NGUYỄN THỊ NHƯ HOA

A STUDY ON DIFFICULTIES AND SOLUTIONS
IN TEACHING ENGLISH READING SKILLS
AT BINH AN PRIMARY SCHOOL

MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE
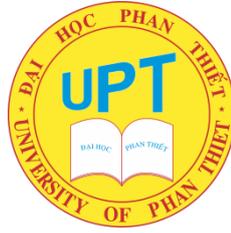
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MINISTRY OF EDUCATION AND TRAINING
PHAN THIET UNIVERSITY

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CERTIFICATE OF ORIGINALITY

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A STUDY ON DIFFICULTIES AND SOLUTIONS IN TEACHING ENGLISH READING SKILLS AT BINH AN PRIMARY SCHOOL

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ABSTRACT

The acquisition of English reading skills plays a pivotal role in the educational development of primary school students. However, teachers often encounter various challenges when teaching reading skills to young learners, especially at the mountainous area. This study aims to identify the difficulties faced by mountainous primary school teachers in teaching English reading skills and propose effective solutions to address these challenges.

The research methodology involved a combination of qualitative and quantitative approaches. Data were collected through observations, interviews, and surveys conducted with primary school teachers and students. The study sample consisted of students and teachers from primary school.

The findings revealed several significant difficulties encountered by mountainous primary school teachers in teaching English reading skills. These difficulties included limited vocabulary and reading comprehension abilities, remote locations, insufficient instructional resources, language barriers, students' lack of interest and motivation, and difficulties in catering to individual learning needs.

To address these challenges, various solutions were identified. Firstly, a balanced and systematic approach to reading instruction was recommended, encompassing phonics, vocabulary development, comprehension strategies, and fluency practice. Additionally, the importance of providing ample opportunities for reading in different contexts, such as through read-aloud sessions, guided reading, and independent reading, was emphasized. The study also stressed the significance of incorporating interactive and technology-enhanced activities to enhance student engagement and motivation.

Furthermore, the study emphasized the importance of professional development programs for teachers to enhance their pedagogical skills in teaching reading. Collaboration among teachers, parents, and the wider community was also suggested to create a supportive environment for reading both in and outside of the

classroom through developing contextualized and relevant content, and organizing extracurricular activities.

Overall, this study contributes to a deeper understanding of the difficulties faced by primary school teachers in teaching English reading skills and provides valuable insights into effective solutions. The findings can inform curriculum development, teacher training programs, and educational policies aimed at improving English reading instruction in primary schools, ultimately enhancing students' reading proficiency, developing valuable language skillsand fostering a lifelong love for English reading.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 4

LIST OF FIGURES

CHAPTER 1. INTRODUCTION

1.1 Background to the study

According to the new general education program in English issued together with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018 of the Minister of Education and Training), "English is a compulsory subject in the general education program from grade 3 to grade 12. As one of the instrumental subjects in high school, English subject not only helps students form and develop their ability to communicate in English but also contributes to part of the formation and development of common competencies, to live and work more effectively, to study well in other subjects as well as for lifelong learning. The subject of English provides students with an important international communication tool, helping them exchange information, advanced scientific and technical knowledge, learn about cultures, thereby contributing to building a understanding between peoples, forming a sense of global citizenship, contributing to the development of personal qualities and capacities.

Through learning English and learning about different cultures, students can better understand and love their own language and culture. As a compulsory subject in the general education curriculum, English is also directly related to and interacts with many other educational subjects/contents such as Literature/Vietnamese, Nature and Society, History and Geography, Art, Physical Education, Informatics, Experiential Activities. English is also a tool for teaching and learning other subjects, especially Mathematics and natural sciences.

The basic objective of the General Education Program in English is to help students form and develop their communication skills through training in listening, speaking, reading, writing and language knowledge (phonics and phonology, vocabulary, grammar). Communication skills and language literacy are built on the basis of specific communicative competence units, in themes and topics relevant to the needs and abilities of high school students to help them meeting the requirements specified in the 6-level Foreign Language Competency Framework for Vietnam (issued according to the Circular No. 01/2014/TT-BGDĐT dated January 24, 2014

of the Minister of Education and Training), specifically, students who finish primary school achieve Level 1, students who finish secondary school achieve Level 2, students who finish high school achieve Level 3. Contents of the General Education Program English demonstrate the basic orientations outlined in the General Education Program of the Ministry of Education and Training, specifically: teaching English helps students initially form and develop communication capacity through the four skills of listening, speaking, reading and writing, paying more attention to the two skills of listening and speaking."

The Primary English program is built and developed to implement the compulsory English teaching and learning plan in primary school, with a total duration of 420 periods, from Grade 3 to Grade 5. Specifically: Grade 3 - 140 periods, Grade 4 - 140 periods and Grade 5 - 140 periods.

The ability to read in English is crucial for students in primary schools as it serves as a foundation for their overall educational development. Proficiency in English reading skills enables students to comprehend academic content, access information, and communicate effectively in an increasingly globalized world. However, mountainous primary school teachers often encounter various challenges when teaching English reading skills to young learners.

Several factors contribute to the difficulties faced by teachers in teaching English reading skills at the primary school level. Firstly, students may have limited vocabulary and reading comprehension abilities, which can hinder their understanding of written texts. This can be attributed to factors such as a lack of exposure to English outside the classroom or insufficient reading materials available to students due to the geographical and socio-economic characteristics of these regions.

In addition, teachers may struggle with limited instructional resources and materials specifically designed for teaching English reading skills. Access to appropriate textbooks, leveled readers, and supplementary resources can be a

challenge in some educational settings. This lack of resources can restrict teachers' ability to provide engaging and comprehensive reading instruction.

Moreover, motivating and engaging students in reading can be a significant challenge. Many young learners may not perceive reading as enjoyable or relevant to their daily lives, resulting in a lack of interest and motivation. This can impede their progress in developing reading skills and hinder the creation of a positive reading culture within the classroom.

Furthermore, primary school classrooms often consist of diverse learners with varying abilities and learning styles. Teachers may face difficulties in addressing individual students' needs and providing differentiated instruction to cater to their unique learning requirements. This can be particularly challenging in large class sizes and resource-constrained environments.

In addition, Binh An Primary School is located in An Trung village, Binh An commune, Bac Binh district, Binh Thuan province. The school is located in the northern mountainous area of Bac Binh district, 14 km away from the National Highway 1A. The school consists of 3 campuses. The main campus is in An Trung village, the secondary campus is in An Thanh village, 4 km from the main campus, and the secondary campus in An Hoa village is 5 km from the main campus. It in in mountainous area.with several difficulties for teachers and students.

Given these challenges, it is important to investigate the difficulties faced by mountainous primary school teachers in teaching English reading skills and propose effective solutions. By understanding these difficulties, researchers, educators, and policymakers can work collaboratively to develop strategies, instructional approaches, and policies that support the improvement of English reading instruction in primary schools. This study aims to contribute to this knowledge base and provide practical insights for enhancing the teaching and learning of English reading skills at the mountainous primary school level.

1.2 Problem statement

The teaching of English reading skills in mountainous primary schools presents significant challenges that hinder effective language instruction. The unique geographical and socio-economic characteristics of mountainous regions contribute to these difficulties. Limited access to resources, language barriers, insufficient training and support for teachers, and limited motivation and interest among students pose obstacles to the development of English reading skills. Consequently, there is a pressing need to address these challenges and identify solutions that can enhance the teaching and learning of English reading skills in mountainous primary schools.

1.3 Aims of study

The main objective of this study is to identify the problems regarding the reading skills in English among the rural primary school pupils and the pupils' perceptions towards the teacher's teaching on the reading skills. Research and analyze the difficulties in teaching English reading comprehension skills to primary school students.

Applying linguistic point of view to find solutions to solve the above difficulties. Moreover, improving teaching methods of reading comprehension skills.

1.4 Research questions

The research questions for the study on difficulties and solutions in teaching English reading skills at the primary school level are formulated as follows:

What are the problems regarding reading skills in English among the pupils in mountainous primary school?

What are the solutions to improve teaching methods of reading comprehension skills?

These research questions aim to explore the difficulties, identify potential solutions, and provide practical recommendations for addressing the challenges in teaching English reading skills in mountainous primary schools.

1.5 Scope of study

The scope of this study on difficulties and solutions in teaching English reading skills at mountainous primary schools includes the following aspects:

The study focuses specifically on the primary school level, which typically includes students aged approximately 11 years at grade 5.

The study investigates the various difficulties encountered by teachers in teaching English reading skills, including limited access to resources, language barriers, insufficient training and support, and limited motivation and interest among students. It explores these challenges from the perspective of mountainous regions.

The study concentrates on the teaching of English reading skills, including vocabulary development, reading comprehension, fluency, and other related aspects. It examines the difficulties faced by teachers in these areas and proposes solutions to address them.

The study provides recommendations and guidelines for teachers, educational institutions, and policymakers involved in English language teaching in mountainous primary schools. It aims to offer actionable insights to improve the teaching and learning of English reading skills in these challenging contexts.

1.6 Significance of study

The significance of this study on difficulties and solutions in teaching English reading skills at mountainous primary schools is as follows:

This study focuses on the specific challenges faced by teachers in mountainous regions. By understanding and addressing these challenges, educators can enhance the quality of English reading instruction, leading to improved language proficiency among students.

Mountainous regions often face socio-economic disparities and limited access to educational resources. By identifying solutions and strategies to overcome these

barriers, this study contributes to promoting more equitable education opportunities for students in mountainous primary schools.

By recognizing the difficulties faced by teachers in teaching English reading skills, this study provides insights and recommendations to improve teacher training, support, and professional development. Empowering teachers with the necessary tools and knowledge enhances their effectiveness and confidence in the classroom.

English reading skills are fundamental for language acquisition and overall communication abilities. By addressing the challenges in teaching English reading, such as limited vocabulary, comprehension difficulties, and lack of motivation, teachers can implement targeted interventions and create a conductive learning environment that promotes students' reading proficiency and fosters a love for reading.

The study emphasizes the importance of ongoing professional development for teachers. By highlighting the challenges faced by teachers and proposing solutions, the study can guide the development of training programs, workshops, and resources that enhance teachers' pedagogical skills in teaching English reading skills. This, in turn, can lead to improved teacher confidence and competence in delivering effective reading instruction.

The study emphasizes the significance of fostering a positive reading culture within the classroom and school environment. By promoting student interest, motivation, and active engagement with reading materials, the study can contribute to the development of lifelong readers who derive pleasure and benefit from reading beyond the confines of the classroom.

This study contributes to the existing literature by addressing the specific context of mountainous regions. By examining the challenges and potential solutions unique to these areas, it fills a research gap and provides valuable insights for future studies in similar contexts.

The findings and recommendations of this study can inform educational policies and decision-making processes at various levels. Policymakers can utilize the insights to allocate resources, develop teacher training programs, and design initiatives that effectively address the difficulties faced in teaching English reading skills in mountainous primary schools.

Overall, this study holds significance in improving the quality of English reading instruction, promoting equitable education, and empowering both teachers and students in mountainous primary schools.

1.7 Overview of thesis chapter

Background to the study, problem statement, aims of the study, research questions, scope of the study, and significance of the study are all included in Chapter 1's introduction.

Following the introduction, the next section incepts with the literature review. A brief of the Overview of English reading skills, definition of Academic Terms about English reading skills, the importance of reading, Potential challenges in Teaching English Reading Skills at Mountainous Primary Schools were described. Afterward, stages of reading lesson includes three stages (Pre-reading, while-reading and post-reading) are described, difficulties reading are demonstrated.

In Chapter Three, the research methodology includes: research site, sample and sampling procedure, research instruments, data collection procedure, data analysis procedure are all briefly discussed.

Chapter Four presents the analysis of data and discussion about solutions. The first is the analysis of the chapter also reveals the result of questionnaire. In the end of the chapter, the result of interview is also given. In this chapter, the researcher includes the discussion for the research and a brief conclusion of this chapter.

Chapter Five concludes with recommendations and suggestions for further research. In addition, the researcher presents the conclusion and concluding remarks also explain the research questions for all the study.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

In recent years, there has been growing recognition of the challenges faced by educators in mountainous primary schools when it comes to teaching English reading skills. These remote educational settings often present unique obstacles that demand tailored solutions to ensure effective language learning outcomes. As the demand for English language proficiency continues to increase in the globalized world, it becomes imperative to examine the difficulties faced by teachers and students in such environments, and explore the solutions proposed in the existing literature.

This literature review aims to delve into the research and scholarly works related to the complexities of teaching English reading skills in mountainous primary schools. By systematically reviewing the available literature, this study seeks to shed light on the critical issues faced by educators and the potential strategies that have been suggested to address these challenges.

2.2 Definition of academic terms

2.2.1Definition of Reading Skills

Many researchers from all around the world have focused their attention on definitions. In language methodology, there are some definitions for reading.

Reading is one of the ways to receive information and serve as the basic self-development towards acquiring knowledge. The purpose of reading to understand the content of the text gives meaning to the reader (Hedgcock & Ferris 2018). The ability to read is a valued skill and it is a dynamic process which requires meaningful and active communication between the reader and the writer. Reading is also one's ability to recognize the visual input and connecting that input with the sounds and shapes to make meanings. Reading comprehension depends on the combination of linguistics knowledge, cognitive styles and reading experiences. Therefore, the reading skill is the basic requirement towards a successful teaching and learning process in

multidisciplinary of subjects in schools. A good grasp of reading skills could ensure a higher potential and achievement in English and other subjects as well.

Reading is a psycholinguistic process that starts with a linguistic surface representation coded by a writer and ends with meaning which the reader constructs. There is an interaction between language and thought in reading. According to Sheng (2000), reading is a process of communication from the writer to the reader involving the recognition of letters, words, phrases, and clauses, and a process of negotiation between the reader and the writer. Knowledge (including knowledge of language), experience, and a particular purpose of reading influences the meaning areader derives from a text (Rice, 2013). Because of the complexity of reading process, Grabe (1991) argues that in an attempt to understand and explain the fluent reading process, six component skill and knowledge areas should be taken into consideration. They are 1) automatic recognition skills; 2) vocabulary and structural knowledge; 3) formal discourse structure knowledge; 4) content/world knowledge. The reader interacts dynamically with the text when hetries to extract the meaning. In this process, various kinds of knowledge are being used, linguisticsknowledge and syntactic knowledge and schematic knowledge. These areas of knowledge are theconcern of the process of raising genre awareness.

There are few reading skills that a child needs for his or her childhood literacy (Bainbridge 2019). The first one is phonemic awareness. It is the child's ability to listen and play with the sounds of the particular language and create words using those sounds. Ths occurs naturally within the normal course of the child's development. The indicator that a child has phonemic awareness when he or she begins to play with small pieces of a word as they are familiar with different rearrangements of sounds. Secondly, print awareness. Exposure to books and other reading materials could foster this awareness and the introduction of the letters of the alphabet to the children. Next, active vocabulary and passive vocabulary. Active vocabulary are words used regularly in speech and writing while passive vocabulary are words interpreted through context. Besides that, spelling is also crucial reading

skill in a child's literacy development. The concept of arrangement of letters to form words helps children to read earlier especially when encountering new words (Byrne 2014). Lastly, the reading comprehension skills, it is the ability to read and understand something that has been read and are able to make interpretations and identify hints in the texts.

2.2.1.1 As comprehension skill

According to Roselan (2003), language skill is an important basic skill and should be emphasized in the teaching and learning process that occurs in the classrooms. The teacher who is the responsible person for carrying out the curriculum should have put more concern towards achieving the curriculum objectives to ensure that the aspiration of the education system could be achieved.

Reading skills is like comprehension skill. English reading skills are closely related to comprehension skills. Reading comprehension is the ability to understand, interpret, and make sense of written texts. It involves not only recognizing words but also grasping the meaning, context, and ideas presented in the text. Strong comprehension skills are essential for effective reading and gaining knowledge from written materials.

2.2.1.2 As critical thinking

According to Norris and Phillips (1987), reading skills is similar to critical thinking. English reading skills refer to the ability to decode written words, understand sentence structures, and comprehend the meaning of a text. It involves recognizing letters, words, and grammar to comprehend written materials.

On the other hand, critical thinking is a cognitive skill that involves analyzing, evaluating, and synthesizing information to form reasoned judgments and make well-informed decisions. Critical thinking goes beyond basic reading comprehension and requires the reader to question, interpret, and assess the content critically.

While both skills are important for effective reading and understanding of written texts, critical thinking takes the process further by encouraging deeper analysis and interpretation of the information presented. It allows readers to form

their own opinions, consider different perspectives, and draw conclusions based on evidence and logical reasoning.

2.2.1.3 As textual analysis

According to Johnson, P. (1981), textual analysis involves examining written texts in detail to understand their structure, content, language usage, and underlying meaning. It goes beyond basic reading comprehension and requires a deeper examination of the text's elements, such as tone, style, rhetorical devices, and literary techniques.

English reading skills enable individuals to access and understand the text, while textual analysis involves a more critical and systematic approach to study and interpret the text's nuances, themes, and implications. Both skills are essential for gaining a comprehensive understanding of written materials and extracting valuable insights from them. Textual analysis enhances the reader's ability to interpret and evaluate the author's intent, making it a valuable component of effective English reading skills.

2.2.1.4 As ability to infer meaning from written texts

According to Craven, M. (2003), when reading, individuals often encounter implicit or implied information that is not explicitly stated in the text. Inference is the cognitive process of using clues and context to make educated guesses about the intended meaning of the text. Strong English reading skills enable individuals to recognize these contextual clues and draw logical inferences to understand the implicit meaning of the written materials. Inference is an essential aspect of comprehension, as it allows readers to go beyond the surface-level information and grasp the deeper implications and intended messages conveyed by the author. Therefore, the ability to infer meaning is a critical component of effective English reading skills.

2.2.2 Theoretical concepts of English Reading Skills

2.2.2.1 Phonemic Awareness

According to Grabe, W., & Stoller, F.L. (2020), phonemic awareness refers to the ability to identify and manipulate individual sounds (phonemes) in spoken words. It involves understanding the sound-symbol relationships and is crucial for developing reading skills, especially in the early stages. Phonemic awareness enables students to decode words and develop phonological awareness, which is essential for fluent reading.

2.2.2.2 Phonics

According to Byrne (2014), phonics instruction focuses on teaching the relationship between letters and sounds. It helps students understand the alphabetic principle and develop decoding skills. Phonics instruction typically involves teaching letter-sound correspondences, blending sounds together to form words, and segmenting words into individual sounds. Effective phonics instruction is vital for students to read and spell words accurately.

2.2.2.3 Vocabulary Development

According to (Rice, 2013), vocabulary development encompasses the acquisition and understanding of words. A robust vocabulary enables students to comprehend written texts more effectively. It includes knowledge of word meanings, contextual usage, and strategies for determining the meaning of unfamiliar words. Vocabulary development involves explicit instruction, exposure to rich and diverse texts, and encouraging independent word learning.

2.2.2.4 Reading Fluency

According to Sheng (2000), reading fluency refers to the ability to read text accurately, smoothly, and with appropriate expressions. Fluent readers demonstrate automaticity in word recognition and have the capacity to focus on comprehension. Fluency instruction involves modeling fluent reading, repeated reading, and providing opportunities for practice. Developing reading fluency enhances comprehension and promotes enjoyment of reading.

2.2.2.5 Reading Comprehension

According to Bainbridge (2019), reading comprehension is the ultimate goal of reading. It involves constructing meaning from written text through the interaction of background knowledge, vocabulary, and cognitive strategies. Effective reading comprehension involves skills such as activating prior knowledge, making predictions, summarizing, making inferences, and monitoring understanding. Teaching reading comprehension strategies empowers students to engage with texts critically and extract meaning.

2.1.2.6 Critical Literacy Skills

According to Mikulecky, B.A., & Jefferies, L. (1998), critical literacy skills encompass the ability to analyze, evaluate, and interpret texts from a critical perspective. It involves understanding the author's purpose, recognizing bias and stereotypes, questioning assumptions, and reflecting on multiple viewpoints. Developing critical literacy skills enables students to be active, discerning readers who can think critically about the information they encounter.

By understanding the components and importance of these reading skills, educators can identify the specific challenges students face in developing them within the context of mountainous primary schools. This knowledge will inform the subsequent exploration of difficulties and solutions in teaching English reading skills in mountainous settings.

2.2.3 The importance of English Reading Skills

Talking about importance of reading skill and its competence among students, Paul (1998) says that developing competence and achieving outcomes in English is a process that depends on achild doing, experiencing and sharing. It means perfection of reading is based on its practice and sharing. At the same time one cannot deny the importance of contextualized practices in the book offers the opportunity for much further practices, using the exercises as models or springboardsfor speaking, reading and writing practices of a freer nature.

2.2.3.1 Academic Foundation

According to Paul (1998), reading is the gateway to learning in various subjects. A strong foundation in English reading allows students to access information from textbooks, worksheets, and other educational materials effectively.

Reading serves as a fundamental building block for academic success. When students develop strong English reading skills, they can comprehend and interpret information from textbooks, worksheets, and other educational resources more efficiently. This ability to access and understand various subjects lays the groundwork for their overall learning journey, enabling them to excel in different areas of study and become well-informed individuals. A solid foundation in reading empowers students to navigate through complex concepts and ideas, promoting their intellectual growth and academic achievements.

2.2.3.2 Language Development

According to Naylor. H (1996), reading helps expand a child's vocabulary and improves their grammar and sentence structure, leading to better communication skills and language proficiency. Reading plays a crucial role in language development for children. As they read a wide variety of texts, they encounter new words, phrases, and expressions, expanding their vocabulary. Exposure to diverse sentence structures and writing styles improves their grammar and sentence construction skills. Through reading, children observe how language is used effectively, which enhances their communication abilities. They become more articulate, expressive, and confident in expressing their thoughts and ideas. Additionally, their comprehension skills improve, allowing them to understand and interpret complex information more effectively.

Language proficiency developed through reading has long-term benefits, as it lays the foundation for success in both academic and professional settings. Strong language skills enable students to excel in written assignments, oral presentations, and future careers that require effective communication. Moreover, it fosters a love for language and literature, promoting a lifelong habit of reading and learning.

2.2.3.3 Critical Thinking

According to Duke, N.K., & Pearson, P.D. (2002), as students read, they develop critical thinking skills, comprehension abilities, and analytical reasoning, which are vital for problem-solving and academic success.

Critical thinking is a fundamental skill developed through reading. As students engage with various texts, they are exposed to different ideas, perspectives, and arguments. This exposure encourages them to analyze and evaluate information critically.Through reading, students enhance their comprehension abilities, learning how to extract relevant information, identify main ideas, and infer meaning from the text. This comprehension skill is essential for understanding complex concepts in all subjects.

Analytical reasoning is another vital aspect honed through reading. When students encounter new information, they must assess its credibility, relevance, and implications. This analytical process strengthens their ability to think critically and make informed judgments. By actively engaging with the text, questioning, and making connections, students develop problem-solving skills. They learn to approach challenges from different angles and consider multiple solutions, leading to more innovative and effective problem-solving abilities.

Ultimately, critical thinking skills foster academic success by helping students excel in tasks that require analysis, evaluation, and synthesis of information. These skills also extend beyond the classroom, preparing students to navigate real-world situations with confidence and intelligence. Reading serves as a powerful tool for nurturing these essential cognitive skills, benefiting students throughout their lives.

2.2.3.4 Lifelong Learning

According to Duke, N.K., & Pearson, P.D. (2002), a love for reading cultivated in primary school often translates into a habit of lifelong learning, encouraging students to explore new ideas and perspectives throughout their lives.

Cultivating a love for reading during primary school can have a profound impact on a student's attitude towards learning throughout their life. When children develop a positive relationship with books and reading early on, it fosters a curiosity and thirst for knowledge that extends far beyond their school years.

As students explore various genres, subjects, and authors through reading, they become exposed to a wealth of ideas, perspectives, and experiences. This exposure broadens their horizons and encourages them to seek out new information and learning opportunities.

The habit of reading nurtured in primary school often becomes a lifelong pursuit. It becomes a way for individuals to continue learning and growing, even after formal education has ended. Reading allows them to stay informed, engage with different cultures, and stay up-to-date with the latest developments in various fields. Moreover, a love for reading promotes independent learning. When individuals have the ability to educate themselves through books and other reading materials, they become self-directed learners capable of seeking knowledge on their terms.

2.2.3.5 Empowerment

According to Snow, C.E. (2002), proficient reading skills empower children to express themselves, share ideas, and participate actively in classroom discussions, building their self-confidence.

Proficient reading skills empower children in various ways, giving them the confidence and ability to express themselves effectively: proficient reading skills are a key factor in empowering children to express themselves confidently, actively engage in learning, and develop the skills necessary for success in both academic and personal aspects of life.

2.2.3.6 Cultural Awareness

According to Snow, C.E. (2002), Reading exposes students to diverse cultures, experiences, and perspectives, fostering empathy and a better understanding of the world around them. Reading serves as a powerful tool for promoting cultural awareness and understanding among students. Here's how it fosters empathy and a broader perspective: Reading plays a significant role in promoting cultural awareness by introducing students to diverse cultures, experiences, and perspectives. It fosters empathy, tolerance, and respect for diversity, enabling students to better understand and appreciate the world's rich cultural tapestry.

2.2.3.7 Career Opportunities

According to Paul (1998), in an increasingly globalized world, English is often the language of business, science, and technology. Strong reading skills enhance students' future career prospects. Strong English reading skills provide a significant advantage in a wide range of career paths. They enable individuals to access global opportunities, stay competitive in a fast-paced world, and contribute effectively to various industries and sectors.

2.2.3.8 Creativity and Imagination

According to Grabe (2020), reading imaginative stories and literature nurtures creativity and imagination in young minds, allowing them to explore new worlds and ideas. Reading imaginative stories and literature has a profound impact on nurturing creativity and imagination in young minds. Reading imaginative stories and literature plays a vital role in fostering creativity and imagination in young minds. It enriches their mental landscape, encourages self-expression, and empowers them to approach the world with a sense of wonder and innovation. As children explore new worlds and ideas through books, they lay the foundation for a lifetime of creative thinking and problem-solving.

2.2.3.9 Emotional Intelligence

According to Hedgcock & Ferris (2018), books and stories help children develop emotional intelligence by relating to characters' experiences and emotions, promoting empathy and social skills. Books and stories play a significant role in developing emotional intelligence in children. Bbooks and stories provide an enriching platform for children to develop emotional intelligence. By connecting with characters, exploring emotions, and learning about interpersonal dynamics, children become more empathetic, emotionally aware, and equipped with essential social skills. This emotional intelligence serves as a valuable foundation for building healthy relationships and navigating the complexities of life with greater understanding and compassion.

2.2.3.10 Digital Literacy

According to Craven, M. (2003), as technology evolves, digital reading skills become essential for accessing online resources and information effectively. In

today's digital age, digital literacy and digital reading skills have become increasingly crucial for accessing, evaluating, and utilizing online resources and information effectively.

English reading skills are not only fundamental for academic success but also play a pivotal role in shaping well-rounded individuals capable of understanding, engaging with, and contributing to the world around them.

2.3 Stages of reading lesson

In a lesson with the objective of practicing reading, there are typically the three stages of "pre", "while" and "post". Activities to practice developing reading comprehension skills are usually conducted in 3 steps as follows:

– Pre-reading activities.

– While-reading activities.

- Post-reading activities.

2.3.1 Pre-Reading

* Pre - teaching vocabulary: Teachers choose and identify active words to teach, both to ensure time and bring high efficiency.

* Predict: Teachers choose teaching techniques suitable to the type of lesson and the content of the lesson, the purpose of this part is to attract students to participate in the lecture from the beginning of the lesson, so it doesn't matter whether it is right or wrong. In this part the teacher gives a lesson situation, gives short, precise, easy to understand instructions and checks right away to make sure all students understand what they have to do, and then That limits the time for the children to do their tasks (about 1 to 3 minutes), and the teacher takes some feedback from the students at the end of the time (Give feedback).

2.3.2 While-Reading

This is the main phase of the lesson; it starts right after the "Predict" part. The teacher asks students to read or skim the content of the lesson to check their prediction

(Check prediction). Then ask them to read carefully to understand the content of the lesson in detail to apply some basic exercises such as: "Comprehension questions, answer give, multiple choice". The goal is for students to deepen the main content of the lesson.

2.3.3 Post-Reading

This is a strengthening and expanding step of the lesson, students can take information from the content of the reading passage to speak or write according to their own ideas and words, but must follow the topic given by the teacher.

Students can work in pairs, groups or individually. When the children practice, the teacher walks around the class to guide and help, especially to record their basic mistakes and then correct them on the board for the whole class to learn from.

2.4 Potential challenges in teaching English reading skills at mountainous primary schools

2.4.1 Classification of teaching English reading skills problems

2.4.1.1 Lack of students' language proficiency

Regarding students' language proficiency, challenges include: limited vocabulary, inadequate phonemic awareness skills, students making it challenging for them to grasp English reading materials, influence their English pronunciation and comprehension, causing confusion and hindering their ability to read accurately.

2.4.1.2 Lack of resources

Concerning the lack of resources might include: limited reading materials, technological constraints, teacher training lack proper can impede their ability to effectively address students' needs, insufficient funding for educational materials, such as books, supplementary resources, and classroom supplies, can negatively impact the quality of reading instruction, poorly equipped libraries or classrooms, can restrict students' access to a conducive learning environment.

2.4.1.3 Teaching methods

Regarding teaching methods could encompass: Lack of teachers and large of students, using a single teaching method might not cater to individual learning styles, potentially leaving some students behind. Failing to differentiate instruction based on students' varying levels of reading proficiency can hinder both struggling and advanced learners.

Relying solely on traditional lecture-style teaching can make reading lessons monotonous and fail to engage students actively in the learning process. Not integrating technology effectively into teaching can miss opportunities for interactive online resources and digital tools that enhance reading skills. Not regularly assessing students' progress can prevent teachers from identifying areas needing improvement and adjusting their teaching strategies accordingly.

2.4.1.4 Cultural factors

Reading materials that are not relatable or relevant to students' cultural backgrounds can lead to disengagement and reduced comprehension. Students may feel conflicted between their native language and English, which can affect their motivation to learn and their perception of the importance of English reading skills. Cultural norms around communication styles and interaction patterns can influence students' participation in reading discussions or group activities. Cultural differences in socioeconomic backgrounds can affect access to resources like books, technology, and educational support, influencing students' overall reading experiences. Cultural beliefs about education and parental involvement can impact students' support systems outside of the classroom, affecting their reading habits and attitudes.

2.4.2 Common challenges in Teaching English Reading Skills at Mountainous Primary Schools problems

2.4.2.1 Common challenges in Teaching at Mountainous Primary Schools problems

2.4.2.1.1 Limited Resources and Infrastructure

Mountainous primary schools often face limitations in terms of resources and infrastructure. These schools may have a scarcity of reading materials, including

textbooks, storybooks, and supplementary resources. Access to libraries, technology, and internet connectivity may also be limited, hindering students' exposure to a wide range of reading materials and digital resources.

2.4.2.1.2 Lack of Qualified Teachers

Mountainous areas may struggle to attract and retain qualified English language teachers. The shortage of trained teachers in these regions affects the quality of English reading instruction. Inadequate teacher preparation, lack of subject-specific expertise, and limited professional development opportunities can undermine effective reading instruction.

