2. An over view of results

The results derived from this study are represented in the tables below. All numbers are indicated in percentages and frequencies. The statements of questionnaire are given with their percentages such as statement 1, statement 2, etc. Statements are written in the questionnaire in numerical order. There are 3 tables below. Table 1 shows parental factors' data percentages. Table 2 presents the attitudes of teacher data with their percentages. Table 3 shows percentages of statements about classroom factors.

According to the findings, the students were aware of their environment in their learning. They had enough knowledge to shape their learning environments and manage their motivation. In this questionnaire they were tried to find out their problems while concentrating on learning a foreign language, especially reading in English.

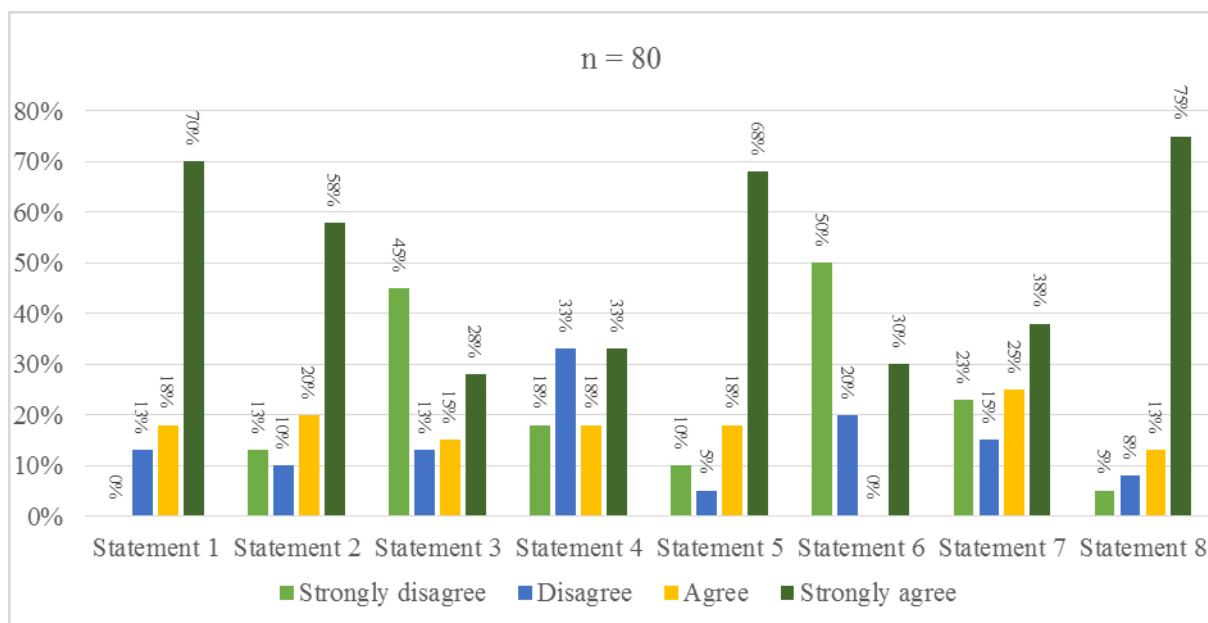


Table 3.1. Parental Factors

According to the questionnaire results, 70 percent of the participants (56/80) were more motivated because their parents think that they should devote more time to their English studies but thirteen percent of the participants (10/80) disagree with this statement. For example: Also, 78 percent (62/80) of the participants' motivation was affected positively when their parents encourage them to practice English as much as possible. Forty-five percent of the participants (36/80) were not more motivated when parents help them when they have difficulty in doing homework. Parents' knowledge about English was motivating for 33 percent of the participants (26/80) but it was not motivating for 18 percent of them (14/80). More than half of the participants (68 percent, 54/80) were more motivated because their parents stressed the importance of English when they graduated from the school. Thirty-three percent of the participants (26/80) were more motivated because their parents showed considerable interest in anything to do with English class. Twenty-three percent of the participants (18/80) strongly disagreed with this statement. Seventy-five percent of the participants (60/80) strongly agreed that parents' feeling that they should continue studying English because it was motivating for them. Only five percent of participants' motivation was not affected by this parental behavior.

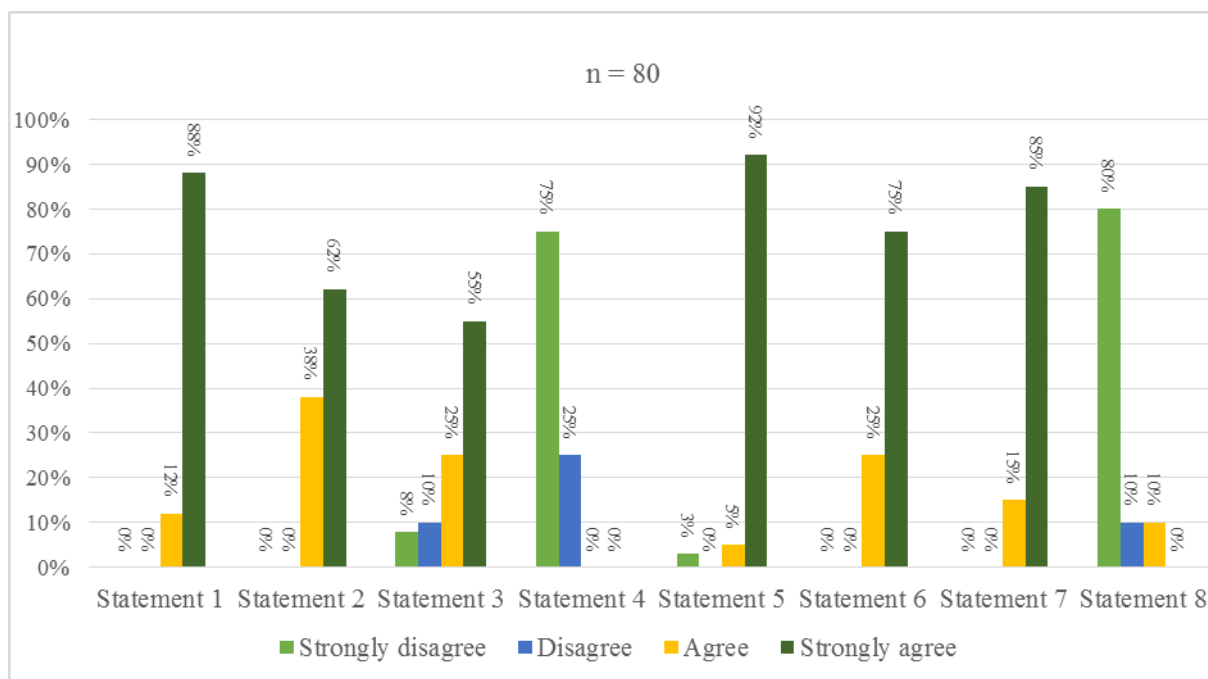


Table 2.2. Teachers' factors

Almost all of the participant students (88 percent) were more motivated when teachers give clear information why they are involved in an activity and about its goal. Also, 63 percent of students (50/80) strongly agreed that their motivation were improved when teacher created realistic learner beliefs.

Findings also show that 83 percent of the participants (66/80) agreed in general that teacher's maximum eye- contact was motivating for them. Only 8 percent of the participants (6/80) strongly disagreed with this statement. Also, data shows that 78 percent of participant students (62/80) were not motivated when teacher stopped at every single error when students made a mistake. None of the students were motivated by this statement. Most of the participant students (88 percent, 70/80) strongly agreed with that they were more motivated when teacher performed in a friendly manner in the classroom. Only 1 participant strongly disagreed with that. When teacher used realities or authentic materials, 75 percent of the participants (60/80) were more motivated.

Also, eighty-five percent of the participants (68/80) were more motivated when teacher gave positive feedback when students accomplished something. Only 10 percent of the participants (8/80) agreed that it was motivating when teacher punished students in order to keep discipline. The rest of the 72 participants (90%) disagreed with this statement.

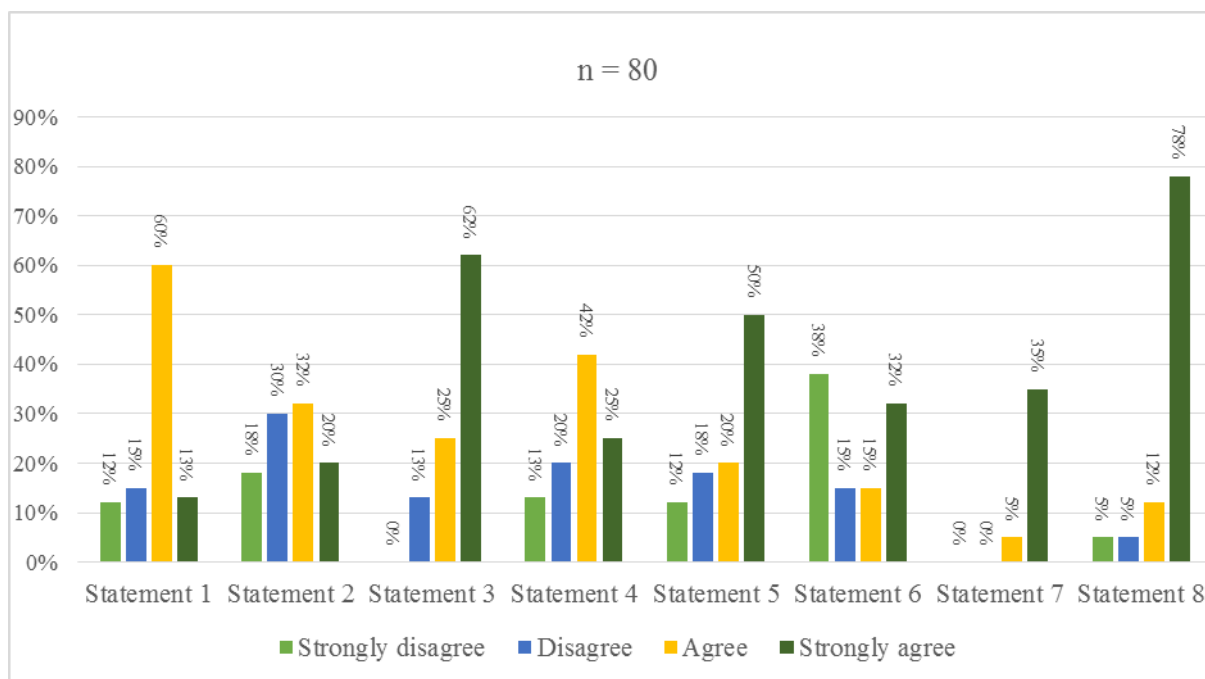


Table 3.3. Classrooms' factors

Most of the learners' motivations were interrupted by their friends when they talked (table 3,3). Sixty percent of the participants (48/80) agreed they were interrupted by their friends. Thirty-three percent of the learners (26/80) wanted to work with their friends together. Sixty-three percent of the participants (50/80) chose strongly agree option. None of our participants chose strongly disagree choice. Those learners thought that pictures and other materials brought to classroom were helpful to learn better. Forty-two percent of students (34/80) thought that classrooms' brightness affected their learning. Fifty percent of the learners strongly agreed that they were afraid of talking in front of the others. This is one of the big problems all of the teachers will face with in their learning environment.

Fifty percent of the participants (40/80) strongly agreed that they were afraid of talking in front of the others and 38 percent of the learners strongly disagreed to work individually, they would like to study with their friends. Furthermore, 78 percent of the participants (62/80) strongly agreed that they could ask questions to their friends in and also 78 percent of learners (62/80) thought they did not have much problem about heating managing their motivation.

3.3. Results of data analysis

In the open-ended part of the questionnaire, participants were asked to write which behaviors and strategies motivate or demotivate them in each factor. Related to the parental factors, the participants expressed that they would be more motivated if they could watch English films with their parents together. Also, they would be more motivated if their parents liked speaking in English and speak with them. On the other hand, the participants were demotivated when their parents put on much pressure on them about learning English. Additionally, they were demotivated when their parents did not give moral and material support.

In the Teachers' factors section, the participants stated that they were motivated if teacher is a near-native speaker English and self-assured. Teacher's knowledge about English language and its culture were also motivating for the participants. Some of the participants stated that it is motivating if teacher is well-dressed. Conversely, the participants were demotivated when teacher behaves in aggressive manner during lesson. Another factor that made the participants demotivated is shyness and lack of confidence of teacher during lesson. Additionally, the participants were demotivated when teacher does not know something related to the topic when asked. The participants were also demotivated when teacher is boring, does not give break time, puts much pressure on students and has a lack of teaching skills.

Although teachers had a strong influence on books that students would choose to read that students would choose to learn, all selected students responded enthusiastically that they were eager to have the chance to select books they liked to read in school. These students also made similar statements that being given personal reading choices not only increased the amount of time they read, but also gave them a sense of ownership. The field notes also indicated many selected students were willing to make an effort to share one of their extracurricular reading books in class and make a group presentation instead of taking an exam. In turn, they received applause and praise. These students also mentioned that being recognized could enhance their interest, commitment to reading, and competent performance.

In the classroom's factors, the participants stated that they were motivated when students in classroom were interested in and eager to learn English, especially in reading skill. In addition, they are motivated when their friends read and speak much in English during lesson. Furthermore, they are more motivated when there are many students who know English very well. On the other hand, the participants claim that they are demotivated by their friends' jokes when they speak English during lesson. Also, they are influenced negatively when the attendance at lesson is low in class. Small-size-classes, dirty scratched desks and crowded classes are other factors that demotivate participants.

3.4. Discussion

The primary purpose of this study was to identify the reasons of lack of motivation while learning a language. A lot of research has been done to find out these factors. The present study has established connections between the related studies on students' motivation and parental factors. Earlier studies suggested that students whose parents know English well are more motivated and eager to learn English than other students. When it comes to the teacher's attitude factor, the author realized that there was remarkable interconnection between students' motivation and teachers' strategies.

The field notes revealed that students' choices of reading materials are often influenced by their teachers in Dong Hoa school contexts. When teachers recommended a book for students to read after school, most students followed the recommendation and read it. Parental choices only played a small role in the materials the students would choose to read outside of class, because most of the parents do not know English. They live in the countryside that far from big cities, so they don't have opportunities to study or practice English. The majority of selected students indicated that books using role models to encourage positive social behavior and educational achievement were highly recommended by their parents.

Also, the use of reading strategies and materials was another aspect related to all factors above. This because the students had to think what the appropriate reading strategies or materials to find the meaning of unknown words or understand

the texts affect to their reading skills. Gambrell, Malloy, & Mazzoni, (2007) pointed out that students who know and are conscious of using reading strategies are more likely to understand the reading materials. The sample restated this idea since most of them asked parents, teachers or classmates to help them in reading texts. Besides, they mentioned that they tried to guess the meaning of words through the context and usually kept track about important aspects to get the main points of the reading.

On the other hand, background knowledge is another important factor that really affected students' reading skills. It has to do with the activation of students' knowledge to link all they already know with the information they read. It was noticed through the survey that most students were able to understand texts without parents' help at home. But most of them were helped by teachers at school. Based on the results, the students read a text more than two times to understand it, but this usually happened when they found unknown words or when the text was long and complex. But, when students read familiar topics, it was easier for them to understand them.

Furthermore, the motivation is another factor that fostered students' reading skills due to the reader's purpose, perspectives, emotions and mood reader at the moment they are doing the reading activity. Dennis D.V (2008). The interest and motivation is crucial when developing reading skills. She said "if the reader finds the material uninteresting or dry, he or she will have a more difficult time focusing on the reading". The result on the sample expressed that students felt more motivated to read when they had parents or teachers' help in reading as well as classmates. They found an attractive and interesting reading such as short stories, texts from course book or fairy tales; so, it was easier for them to understand them.

