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**THE WARM-UP ACTIVITIES IN MOTIVATING THE 11TH
GRADE STUDENTS AT UONG BI HIGH SCHOOL TO
DEVELOP THEIR READING SKILLS**

**(Việc sử dụng các hoạt động khởi động để thúc đẩy học sinh lớp
11 trường Trung học phổ thông Ưng Bí phát triển kỹ năng đọc)**

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The study has been progressed with all my attempts but there have been still limitations and mistakes. Therefore, I look forward to receiving sincere comments from all of you!

ABSTRACT

This study aimed at investigating how to develop situation of teaching and learning by using motivational activities. The study addresses issues of teachers' and students' attitudes towards warm-up activities in reading lessons, students' favorite activities, problems the teachers encounter when conducting warm-up activities in teaching writing lessons, students' assessments on the benefits of warm-up activities and finding out some suggested warm-up activities applied to teach reading lessons with the aim to make teaching and learning reading more effective.

The participants of the study included 6 English teachers and 122 students of the 11th grade at a High School. The data were collected by means of questionnaires and class observations, but the main one is the questionnaires. Both the quantitative and qualitative research methods were employed in this study. Data analysis was mainly based on the quantitative method. The collected information was analyzed, compared, commented, and presented under the forms of tables.

The result of the study provided encouraging evidence to indicate that most of the teachers and students at Uong Bi High School appreciate the role of warm-up activities in teaching and learning reading lessons. However, the survey revealed that there were a number of difficulties that existed in reading lessons used warm-up activities.

Some detailed suggestions are recommended within the wish to contribute to the improvement of teaching and learning reading skills through warm-up activities.

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PART A: INTRODUCTION

1. Rationale for the study

English has been considered to be an integral subject for students from Primary school system to University system. In fact, there are a lot of parents who orient their children need to learn English at age of three. Furthermore, English clubs and English centers are developed over provinces in Vietnam. This means that English is being more and more appreciated. However, how do learners find out the most effective method to teach and learn English? It is concerned by a great deal of teacher, parents and students. How to teach four basic language skills such as speaking, listening, reading and writing is thoughtful consideration. Of these four skills, reading skills are paid attention by numerous students; however, to start a lesson that makes students feel contented is not straightforward. Besides, how to motivate students in the warm-up activities is the anxiety of many teachers.

Warm-up activities in language classes have been a prominent topic in methodology. In fact, this is the beginning of a lesson and has a great impact on the classroom, excitement and efficiency of the class. Recognizing this fact and the importance of this aspect, the thesis title “The of warm-up activities in motivating the 11th grade students at Uong Bi high school to develop their reading skills” was conducted with the hope of contributing to some extent to the teaching method and providing some informative knowledge.

Reading skills are a weighty skill at high schools because reading comprehension is always appeared in midterm exams, semester exams, and entrance exams. However, it is also a complicated skill. Many students feel that learning reading skills is intricate and tiresome. Motivating students has a positive impact on learning because they take an advantage of a given opportunity and show intense effort and concentration in the implementation of learning process. So how to motivate students to learn reading skills better is an aspect that teachers need to

concern about. To make an English teaching period effectively, the teacher has to create the learning environment to motivate students from the beginning.

There are numerous ways to motivate of students in reading lesson and warm-up activities as one of the most effective ways. An effective warm-up can also be a high-quality way which helps students to feel more excited with a reading lesson.

Based on the consideration above, the present study tries to investigate the warm-up activities in motivating the 11th grade students to develop their reading skills.

2. Aims of the study

The study was conducted with the aims to:

- Improve reading skills of high school students
- Motivate students to participate in warm-up reading activities.

3. Research questions

The following research questions were investigated in the study:

1. How does the use of warm up activities increase the level of high school students' motivation for reading in English?
2. How does the use of warm up activities improve high school students' reading comprehension in English?

4. The scope of the study

There are various warm-up activities to apply for reading lessons. That is why the researcher cannot cover all the knowledge related to the topic. However, the most important items about reading skills and warm-up activities to motivate students are mentioned in this study.

Due to limit of the thesis, only one high school was chosen as the research setting. This study included warm-up activities used in teaching and learning reading skills in 11th grade.

5. Significance of the study

The findings of the study contributed a number of strong points to students, teachers, and researchers of the related fields.

First of all, teachers received benefits from the information the research provides. Teachers would have an overview look at the benefits of warm-up activities.

Secondly, the study was also significant for the students. It was expected that the students could learn reading skills more effectively.

Finally, the study could give contribution to other researchers as references in conducting further researches.

6. Method of the study:

The researcher decided to use quantitative method because the main content of this study would be based on the data collected from questionnaires to collect, analyze and tabulate the data. However, quantitative method alone is not reliable and valid enough to have strong evidence for the study. The adoption of both quantitative and qualitative methods would help the researcher collect the most precise and pertinent information for the study.

This study followed method steps below: (1) Prepare questionnaires for teachers and students; (2) Collect data from questionnaires to analyze tabulate the data; (3) Attend teachers who teach reading skills with different warm-up activities; (4) Observe students' attitudes, classroom atmosphere, the things that students can improve after lessons with warm-up activities.

7. Design of the study

This minor thesis is divided into three parts:

Part A with the title “**INTRODUCTION**”. This part provides information about the reason for choosing the study, the aims, the scopes, method and the design of the study.

Part B with the title “**DEVELOPMENT**” includes three parts: