### THAI NGUYEN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

#### TRAN THI THU THUY

# USING BOOK CLUB ACTIVITIES TO ENHANCE 10<sup>th</sup> FORM STUDENTS' ENGLISH READING MOTIVATION AT VCVB HIGH SHOOL

(Sử dụng hoạt động của câu lạc bộ sách để tăng cường động cơ đọc tiếng Anh cho học sinh lớp 10 trường PT Vùng cao Việt Bắc)

#### M.A. THESIS

**Field: English Linguistics** 

Code: 8220201

THAI NGUYEN - 2019

### THAI NGUYEN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

#### TRAN THI THU THUY

# USING BOOK CLUB ACTIVITIES TO ENHANCE 10<sup>th</sup> FORM STUDENTS' ENGLISH READING MOTIVATION AT VCVB HIGH SHOOL

(Sử dụng hoạt động của câu lạc bộ sách để tăng cường động cơ đọc tiếng Anh cho học sinh lớp 10 trường PT Vùng cao Việt Bắc)

## M.A. THESIS (APPLICATION ORIENTATION)

**Field: English Linguistics** 

Code: 8220201

Supervisor: Dr. Nguyen Thi Minh Loan

THAI NGUYEN - 2019

#### **DECLARATION**

This paper is submitted in partial fulfillment of the requirements for the degree of Master of English. I certify that this thesis is the result of my own research, and that it has not been submitted for any other degree.

Thai Nguyen, June, 2019

Student's signature

Tran Thi Thu Thuy

#### ACKNOWLEDGEMENTS

In completion of this thesis, I would like, first of all, to express my deepest gratitude to my supervisor, Dr. Nguyen Thi Minh Loan for her patient and enthusiastic guidance, encouragement, and invaluable assistance throughout my research.

My gratitude also goes to Vung cao Viet Bac 10<sup>th</sup> form students for their cooperation. Without their enthusiasm and help, I would not have been able to conduct my research.

I would like to express my appreciation to my friends and relatives who have contributed in the fulfillment of this study. I am deeply indebted to all the support and encouragement that my dear family has lovingly offered me.

Last but not least, I also wish to thank those who, in one way or another, extended their invaluable help, pieces of advices, suggestions, and moral support for the completion of this study.

#### **ABSTRACT**

This research project investigated the use of a book club that met monthly during school year to enhance 10th form students' English reading motivation and how the students who were involved in this book club interested in reading English book through book club's different activities. The research also examined how each of these students' reading levels was affected when they participated in the book club. A book club project was open to fifty VCVB students to participate in.

Data were elicited through The Motivation for Reading in English Questionnaire (MREQ) and a program assessment questionnaire. Findings from the research showed that the students who participated in this book club opportunity were much more excited about reading in English and their ability to express themselves increased. It also reflected the fact that students who participated in VCVB book club experienced a significant increase in reading quality, reading quantity and preferred reading books over other pastime activities in comparison with the results at the first book club meeting, all of which were indications of an increase in reading motivation. On the basis of the findings, this study would likely benefit students who study English as a compulsory language at high school and bring them a free community of readers who like to read in English.

#### **TABLE OF CONTENTS**

DECLARATION	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF ABBREAVIATIONS	vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER 1: INTRODUCTION	1
1.1. Rationale	1
1.2. Aims of the study	3
1.3. Scope of the study	3
1.4. Significance of the study	3
1.5. Organization of study	4
CHAPTER 2: LITERATURE REVIEW	4
2.1. Overview of L2 reading motivation	5
2.1.1. Definition	5
2.1.2. Elements of reading motivation	6
2.1.3. Significance of reading motivation	12
2.2. Overview of book clubs	15
2.2.1. Definitions of book clubs	15
2.2.2. Components of a book club	15
2.2.3. Book club activities	16
2.2.4. Previous studies	21
2.3. Summary	24
CHAPTER 3: METHODOLOGY	25
3.1. Subjects of the study	25
3.2. Data collection instruments	25
3.2.1. Justification	25

3.2.2. Description	25
3.3. Book club project at VCVB high school	29
3.3.1. Fixed parts	30
3.3.2. Variable parts (1 hour)	31
3.4. Procedures of data collection	32
3.5. Data analysis	33
3.6. Summary	33
CHAPTER 4: FINDINGS AND DISCUSSION	33
4.1. Findings	34
4.1.1. Result of reading motivation categories	34
4.1.2. Results of the program assessment questionnaire	42
4.2. Discussion	47
CHAPTER 5: IMPLICATIONS AND CONCLUSION	51
5.1. Implications	51
5.2. Limitations of the study	53
5.3. Future research	53
Appendix A:	58
Appendix B:	60
Appendix C	63

#### LIST OF ABBREAVIATIONS

L1 = First language

L2 = Second language

EFL = English as a Foreign Language

MREQ = Motivation for Reading English Questionnaire

VCVB = Vung cao Viet Bac

#### LIST OF TABLES

Table 1: Reading competence and reading efficacy beliefs in comparison	34
Table 2: Reading achievement values and goals in comparisons	36
Table 3: Results in social aspects in comparisons	40
Table 4: Numbers of books students had read	44
Table 5: The quality of reading results in comparison	46

#### LIST OF FIGURES

Figure 1: Motivational-cognitive model of reading	13
Figure 2: Mean score of dimension Challenge in comparison	35
Figure 3: Results of work avoidance dimension in comparison	36
Figure 4: Results of Competition dimension in comparison	37
Figure 5: Results of Curiosity dimension in comparison	37
Figure 6: Results of Involvement dimension in comparison	38
Figure 7: Results of Recognition dimension in comparison	39
Figure 8: Results of Grades dimension in comparison	39
Figure 9: Results of Social sharing dimension in comparison	40
Figure 10: Results of Compliance dimension in comparison	41
Figure 11: Preferred pastime (mean score)	42
Figure 12: Books as a preferred pastime (percentage)	43
Figure 13: Books as presents (percentage)	43
Figure 14: The numbers of book students had read in percentage	45