Results of this study revealed that there are key strategies, behaviors and factors that affect learner's motivation directly. The present study shows that parental factors play an important role in learning English and almost all of the students are more motivated when their parents support and encourage them to learn English. Most of the students are more motivated when their parents stress the importance of English in entire life and give moral and material support while learning English.

For the teacher's factors, approximately 90% of the participating students admitted that they are more motivated when teachers create realistic learner aims and give clear information related to why they are involved in an activity and its goal. Teachers' friendly behavior during lessons is one of the best strategies to increase students' motivation. Additionally, attendance of all students in the English lessons is important to maintain students' motivation at the highest possible level.

On the other hand, regarding the in-classroom factors, most students seem to be more motivated when they work with their friends. Another important finding is that many of the participants are demotivated when the class is crowded, noisy and has heating problems.

CHAPTER 4: MAJOR FINDINGS AND SUGGESTIONS

4.1. Introduction

This chapter concerns with the results recorded during the process of data collections which employed two data collection instruments as well as the discussion made basing on the results of the data collection process. In short, this part consists of three parts namely (1) Introduction; (2) Results; (3) Major findings (4) Suggestions for improving students' motivation in learning reading skills.

A questionnaire was used as a data collection instrument. The questionnaire consisted of both qualitative and quantitative data questions and statements. Statements were formed according to the research questions. The author extracted some probable related factors from the research questions. The questions and statements were formed using these extracted probable factors. The questionnaire was divided into three sections and each research question was analyzed in each section

As mentioned in the former part, the survey questionnaire includes eight statements. Basing on the theory on reading skills developed by Maslow (1970), and definition of reading by Ur (1996), these 15 questions were given to pupils at Grade 8th at Dong Hoa Secondary school. The findings factors impact on improving students' motivation in learning reading skills are respectively presented as following part.

4.2. Results

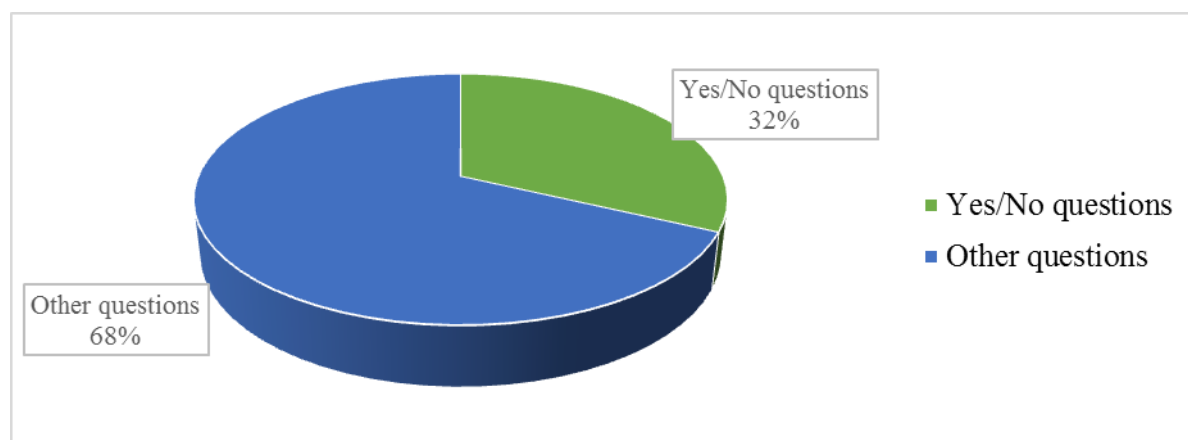


Figure 4.1. Forms of questions

As seen in Figure 4.1, most of the participants (68%) were interested in the forms of other questions, and 32% like Yes/No- questions. According to the findings, the students were aware of factors effect on their reading. They had enough knowledge to arrange their learning environments and manage their motivation. In this questionnaire it was tried to find out their problems while concentrating on learning a foreign language, especially reading in English, and the factors affect their reading skills.

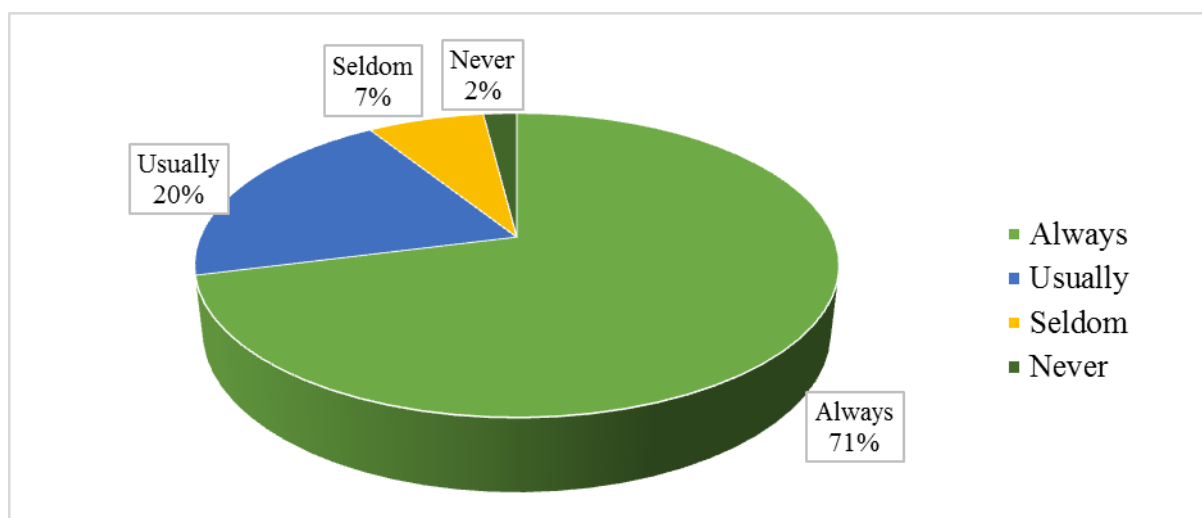


Figure 4.2. The time students spend reading at home

According to figure 4.2, it is really important to denote that 71% of the students considered that the time is always a factor that affects their reading at home. Also, the 20% of them believed this factor that interfered in their time. Furthermore, 7% of the sample deliberated that those aspects seldom interfered in the reading at home. Besides that, 2% of the students wondered that the aspects before mentioned never affected their reading skills.

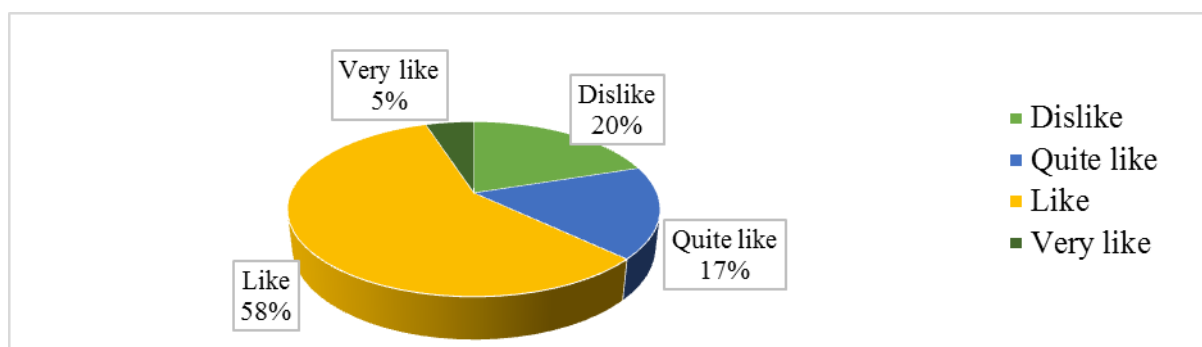


Figure 4.3. Like or dislike learning reading skill

It can be seen from figure 4.3, 58% of the students surveyed like learning reading, 20% of them dislike learning reading; 17% of the sample quite like learning reading. And only 5% very like learning reading.