2.4.2.1.3 Linguistic and Cultural Barriers

Mountainous regions often have linguistic and cultural diversity, with students speaking local dialects as their first language. Teaching English reading skills requires addressing language barriers and bridging the gap between students' first language and English. Cultural differences, unfamiliarity with English language norms, and limited exposure to English outside the classroom can further impede reading skill development.

2.4.2.1.4 Motivational Factors

Motivating students to engage in reading activities can be challenging in mountainous primary schools. Factors such as low socioeconomic status, lack of parental involvement, and limited exposure to English-speaking environments can affect students' motivation and interest in reading. The absence of a reading culture or supportive reading environment within the community can also hinder students' reading engagement.

2.4.2.2 Common challenges in learning at Mountainous Primary Schools problems

In the study focusing on teaching English reading skills at mountainous primary schools, the analysis of learning performance encompasses several crucial factors.

2.4.2.2.1 Learning conditions

Learning conditions play a pivotal role in shaping students' reading abilities. Limited resources, inadequate infrastructure, and lack of educational materials might hinder effective learning experiences in such remote settings. Addressing these challenges is essential to create an environment conducive to learning. 2.4.2.2.2 Motivation of students

Motivation of students also significantly impacts their reading skills. Mountainous regions often pose unique challenges related to student engagement. Factors like distance, socio-economic conditions, and cultural differences can influence students' enthusiasm for learning. Identifying ways to cultivate intrinsic motivation, such as designing relevant and culturally sensitive reading materials, can enhance the overall learning experience.

2.4.2.2.3 Language barriers

Many mountainous communities might have languages distinct from English as their primary mode of communication. This can lead to difficulties in grasping English reading concepts. Implementing bilingual approaches or incorporating local languages into the learning process could help bridge this gap and promote a deeper understanding of reading skills.

2.4.2.2.4 Teacher support

In mountainous areas, educators may face challenges such as isolation, limited professional development opportunities, and high teacher-student ratios. Enhancing teacher training, providing consistent support, and fostering a collaborative network can empower teachers to effectively address the diverse needs of their students.

2.4.2.2.5 Common problems in learning English reading skills

The absence of content that resonates with students' cultural backgrounds and experiences might hinder comprehension and engagement. Developing tailored reading materials that incorporate local knowledge and experiences can make the learning process more relatable and engaging.

CHAPTER 3. METHODOLOGY

3.1 Introduction

The study was carried out at the Binh An primary school, Bac Binh district, Binh Thuan province in the second semester of the academic year 2022 - 2023.

3.2 Research design

The research design for the study on difficulties and solutions in teaching English reading skills at Binh An Primary School was carefully structured to provide a comprehensive understanding of the subject matter. This study employed a mixed-methods approach, combining both quantitative and qualitative research techniques to gather a holistic view of the challenges faced by Grade 5 students when learning English reading skills. The quantitative component involved administering a Likert scale questionnaire to 30 randomly selected students out of the total 100, allowing for the systematic measurement of their perceptions regarding various difficulties. Simultaneously, qualitative data was collected through in-depth interviews with teachers and educational experts at the school. These interviews helped to contextualize the quantitative findings, offering valuable insights into the pedagogical practices and strategies employed in teaching English reading. The combination of these two research methods ensured a comprehensive analysis of the challenges while also exploring potential solutions, making the research design robust and well-rounded. This approach was structured to generate meaningful and practical recommendations for enhancing the English reading instruction at Binh An Primary School.

3.3 Setting and Sample Data

3.3.1 Pedagogical setting

The pedagogical setting at Binh An Primary School provides a unique and dynamic environment for the study of English reading skills. Situated in a diverse and culturally rich community, the school is dedicated to fostering a conducive learning atmosphere for Grade 5 students. The classroom setup incorporates modern teaching

methods, technology, and age-appropriate learning materials. Experienced educators and a dedicated support staff work collaboratively to ensure a well-rounded education for the students. English reading is a significant component of the curriculum, and the pedagogical setting places emphasis on interactive and engaging learning experiences. Small class sizes facilitate one-on-one interactions, while a student-centered approach is encouraged to promote active participation and critical thinking. The teachers at Binh An Primary School are committed to addressing the challenges that students may encounter in their English reading journey, fostering an atmosphere of collaboration and innovation to enhance the quality of education. This pedagogical setting forms the backdrop against which the study on English reading skills is conducted, making it an ideal environment to explore the difficulties faced by students and propose effective solutions for their academic progress.

3.3.2 Participants

The participants in the study on difficulties and solutions in teaching English reading skills at Binh An Primary School were a diverse and representative group of individuals crucial to the research. The primary participants were Grade 5 students, selected through a random sampling process, with a focus on ensuring demographic and English proficiency diversity. Thirty out of a total of 100 Grade 5 students participated, allowing for a manageable yet statistically significant sample size. These students, ranging in age and backgrounds, were the focal point for gathering valuable insights into the challenges they encountered in learning English reading skills.

Additionally, the study also involved key secondary participants, namely the English teachers and educational experts at Binh An Primary School. These individuals, with their extensive pedagogical experience, provided vital qualitative data through interviews. Their perspectives and expertise were instrumental in contextualizing the students' experiences, thereby contributing to a more comprehensive understanding of the challenges in teaching and learning English reading.

The participation of these two distinct groups, students and educators, was integral to the research, offering a well-rounded view of the educational landscape at Binh An Primary School and enabling the study to propose effective solutions and recommendations for improving the English reading skills instruction in this pedagogical setting.

3.3.2 Instruments

3.3.2.1 Questionnaires

According to Cambridge Dictionary (2020), a questionnaire is a list of questions that are posed to a group of individuals in order to obtain data on a particular topic. According to BBP Learning Media, "The questionnaire is the main instrument of marketing research, a mechanism for delivering questions to respondents and documenting their responses" (2009, p.76). The typical structure of a questionnaire is a series of questions that the participant must respond to in a particular sequence. Questions come in two flavors: open-ended and closed-ended. A respondent to a closed-ended question must select an answer from a list of alternatives, while a respondent to an open-ended question must build his own response. The range of possible answers to a closed-ended inquiry should be exhaustive and unrestricted. In order to collect data for this study, closed ended questions on a 5-point Lik ert scale were used: strongly disagree, disagree, neutral, agree, and highly agree.

The purpose of this study is to serve the main object of this research. The population in this study is 100 students, the samples for this study were 30 students from grades 5. The samples were purposively selected. Most of them are of the same age and have almost the same amount of time to learn English. All these students are taught by Vietnamese teachers. In addition, these students were selected to participate in the survey because of their ease of access.

Questionnaire obtains information through the respondents' written responses to a list of questions. The questionnaires are used to take data from the students in order to know their problem with learning reading. The questionnaires are one of the

methods to collect data in this research. It will be used to receive more information about teaching and learning reading. For the questionnaire, the writer prepares some questions for the respondents.

The survey questions range from 1 to 28 and are all written in English (can be translate into Vietnamese if necessary). There are 5 answers to the question. The information has multiple options to choose from. I can determine the problems that teachers and pupils face and find the best way to develop and practice reading skills from this survey. The survey based on my research, " A study on difficulties and solutions in teaching English reading skills at Binh An primary school".

There were two parts to the survey questionnaire. The first section dealt with the participants' personal information. The second section consisted of questions that focused on the research's major topic. The questionnaire was a method of gathering data from a large number of people in a short amount of time. It also didn't take up too much of the participants' time. A questionnaire paper is divided into two parts:

Part A: Personal information.

Part B: Contents of the Questionnaire

This section finds the factors affecting in the reading skills of the students: to some extent such as: lack of vocabulary, lack of confidence, fear of making mistakes ... Finally, the participants marked each item with a tick for their response on the scale (see appendix).

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

3.3.2.1 Semi-Structured Group Interview

The researcher would be able to understand more about the participants'opinions or points of view from an individual perspective using the semi-structured group interview instrument. First, the researcher would present and explain the study's objectives to the participants. Participants were asked to respond to five questions (see appendix) in their opinions.

3.3.3 The procedure of the study

3.3.3.1 Questionaires

In the research focused on challenges and remedies in teaching English reading skills at Binh An Primary School, a comprehensive data collection process was employed. The target group consisted of 100 Grade 5 students who were currently studying English during the academic years 2022-2023. To ensure a representative sample, a subset of 30 students was randomly selected.

