

**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 kỹ 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

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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