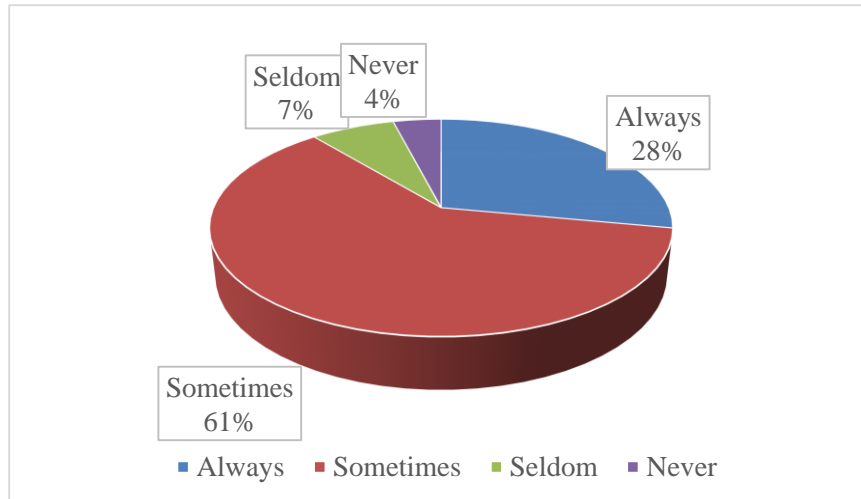


Figure 4.4. Is a complex and not well organized reading difficult to understand?

Based on the results of the survey, it is essential to mention that 61% of the students considered that a complex and not well organized reading material was a factor that always made difficult their understanding. While 28% of them said that those kinds of texts are usually difficult to understand. On the other hand, 7% of the sample believed that those readings are seldom difficult for them.

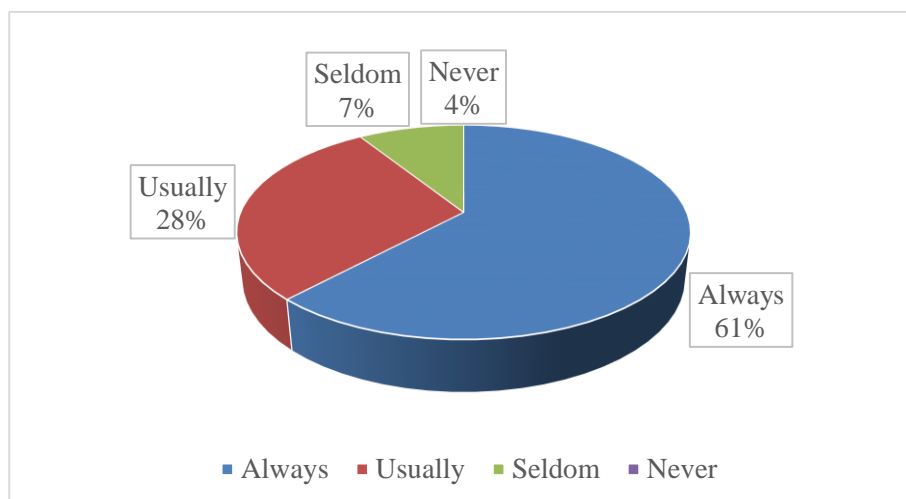


Figure 4.5. Before reading a text, do you consider what you already know about the subject?

It is eminent to mention that 28% of the sample took under consideration that the previous knowledge they have about a reading is essential to understand a written text. Also, 61% of the sample always considers this factor before reading a text. Moreover, 7% of the students surveyed indicated that seldom consider it. On the other hand, 4% of the sample showed that never take it into account before reading a text.

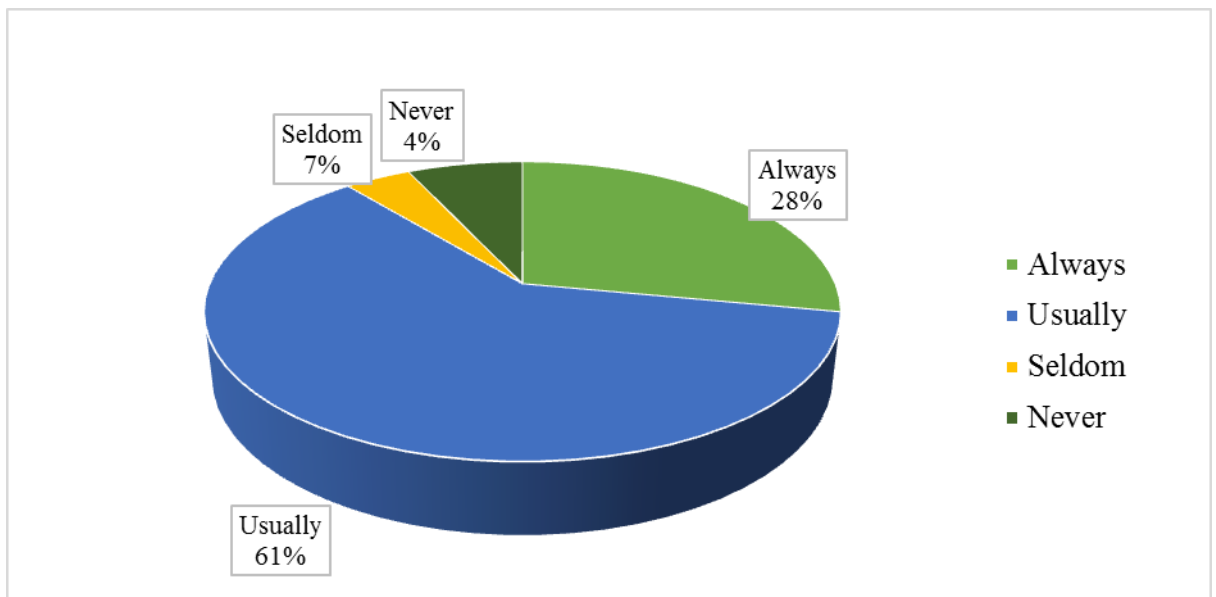


Figure 4.6. Comments about reading lessons

It is eminent to mention that 61% of the sample took under consideration that the previous knowledge they have about a reading is essential to comment a written text. Also, 28% of the sample always considers this factor before reading a text. Moreover, 7% of the students surveyed indicated that seldom comment about that. On the other hand, 4% of the sample showed that never take it into account after reading a text.

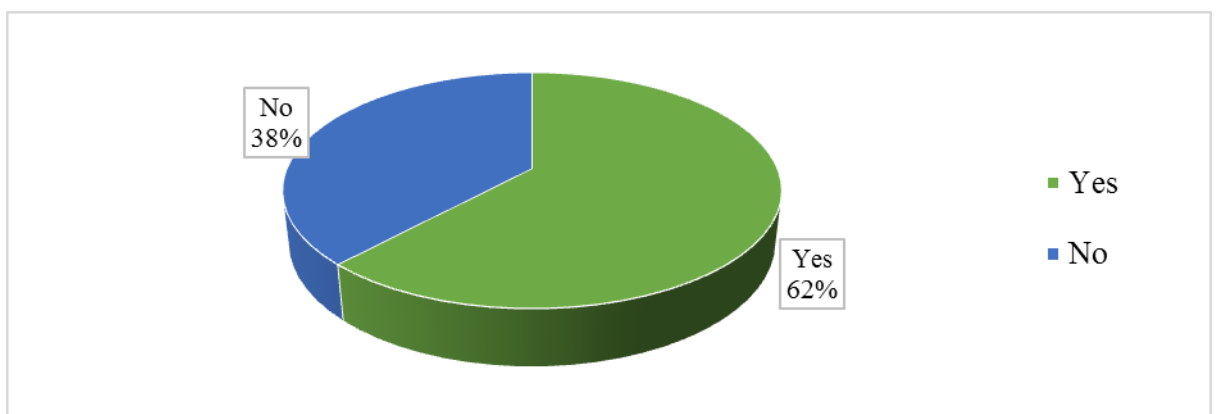


Figure 4.7. Reading texts the teacher gave students as homework

It is relevant to mention that 62% of the students surveyed read completely the different reading texts the teacher gave them as homework; it means they read the text because there was an obligation to do it in order to participate or to understand the following classes the teacher developed. Nevertheless, 38% of them read their reading texts partially.