The data collection procedures were conducted with meticulous attention to detail. In April of the academic year 2022-2023, a 30-minute window was allocated for each of the 30 students to participate in the study. During this time, the students were presented with a carefully designed questionnaire. This questionnaire employed a 5-point Likert scale to gauge their perceptions of difficulties encountered while learning English reading skills. The Likert scale ranged from "Strongly Disagree" to "Strongly Agree," allowing for nuanced responses.

The questionnaire itself was thoughtfully constructed to encompass a range of challenges commonly faced by students when acquiring English reading skills. It included questions related to vocabulary comprehension, sentence structure, reading comprehension, and overall confidence in their reading abilities. By utilizing the Likert scale, the students were able to express their opinions on each statement with varying degrees of agreement or disagreement.

The administration of the questionnaire was overseen by trained research assistants who ensured that the process was consistent and unbiased. Students were provided with clear instructions and ample time to complete the questionnaire. Any

queries or uncertainties from the students were promptly addressed by the research assistants.

Upon completion of the questionnaires, the collected data was meticulously organized and entered a database for analysis. The Likert scale responses were numerically coded to facilitate quantitative analysis, providing insights into the prevailing challenges perceived by the Grade 5 students when it came to English reading skills. This thorough data collection procedure ensured that the research was well-grounded and could yield valuable insights into the difficulties encountered by students in learning English reading skills at Binh An Primary School.

3.3.3.2 Semi-Structured Group Interview

The study on difficulties and solutions in teaching English reading skills at Binh An Primary School will employ a semi-structured group interview method to gather insights from three experienced teachers. These interviews will take place in April of the academic year 2022-2023. The chosen method allows for a flexible yet focused approach, enabling the researchers to explore the nuances of the teachers' experiences and perspectives on teaching English reading skills.

In preparation for the interviews, the researchers will collaborate with the school administration to schedule a convenient time for the three teachers to come together. The semi-structured nature of the interviews will allow the researchers to have a set of predetermined questions while also encouraging the teachers to elaborate and share their thoughts freely.

During the interviews, the researchers will introduce themselves and explain the purpose of the study, emphasizing the confidentiality and voluntary nature of participation. To ensure a comfortable environment, the interviews will be conducted in a private and quiet space on the school premises. The researchers will use audio recording equipment with the participants' consent, allowing them to focus on the conversation and not worry about notetaking.

The interview questions will be carefully designed to explore the teachers' perspectives on the challenges they face when teaching English reading skills and their proposed solutions. The questions will be open-ended and designed to encourage detailed responses, promoting discussions among the participating teachers. This approach will allow the researchers to gain a comprehensive understanding of the difficulties encountered and the strategies implemented.

The researchers will actively listen to the teachers' responses, probing further when necessary to explore specific points or seek clarification. Through this interactive process, the researchers will ensure that all relevant aspects of the topic are covered and that the insights shared by the teachers are thorough and insightful.

After the interviews, the researchers will transcribe the audio recordings, ensuring accurate representation of the teachers' responses. The data collected will be analyzed using qualitative methods to identify common themes and patterns related to the difficulties faced and the suggested solutions. These findings will provide valuable insights that can contribute to improving English reading instruction at Binh An Primary School.

3.4. Collection Data

Data collection for the study on difficulties and solutions in teaching English reading skills at Binh An Primary School was a systematic and rigorous process. It encompassed both quantitative and qualitative data, allowing for a multifaceted analysis of the research objectives.

Quantitative data was obtained through the administration of a Likert scale questionnaire to 30 Grade 5 students. The questionnaire was thoughtfully designed to address various aspects of English reading skills, such as vocabulary comprehension, sentence structure, and reading comprehension. Each student's responses on the 5-point Likert scale were meticulously recorded to quantify their perceptions of the challenges they faced.

Qualitative data was collected through in-depth interviews with English teachers and educational experts at the school. These interviews provided rich and context-specific information about the teaching methods, strategies, and curricular elements in place for English reading instruction. The qualitative data complemented the quantitative findings by offering a deeper understanding of the challenges within the pedagogical setting and the potential solutions that could be implemented.

The combination of both quantitative and qualitative data sources ensured a comprehensive exploration of the research topic. This holistic approach allowed for a nuanced and thorough analysis of the difficulties in teaching and learning English reading skills at Binh An Primary School and offered the foundation for practical recommendations and solutions to enhance the educational experience in this setting.

3.5 Data analysis

3.5.1 Questionaires

The data collection procedures for the study on difficulties and solutions in teaching English reading skills at mountainous primary schools involve using questionnaires to gather information on various aspects of learning performance:

Common Problems in learning English reading skills: This section of the questionnaire aims to identify the challenges that teachers and students face in learning and teaching English reading skills. Participants will be asked to highlight specific obstacles they encounter during the teaching and learning process.

Learning Conditions: participants will provide insights into the learning environment and conditions in mountainous primary schools. This includes factors such as classroom resources, access to technology, and the physical setup of classrooms.

Motivation of Students: This section will explore the motivational factors influencing students' engagement with English reading. Participants will be asked

about the students' attitudes towards learning English, their interest in reading, and any factors that might positively or negatively impact their motivation.

Teacher Support: Here, participants will be asked to share their experiences and perceptions regarding the support provided to teachers in teaching English reading skills. This could include professional development opportunities, access to teaching materials, and any challenges related to teacher training.

Language Barriers: This section focuses on language-related challenges that students might face due to their cultural or linguistic background. Participants will be asked to discuss any language barriers that hinder effective English reading skill acquisition.

The questionnaires will be distributed to students in Binh An primary school setting. The collected data will provide valuable insights into the difficulties faced and potential solutions for enhancing English reading skills in this specific context.
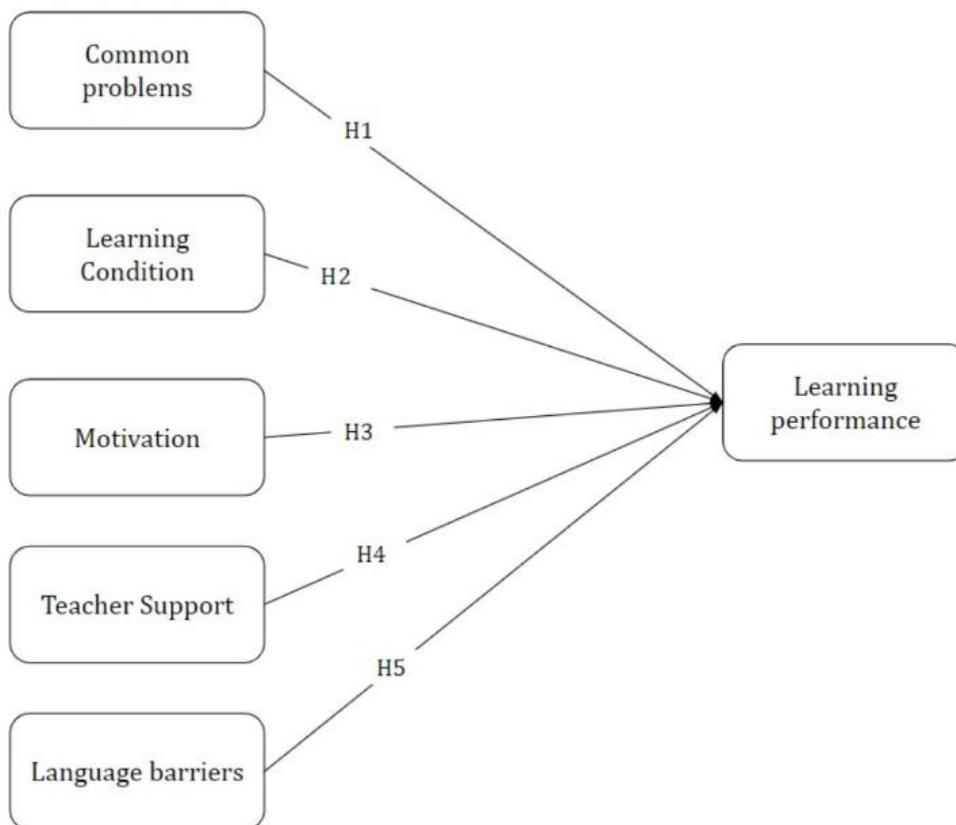
Figure 3.5.1 Research Models

In this study, we aimed to investigate the challenges and potential solutions associated with teaching English reading skills in a mountainous primary school environment. Data was collected through questionnaires employing a 5-point Likert scale. The reliability of the questionnaire items, particularly those assessing teacher support, was assessed using Cronbach's alpha coefficient.