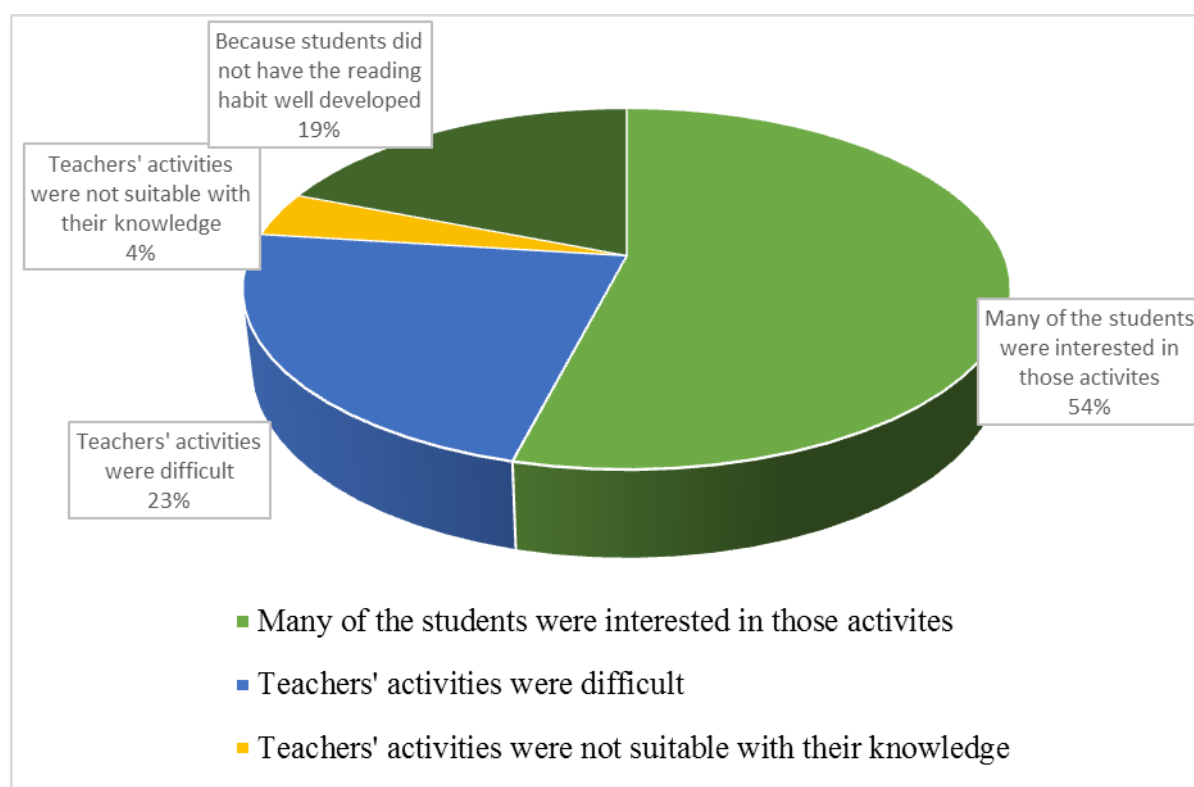


Figure 4.8. Activities that teachers give before reading texts

In relation with the questions before presented, the researchers wanted to discover the reason why those students who read their reading assignments were interested in activities that start before each reading completely. And it is essential to stand out that 54% of the students surveyed said that those activities were suitable with their knowledge, so they read their reading texts well because they had enough understanding to do them before reading. 23% of the students found those activities quite difficult because they found them not suitable with their knowledge. Moreover, 19% of the students found those activities not suitable with their reading habits because they did not have the well developed reading habit. Finally, only 4%

of the sample read their reading assignments under reason that some of them were difficult to understand.

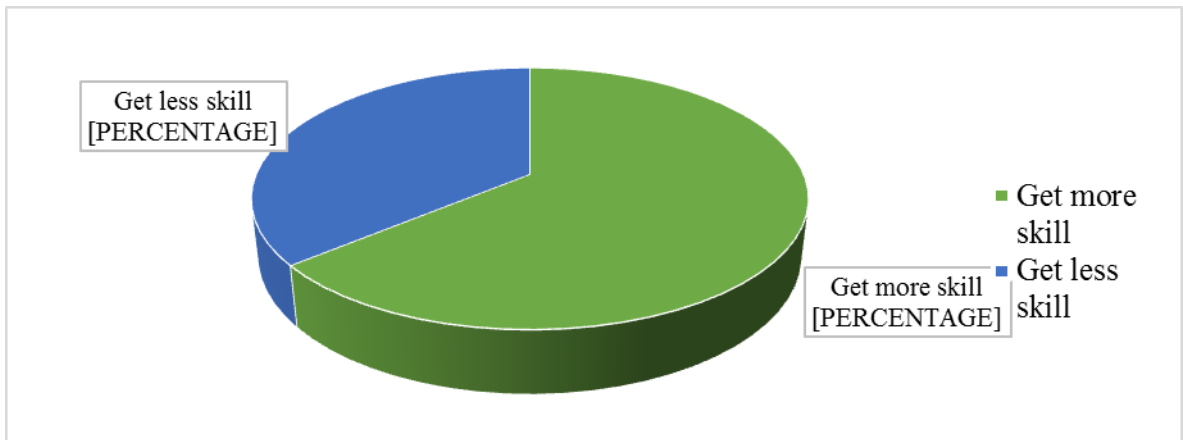


Figure 4.9. High and low achieving students' reading achievement and reading motivation through teachers' help

It is important to highlight that from the figure there was 64% of students get reading achievement and reading motivation after learning reading skills through teachers. They had more confidence in learning reading skills than others. Contradict with the figure only 36% of them tended to have lower competence beliefs, less interest and fewer learning strategies in reading skills. They got bored easily and lost their attention and interest in the topic or new information which could lead to more negative effects on their reading performance

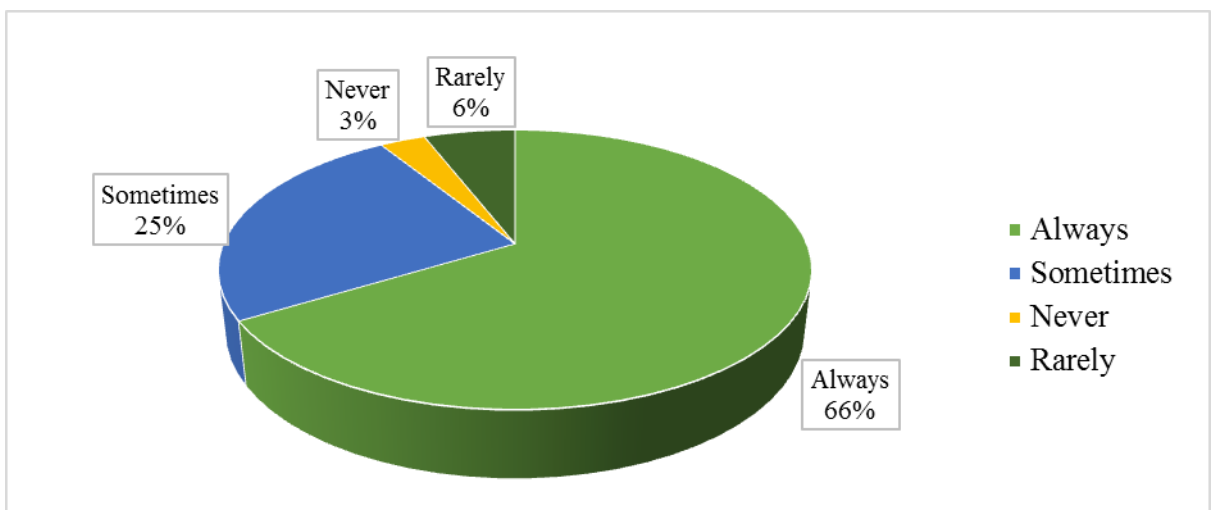


Figure 4.10. Students ask parents to help when reading at home

It is important to stand out that 66% of the students were strongly in agreement that when reading a text at home they always asked their parents to help them. Besides that, 25% of the sample said they sometimes asked their parents to help. Nevertheless, 3% of the students never did that. And only 6% of them rarely asked their parents to help.