3.5.2 Semi-Structured Group Interview

The data analysis procedures for the study on difficulties and solutions in teaching English reading skills at Binh An Primary School involved a systematic approach to extract meaningful insights from the semi-structured group interviews with three experienced teachers. The collected data was analyzed using a qualitative research methodology to identify patterns, themes, and commonalities across the teachers' responses.

First, the recorded interviews were transcribed verbatim to ensure accurate representation of the teachers' statements. These transcripts formed the primary data source for analysis.

The researchers employed a thematic analysis approach, which involved a careful reading and re-reading of the transcripts to identify recurring themes and concepts related to the challenges faced in teaching English reading skills, strategies employed, and the role of community involvement.

During the initial phase of analysis, the researchers generated initial codes by labeling and categorizing segments of the data that pertained to specific topics or issues. These codes were then organized into preliminary themes, reflecting the main challenges, strategies, and perspectives expressed by the teachers. The researchers reviewed and refined these themes, seeking to capture the essence of the teachers' experiences and viewpoints.

Following the theme generation, the researchers engaged in a process of data reduction, where similar themes were grouped together to create overarching categories. This step helped distill the complexity of the teachers' narratives into a

coherent framework that could be more easily interpreted. Throughout this process, the researchers ensured that the identified themes were faithful to the teachers' original responses, avoiding misinterpretation or distortion of their perspectives.

The final step of the data analysis involved constructing a comprehensive narrative that presented the study's findings. The researchers wove together the themes and categories to create a cohesive story that highlighted the challenges faced by teachers, the strategies they employed, and the potential role of community involvement in enhancing English reading education at the mountainous primary school.

In conclusion, the data analysis procedures for the study involved transcribing the interviews, conducting thematic analysis to identify patterns and themes, categorizing these themes, and finally constructing a coherent narrative that presented the study's findings. This qualitative approach provided valuable insights into the experiences of the teachers and offered recommendations for addressing the challenges and improving English reading education at Binh An Primary School.

3.6 Chapter summary

Chapter 3 of the research delves into the methodological framework employed to investigate the challenges and potential remedies associated with teaching English reading skills at Binh An Primary School. The study was meticulously conducted in the second semester of the 2022-2023 academic year, set within the distinct context of Bac Binh district, Binh Thuan province. To unveil the common issues faced by Grade 5 students in their English performance, a combination of questionnaire surveys and Semi-Structured Group Interviews was employed.

The research began by selecting a purposive sample of 30 Grade 5 students from Binh An Primary School, who were then subjected to a thoughtfully designed questionnaire. Crafted with precision, the questionnaire posed a series of closed-ended questions on a 5-point Likert scale, aiming to gauge the participants' perspectives on the challenges encountered while mastering English reading skills. These queries spanned vocabulary comprehension, sentence structure, reading

comprehension, and overall self-confidence in their reading capabilities. This method allowed for a comprehensive understanding of the multifaceted difficulties that these students often confront.

Simultaneously, the researchers engaged in Semi-Structured Group Interviews with three experienced teachers, each possessing varying levels of teaching expertise. Scheduled in April of the academic year 2022-2023, these interviews were conducted in a confidential and comfortable setting. The semi-structured nature of these discussions granted the teachers the freedom to express their opinions while still adhering to a core set of predetermined questions. This approach facilitated a detailed exploration of the educators' challenges and the strategies they employed in teaching English reading skills, thereby shedding light on the potential for improvement.

In the realm of data analysis, a qualitative approach was adopted to uncover the underlying patterns and themes inherent in the responses collected from the questionnaires and interviews. Thematic analysis emerged as the key strategy, involving a careful coding of the transcribed interviews, thereby identifying recurring ideas and issues. Through a systematic process of refinement and categorization, the researchers distilled these themes into overarching categories, enabling a more coherent interpretation of the insights shared by the Grade 5 students and the experienced teachers.

In essence, Chapter 3 serves as a blueprint for the research methodology, meticulously detailing the steps taken to explore the challenges of English reading skill acquisition in a primary school setting. Through questionnaires and interviews, the study achieved a comprehensive understanding of the hurdles faced by students and the perspectives of seasoned educators. This methodological foundation sets the stage for the subsequent analysis, ensuring a robust exploration of the difficulties faced and potential avenues for enhancing the teaching and learning of English reading skills at Binh An Primary School.

CHAPTER 4.RESULT AND DISCUSSION

4.1 Analysis of data

4.1.1Personal information

In this section, the descriptive statistics of the research sample are presented, offering insights into various aspects of the participants' profiles and attitudes towards English reading skills. The data analysis focuses on factors such as gender, grade level, duration of English learning, performance in reading exams, frequency of self-directed learning, and intentions to enhance English reading proficiency.

Starting with the analysis of gender distribution, the research sample is evenly split between male and female participants, each constituting 50% of the surveyed group. This balance implies a relatively equal representation of males and females in English learning activities, suggesting that both genders are equally engaged in the pursuit of improving their reading skills.

Regarding the grade level, the sample exclusively consists of 5th graders, signifying that the participants are nearing the end of their primary education. This homogeneity in grade level indicates that the study is focused on a specific cohort of students who possess a certain level of maturity and educational experience, potentially contributing to a more nuanced understanding of their challenges and motivations.

Examining the duration of English learning, all participants have been studying English for a consistent span of four years. This uniformity in learning duration underscores the participants' consistent exposure to English education throughout their primary school journey, indicating that they have encountered the intricacies and difficulties associated with learning English, particularly in terms of reading skills.

The performance in reading exams reveals that 70% of the participants managed to pass the reading test, while the remaining 30% did not succeed. Among

the participants who did not pass, a deeper analysis unveils varying levels of struggle, with 10% failing once, 10% failing twice, and 10% failing three times. This data highlights a notable proportion of participants facing challenges in their English reading proficiency, indicating room for improvement.

Assessing the frequency of self-directed learning in English reading skills, the data exhibits a spectrum of engagement. The participants' self-reported engagement varies: 13.33% always engage, 20% usually engage, 26.67% often engage, 20% sometimes engage, and 10% engage seldom. This distribution demonstrates that a substantial portion of the participants actively invest effort into self-improvement, while others exhibit varying degrees of regularity in their practice.

In participants' plans to enhance their English reading proficiency at a specific time, the majority (70%) express their willingness to commit to such efforts, while 30% disagree with this intention. This indicates a significant desire among participants to enhance their English reading skills, suggesting a proactive approach to overcoming challenges and improving their overall language competence.

The descriptive statistics analysis provides a comprehensive overview of the research sample's characteristics and attitudes towards English reading skills. The gender distribution is balanced, and the participants are exclusively 5th graders, indicating a focused group of learners. The uniform duration of English learning showcases consistent exposure to the language. Performance in reading exams highlights both successes and challenges, with a notable proportion struggling to pass. The varying levels of engagement in self-directed learning reflect participants' individual efforts to improve. Finally, the majority's intent to enhance their English reading skills demonstrates a keen motivation to excel in their language proficiency. These findings collectively offer valuable insights into the students' perspectives and provide a foundation for further analysis and recommendations.