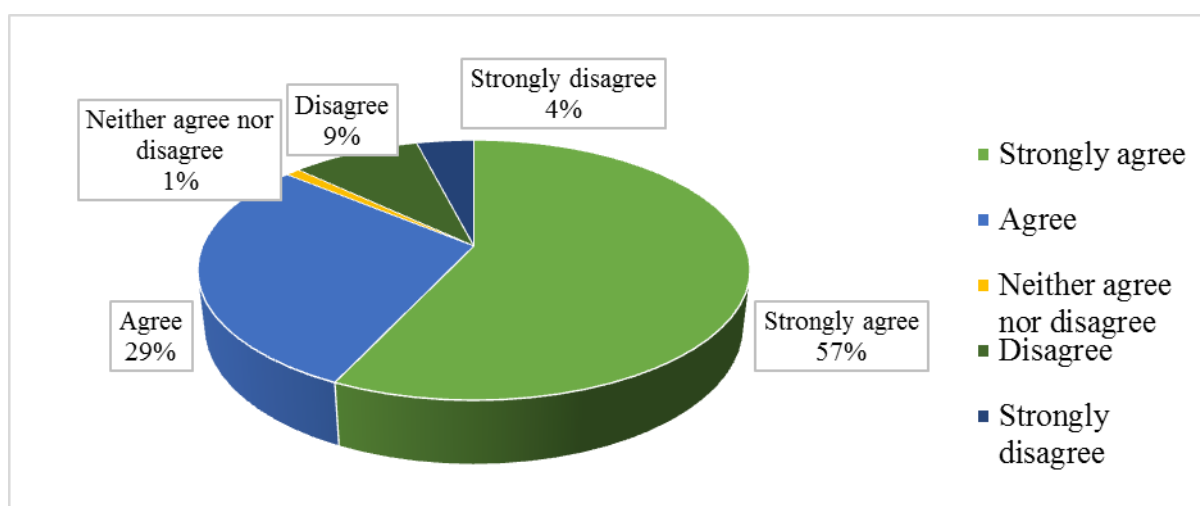


Figure 4.11. Effects of environments when students reading

It is significant to highlight that 57% of the students were strongly in agreement that different aspects such as the noise, the loud music, the heat, and other factors affect their reading a text. 29% agreed with the statement. 9% of them were in disagreement with it. 4% of the sample was strongly in disagreement and only 1% was not in agreement nor in disagreement.

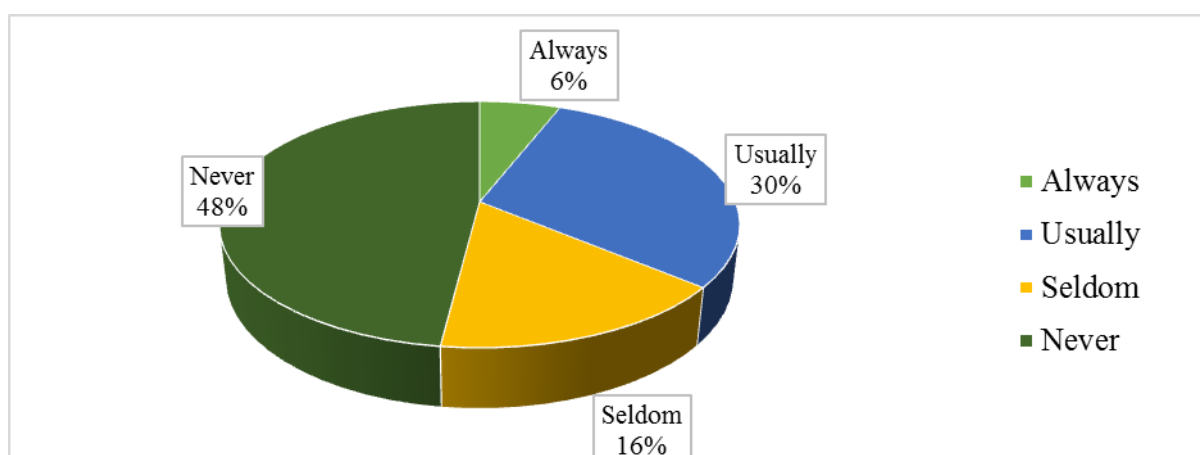


Figure 4.12. Effects of classroom environments when students reading

It is significant to mention that 48% of the students said that they never ask their friends to help when they already knew about a topic and joint it themselves. It means, they did not active their prior knowledge. On the other hand, 30 % of the sample said that usually asked their friends to help or join the text that they knew. 16% of this sample said they seldom practiced it with friends or classmates. And only 6% of the students said that they always asked their classmates to help them when reading.

4.3. Major findings

One important aspect that called the researchers' attention is that from the sample chosen, a great portion of students read texts from 8th Grade course books, most of them did not have their parents' help in reading at home. Most of them did not like teachers' activities before reading because they did not have reading habits. It means, that it cannot be expected that those students have a good English reading skill.

The quantitative findings of this study indicated that the study provided some useful and specific information about some parental, environmental and teacher-related problems that learners faced in a learning environment. These problems lowered their motivation and thus they could not understand the given instructions. The study demonstrated that the attitude of the teacher also demotivated their concentrations, because teachers are the main people who can give them clear information. That is why, teachers should be clear and consistent while speaking. Also, in the open-ended questions of the questionnaire the participants stated that if the teachers could not use the technological materials while teaching, learners would show lack of motivation.

The result on the sample expressed that students felt more motivated to read when it is an attractive and interesting reading such as short stories so, it was easier for them to understand them. They mentioned that texts about different subjects are more complex readings because these readings take more time and require more cognitive aspects to understand them, due to the fact that they contain complex academic language and abstract concepts. As a result a lowering of reading skill levels occurred.

The qualitative findings showed that students tended to have lower competence beliefs, less interest, and fewer learning strategies in English, they got bored easily and lost their attention and interest in the topic or new information which could lead to more negative effects on their reading performance. But these students had positive competence beliefs in certain reading areas where they felt they were capable of achieving. They had more confidence in subjects that interested them, and they also had higher performance in those subjects

It was important to use different learning strategies for their learners because there were different kinds of learners and everyone had different understanding ability. Teachers should know learners well and use the most appropriate learning methods for them. In addition to attitude of teacher, parental issues had important role in the learner's language learning. All of the learners have had some expectations from their parents while they are learning new information; therefore enough support should be given them by their families to help them to become motivated learners. The more positive their parents' point of view to the new language learning was, the more the learners tended to learn a new language in a motivated environment. Moreover, environmental problems had an effect on students' learning, as well. The learning environment especially classrooms should be light, clean and the materials the learners will use should be intact. According to our questionnaire, learners were afraid of talking in front of the other friends in case they would make mistakes. This was the one of the most problematic situations many of the learners faced. Both the teachers and other learners should be careful their statements about their friends because even a small misunderstanding can cause vital problems in their friends learning process.

Another important finding is that from the sample most of them at home spend enough time reading the different readings assigned as homework or the ones the teacher asked them to read for developing their classes. Nevertheless, a considerable quantity of the sample does not read their reading texts completely. As a matter of fact, the majority of them confirmed that they did not have time and interest in reading.

Another prominent finding in this research was concerned to the motivation students felt when reading and giving their opinions about teachers' attitudes, parents' factors and the environment effect on their reading skills; it was found that the majority of them had a negative feeling when giving their own ideas about factors that effect on their reading skills.

Furthermore, another appropriate finding in this research was the teacher's attitude, approximately 90% of the participating students admitted that they are more motivated when teachers create realistic learners' aims and give clear information related to why they are involved in an activity and its goal. It concerned to the reading habit of texts from course book because it was found that the students surveyed seldom read texts from magazines, papers, extra reading books, references, or any reading not given by the teachers.

Finally, another noteworthy finding in this research is related to the parental factors, the participants expressed that they would be more motivated if their parents liked speaking in English and speak with them. On the other hand, the participants were demotivated when their parents put on much pressure on them about learning English.

The last but not least of finding is the environment is the strongest factor that affects their reading skill when reading texts.

4.4. Suggestions for improving students' motivation in learning reading skills

Based on the research before presented, the recommendations for this research are:

- Students need to read more texts such as magazines, essays, online texts and reading materials in order to have a better reading skill about different kinds of written texts in the language they are studying.
- To encourage the students to identify what are the factors that could affect them in order to get a deep understanding about what they read.
- To provide to the teachers the information about the different weaknesses that pupils have in order to help their students to develop a good reading skill.
- This research can be considered as background for future investigations related with the factors that affect their reading skills.

➤ This research can be contemplated for future experimental investigations where the students can be exposed to the factors that were shown in this study in order to identify the impact level that these factors affect the students' reading skills.

Future studies should consider adopting qualitative or mixed methodologies to explore reading motivation in school, home, and community contexts so that we can have a better understanding of school students' motivation to read. More studies of this kind are needed.

PART III: CONCLUSION

The goal of the present thesis was to examine which factors affected learners' motivation in ELT, and how much they affected their language learning. The study also aimed at being a guide for the teacher candidates to be able to understand their learners' personal or environmental problems and help them to create more motivating environments.

The finding from the factors was that learning reading skills was negatively correlated with extrinsic motivation. According to Deci & Ryan (2002), there are several types of external motivation that vary dependent upon the level of self determination a student exhibits. At the basic level, external motivation exists when a student is compelled to engage in an activity based on either reward or outside pressure (i.e., grades). These findings suggest that students' reading skills decreases when they do not have internalized motivation-to-read. Less engaged readers are also those who avoid reading and do not engage in the specific activities (i.e., word reading, strategic reading) needed to help improve reading skills. As Wigfield et al. (2008) relate, learning reading skills is influenced when students are engaged (i.e., intrinsically motivated). Extrinsically motivated students, in contrast, are those who are not actively engaged during reading, which negatively affects their motivation when learning reading skills.

The next findings of the study provided some useful and specific information about some parental, environmental and teacher-related problems that learners faced in a learning environment. These problems lowered their motivation and thus they could not understand the given instructions. The study demonstrated that the attitude of the teacher also demotivated their concentrations, because teachers are the main people who can give them clear information. That is why, teachers should be clear and consistent while helping students before reading a text. Also, in the open-ended questions of the questionnaire the participants stated that if the teachers could not use the technological materials while teaching, learners would show lack of motivation. They got bored easily and lost their attention and interest in the topic

or new information. It was important to use different learning strategies for their learners because there were different kinds of learners and everyone had different understanding ability. Teachers should know learners well and use the most appropriate learning methods for them.

In addition to attitude of teacher, parental issues had important role in the learner's language learning. All of the learners have had some expectations from their parents while they are learning new information; therefore enough support should be given them by their families to help them to become motivated learners. The more positive their parents' point of view to the new language learning was, the more the learners tended to learn a new language in a motivated environment. Moreover, environmental problems had an effect on students' learning, as well. The learning environment especially classrooms should be light, clean and the materials the learners will use should be intact. According to our questionnaire, learners were afraid of talking in front of the other friends in case they would make mistakes. This was the one of the most problematic situations many of the learners faced. Both the teachers and other learners should be careful their statements about their friends because even a small misunderstanding can cause vital problems in their friends learning process.

Motivation in learning reading skills is necessary for students to become autonomous. To ensure grade eight students at Dong Hoa School are able to meet their reading goals, explicit instruction from teachers, parents and friends is necessary to close the gap on these reading deficits. At the secondary level, students have few opportunities to increase their reading skills without teachers, parents and friends' help. Those factors affect their results in achieving their goals. While the goal of reading is understanding and getting more knowledge if students are unable to decode the texts and further understand what the texts mean. Additionally, students frequently avoid reading alone, teachers' factor, parental factor and environmental factor, which help strengthen their skills.

One way teachers can help students improve their skills is to systematically teach students reading skill rules through activities so that they are able to read easily. They will encounter as secondary students. Students are often familiar with technology (i.e., computers, iPads), and these tools help mitigate poor vocabulary in

reading skill. Visual dictionaries enable students to learn the definitions and functions of words while using technology. Competitions between groups of students would be another way to interest students while teaching basic reading skills. Class discussions are an important aspect of learning new words when reading. The more teachers are able to get students to talk about their learning, the more opportunities students will have of transferring this new knowledge to long-term memory for later use. Interesting curriculum would facilitate student engagement. Many reading programs used with secondary students are inadequate to meet their needs.

One way to ensure student interest would be to offer choices in reading material allowing students to pick which books they will read. This may cause more work for the teacher, but if students are reading the extra work will be worth it.

In addition, it is important to emphasize that all the factors mentioned in this research, directly or indirectly affected students' reading skills of grade 8th students at Dong Hoa School. The difference among them settled in the percentage by which each factor affected the sample.

Further researches might contribute by finding more related effects on learners' motivation. This study also can be helpful for related research in this field. In addition, this study will be a guide for the new teachers to understand their learners and challenges they face during learning a language. On the other hand, this study has limitations because as it was implemented on only 80 students in the same age and grade. Therefore, it cannot be postulated that all of these findings are valid for every student.

This study was well positioned with a solid data set about Dong Hoa school students' motivation to read. It not only added to an understanding of how learning contexts and teaching practices contribute to a learner's motivation to read, but also to an understanding of how culture and language contribute as well.

Finally, if this research is replicated, it can give more detailed information and results once applied to different learners from different fields, and if more items and statements are added and given to the participants.

The thesis has been completed with greatest efforts. However, during the making of the thesis, shortcomings and mistakes are inevitably unavoidable. Therefore, sympathetic comments and suggestions are highly appreciated.

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PHIẾU ĐIỀU TRA HỌC SINH

Phiếu điều tra dưới đây nhằm phục vụ cho đề tài " Các yếu tố ảnh hưởng tới động lực học kỹ năng đọc tiếng Anh của học sinh lớp 8 trường Trung học cơ sở Đông Hòa – thành phố Thái Bình"

Thông tin các bạn cung cấp để hoàn thiện phiếu điều tra này có ý nghĩa rất quan trọng đối với đề tài nghiên cứu. Dữ liệu điều tra chỉ nhằm mục đích duy nhất phục vụ cho việc nghiên cứu và người cung cấp thông tin sẽ không bị nhận dạng trong bất kỳ nội dung thảo luận nào.

Trân trọng cảm ơn!

I. Thông tin cá nhân

1. Giới tính: Nam Nữ

2. Tuổi:

3. Em học tiếng anh được bao lâu?

.....

II. Quan điểm của em về việc học đọc hiểu Tiếng Anh

1. **Mục đích học tiếng anh của em là gì? (Em có thể chọn một hoặc nhiều đáp án)**

- a. Để giao tiếp với người nước ngoài và có thể đọc báo, xem phim, nghe nhạc bằng Tiếng Anh.
- b. Để có cơ hội đi du học nước ngoài.
- c. Vì Tiếng Anh là môn học bắt buộc
- d. Để đạt điểm cao môn Tiếng Anh và có cơ hội tham gia các kì thi học sinh giỏi.
- e. Để sau này xin việc dễ dàng hơn.
- f. Để mở rộng kiến thức
- g. Lý do khác:

.....

.....

2. Đánh giá của em về tầm quan trọng của các kỹ năng trong việc học Tiếng Anh.

Kỹ năng	Rất quan trọng	Quan trọng	Không quan trọng
1. Listening			
2. Speaking			
3. Reading			
4. Writing			

3. Cảm nhận của em về các giờ học đọc trên lớp mà em đã trải qua.

Thú vị

Buồn tẻ

Bình thường

4. Theo em những yếu tố nào sau đây có tác động tới hứng thú học kỹ năng đọc hiểu của em.

1.	Giáo viên đưa ra các hoạt động trước khi học đọc?	
2.	Giáo viên (tâm huyết, tổ chức lớp, phương pháp...)	
3.	Các bạn trong lớp giúp đỡ nhau trong khi học đọc?	
4.	Cha mẹ có giúp đỡ em khi học đọc ở nhà hay không?	

5. *Giáo viên của em đã sử dụng những hoạt động nào trong số các hoạt động dưới đây nhằm tạo hứng thú cho các em trong giờ học đọc và em yêu thích những hoạt động nào trong số đó.*

<i>Hoạt động</i>	<i>Giáo viên thường sử dụng</i>	<i>Em yêu thích</i>
<i>1. Đưa ra các câu hỏi thảo luận trước khi vào bài đọc</i>		
<i>2. Dạy trước các từ mới và cấu trúc có trong bài khóa</i>		
<i>3. Giới thiệu vắn tắt về bài khóa</i>		
<i>4. Đặt ra mục tiêu đọc bài rõ ràng</i>		
<i>5. Yêu cầu học sinh thực hiện các nhiệm vụ trong khoảng thời gian nhất định</i>		
<i>6. Sử dụng các trò chơi tạo ra sự sôi nổi cho bài đọc</i>		
<i>7. Sử dụng các giáo cụ trực quan (tranh ảnh, âm nhạc,...)</i>		
<i>8. Yêu cầu học sinh thảo luận theo cặp, theo nhóm sau khi đọc bài</i>		
<i>9. Đưa ra những nhận xét thường xuyên và phù hợp</i>		
<i>10. Cung cấp cho học sinh các tài liệu bổ trợ kỹ năng đọc hiểu.</i>		

6. Ý kiến của em về các chủ đề bài đọc trong SGK Tiếng Anh lớp 8. Đánh dấu vào ô lựa chọn.

<i>Chủ đề</i>	<i>Không thích</i>	<i>Không quan tâm</i>	<i>Thích</i>	<i>Rất thích</i>
<i>1. My friends</i>				
<i>2. Making arrangements</i>				
<i>3. At home</i>				
<i>4. Our past</i>				
<i>5. Study habits</i>				
<i>6. The Young Pioneers Club</i>				
<i>7. My neighborhood</i>				
<i>8. Country life and city life</i>				
<i>9. A first - aid course</i>				
<i>10. Recycling</i>				
<i>11. Traveling around Viet Nam</i>				
<i>12. A vacation abroad</i>				
<i>13. Festivals</i>				
<i>14. Wonder of the world</i>				
<i>15. Computer</i>				

Theo em các tác động của môi trường xung quanh trong lớp học như: tiếng ồn ào, tiếng nhạc, thời tiết nóng bức... có ảnh hưởng như thế nào trong khi học đọc?

.....
.....

7. Bố mẹ em có giúp đỡ em trong việc học tiếng Anh không?

Có Không

8. Khi bài khóa em đọc không rõ ràng lắm, em có nhờ cha mẹ hướng dẫn không?

luôn luôn thường xuyên hiếm khi không bao giờ

9. Các bạn trong lớp có giúp đỡ em trong lúc học đọc không?

Có Không

PARENTAL FACTORS

Statement/ Degree	1	2	3	4
1. My parents insist I should devote more time to my English studies.				
2. My parents encourage me to practice my English as much as possible.				
3. My parents help me when I have a difficulty to do my homework.				
4. My parents know a little English				
5. My parents have stressed the importance of English when I finish school.				
6. I usually write letters in English to my relatives abroad				
7. My parents show considerable interest in anything to do with my English class.				
8. My parents feel that I should continue studying English.				

TEACHERS' FACTORS

Statement/ Degree	1	2	3	4
1. Teacher creates realistic learner beliefs.				
2. Teacher gives clear information why students are involved in an activity and goal of it.				
3. Teacher is in maximum eye-contact with the students.				
4. Teacher stops at every single error and treat it when students make a mistake.				
5. Teacher performs in a friendly manner in the classroom.				
6. Teacher uses realia or authentic materials				
7. Teacher gives positive feedback when students accomplish something.				
8. Teacher punishes students in order to keep discipline.				

CLASSROOM FACTORS

Statement/ Degree	1	2	3	4
1. My motivation is interrupted by the friends when they talk				
2. I want to work with my friends.				
3. Pictures and materials in the classroom are helpful to learn better.				
4. The classroom's brightness affects my learning.				
5. I am afraid to talk in front of the others.				
6. I want to work individually.				
7. I can easily ask questions to my friends when I need help.				
8. Heating in the classroom is good for me.				

BẢN CÂU HỎI

1. Em có thích học Tiếng Anh không? Em thấy học môn Tiếng Anh dễ hay khó?
2. Trong bốn kỹ năng, em thích kỹ năng nào nhất: Nghe, Nói, Đọc hay Viết? Tại sao?
3. Theo em kỹ năng đọc có quan trọng không? Tại sao?
4. Trong 3 yếu tố chính ảnh hưởng tới động cơ đọc hiểu (Giáo viên, cha mẹ và môi trường xung quanh trong lớp học), em thấy yếu tố nào là quan trọng nhất. Tại sao?
5. Giáo viên của em có thường đưa ra những hoạt động khởi động trước mỗi bài đọc không? Hoạt động nào trong các bài học đọc làm em cảm thấy hứng thú nhất?
6. Trong số các chủ điểm của bài đọc trong SGK, những chủ điểm nào em thích và không thích? Tại sao?
7. Giáo viên có hay tổ chức các hoạt động theo cặp, theo nhóm trong và sau giờ học đọc không? Bản thân em có thấy hứng thú tham gia vào các hoạt động học đọc theo cặp, theo nhóm như thế không?
8. Giáo viên có hay đưa ra đánh giá đối với quá trình học đọc và những tiến bộ của các em qua các bài đọc không?
9. Em có nhận xét gì về các giờ học đọc nói chung? (Đã thật sự lôi cuốn và làm cho các em cảm thấy hứng thú chưa?)
10. Trước khi đọc một bài khóa em có cân nhắc xem mình đã biết về chủ đề đọc đó chưa?
11. Em có nghĩ rằng khi một bài đọc phức tạp và không được tổ chức tốt làm em khó hiểu không?
12. Ở nhà em thực hành đọc các bài khóa tiếng Anh bao lâu trong một ngày?
13. Bố mẹ em có giúp đỡ em trong việc học tiếng Anh không?
14. Em có thường xuyên học tiếng anh cùng các bạn hoặc bạn cùng lớp không?
15. Các tác động xung quanh như: Tiếng ồn ào, tiếng nhạc, không khí nóng bức... có ảnh hưởng gì đến việc học đọc của em?

QUESTIONNAIRE

1. Do you like learning English? Do you find learning English easy or difficult?
2. Which of the four skills do you like the most: Listening, Speaking, Reading or Writing? Why?
3. Do you think the reading skill is important? Why?
4. Of the three main factors that influence reading comprehension (Teachers, parents and students), what factors are the most important to you? Why?
5. Does your teacher often make activities that start before each reading? Which activity in reading lessons makes you the most excited?
6. Among the topics in the textbook, which topics do you like and dislike? Why?
7. Do teachers often organize activities in pairs, in groups during and after learning reading? Do you find yourself interested in participating in learning activities in pairs, in groups like that?
8. Do teachers make assessments of their learning and their progress through readings?
9. Do you have any comments about reading lessons in general? (Was it really appealing and made you feel excited?)
10. Before reading a text, do you consider what you already know about the subject?
11. Do you consider that a complex and not well organized reading is difficult to understand?
12. How long do you practice reading English lessons at home?
13. Do your parents help you with learning English?
14. Do you often learn English with your friends or classmates?
15. Do the noise, music or hot weather affect you when learning reading?