Table 4.1.1 Descriptive statistics of the study sample

INFORMATION		NUMBER	PERCENT (100%)
Gender	Male	15	50.0
	Female	15	50.0
	Total	30	100.0
Class	Class 5th	30	100.0
	Total	100	100.0
Time learning English	1 year	0	0.0
	2 years	0	0.0
	3 years	0	0.0
	4 years	30	100.0
	5 years	0	0.0
	Total	30	100.0
Failed a reading exam	No	21	70.0
	1 Times	3	10.0
	2 Times	3	10.0
	3 Times	3	10.0
	4 Times	0	0.0

	5 Times	0	0.0
	Total	30	100.0
The frequency self-learn student's English reading skills	Always	4	13.33
	Usually	6	20.0
	Often	8	26.67
	Sometimes	6	20.0
	Seldom	3	10.0
	Never	3	10.0
	Total	30	100.0
Plan to commit acts improving their English reading level at a certain time	The quanity of students want	21	70.0
	The quanity of students don't want	9	30.0
	Total	30	100.0

4.1.2 Questionaire content

4.1.2.1 Motivation

All Cronbach's alpha value above 0.7 and all Corrected item-total correlation coefficients above 0.3, mainly ranging from 0.903 to 0.956, indicating acceptable internal consistency reliability for the motivation of students in the study on teaching English reading skills at a mountainous primary school. This suggests that the items or questions used to measure student motivation are somewhat consistent with each other, and the scale used is likely to be reliable for measuring this construct.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.972	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MO1	11.53	8.671	.923	.965
MO2	11.40	8.800	.903	.970
MO3	11.40	8.179	.956	.955
MO4	11.47	8.326	.937	.961

Figure 4.1.2.1 Cronbach's Alpha test of variable Motivation

4.1.2.2 Teacher support

All Cronbach's alpha value above 0.7 and and all Corrected item-total correlation coefficients above 0.3, mainly ranging from 0.742 to 0.907, indicating acceptable internal consistency reliability for reasonable among the items in the teacher support category, indicating that respondents' ratings on these items are reliably measuring the same underlying construct. This provides confidence in the reliability of the scale used to evaluate teacher support. Further exploration through factor analysis could shed light on the underlying dimensions of teacher support and help refine the questionnaire for future studies. Overall, the study contributes valuable

insights into the challenges and potential solutions related to English reading instruction in mountainous primary schools.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.945	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TS1	18.40	14.455	.869	.931
TS2	18.50	14.672	.907	.927
TS3	18.40	14.800	.807	.938
TS4	18.60	15.490	.742	.945
TS5	18.47	14.602	.823	.936
TS6	18.30	14.217	.857	.932

Figure 4.1.2.2 Cronbach's Alpha test of variable Teacher support

4.1.2.3 Language barriers

All Cronbach's alpha value above 0.7 and and all Corrected item-total correlation coefficients above 0.3, mainly ranging from 0.882 to 0.926, indicating acceptable internal consistency reliability for language barriers in the study on teaching English reading skills at a mountainous primary school. This suggests that

the "language barriers" section of the questionnaire is dependable, internally consistent, and accurately captures participants' perceptions of language-related difficulties.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.954	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LB1	5.97	6.999	.882	.947
LB2	5.93	7.099	.926	.915
LB3	5.83	6.764	.900	.934

Figure 4.1.2.3 Cronbach's Alpha test of variable Language barriers

4.1.2.4 Common problems in reading skills

All Cronbach's alpha value above 0.7 and and all Corrected item-total correlation coefficients above 0.3, mainly ranging from 0.882 to 0.926, indicating acceptable internal consistency reliability for common problems in reading skills in the study on teaching English reading skills at a mountainous primary school. This suggests the "common problems in reading skills" section of your questionnaire demonstrates sound internal consistency reliability. This means that the section's items reliably measure the same overarching concept of reading challenges, and each item contributes significantly to the overall construct.

➡ Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.971	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CP1	12.07	26.547	.906	.965
CP2	12.40	26.041	.921	.963
CP3	12.10	27.128	.909	.965
CP4	12.20	26.028	.918	.963
CP5	12.30	24.286	.936	.962

Figure 4.1.2.4 Cronbach's Alpha test of variable common problems in reading skills

4.1.2.5 Learning performance

All Cronbach's alpha value above 0.7 and and all Corrected item-total correlation coefficients above 0.3, mainly ranging from 0.691 to 0.835, indicating acceptable internal consistency reliability for learning performance in the study on teaching English reading skills at a mountainous primary school. This suggests that the "learning performance" section of your questionnaire exhibits dependable internal

consistency reliability. This implies that the section's items effectively measure the same overarching concept of learning performance, and each item makes a meaningful contribution to the overall construct.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.906	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LP1	15.23	8.737	.798	.881
LP2	15.30	8.769	.691	.900
LP3	15.27	7.857	.835	.870
LP4	15.40	8.386	.749	.889
LP5	15.20	7.890	.766	.886

Figure 4.1.2.5 Cronbach's Alpha test of Learning performance

4.1.3 Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) is an important method in quantitative data analysis. EFA is used to determine the general structure and reduce a set of observed variables to more significant factors. In EFA, two important values to consider are convergence value and discriminant value.

● Convergence: When performing EFA, observed variables with similar properties will converge to the same factor. In the rotation matrix of the EFA, these variables will be in the same column, showing correlation and association with each other.

● Discrimination: Observed variables converging on one factor need to be distinguished from observed variables converging on another factor. In the rotation matrix, groups of variables will be separated into separate columns, and at the same time indicate the independence and specificity of each factor.

Specifically, the evaluation of EFA test on SPSS software is usually done through the following criteria:

● KMO coefficient (Kaiser-Meyer-Olkin) is 0.5 or more (0.5 KMO 1)

● Bartlett's test (Bartlett's test of sphericity) must be statistically significant: sig Bartlett's Test < 0.05

● Eigenvalue: Eigenvalue > 1 is kept in the analytical model.

● Total Variance Explained 50%

● Factor Loading: from 0.5 is observed variable with good quality

4.1.3.1 Exploratory factor analysis (EFA) for the independent variable

From the results of data analysis on the EFA factor test for the independent variables below, it can be seen that the KMO coefficient is satisfied with the index = 0.615 > 0.5, the Bartlett's test of sphericity is satisfactory. Statistical significance when sig = 0.000 < 0.05, Eigenvalue = 1.423 > 1, Total Variance Explained = 88.851% ≥ 50% is also satisfied. All factor loading coefficients (Factor Loading) are from 0.5, showing that all current observed variables have good quality. In conclusion, the EFA test for the observed variables of the independent variable has good results and satisfies the required conditions.

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.615
Bartlett's Test of Sphericity	Approx. Chi-Square	835.924
	df	253
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.486	45.590	45.590	10.486	45.590	45.590	4.754	20.668	20.668
2	3.942	17.141	62.731	3.942	17.141	62.731	4.627	20.117	40.785
3	2.854	12.407	75.138	2.854	12.407	75.138	4.282	18.619	59.404
4	1.731	7.528	82.666	1.731	7.528	82.666	3.943	17.142	76.546
5	1.423	6.185	88.851	1.423	6.185	88.851	2.830	12.305	88.851
6	.502	2.184	91.036						
7	.357	1.552	92.588						
8	.326	1.415	94.003						
9	.243	1.057	95.060						
10	.205	.892	95.951						
11	.180	.784	96.735						
12	.161	.698	97.434						
13	.113	.493	97.927						
14	.101	.439	98.365						
15	.091	.397	98.763						
16	.082	.359	99.121						
17	.068	.296	99.417						
18	.051	.221	99.638						
19	.034	.149	99.787						
20	.024	.103	99.889						
21	.016	.068	99.957						
22	.007	.029	99.986						
23	.003	.014	100.000						

Extraction Method: Principal Component Analysis.

	Rotated Component Matrix				
	Component				
	1	2	3	4	5
TS2	.930				
TS1	.899				
TS3	.856				
TS6	.811				
TS4	.772				
TS5	.755				
CP3		.900			
CP1		.875			
CP5		.864			
CP4		.860			
CP2		.854			
LC3			.873		
LC1			.854		
LC2			.831		
LC5			.804		
LC4			.768		
MO3				.962	
MO1				.944	
MO4				.934	
MO2				.888	
LB2					.890
LB1					.865
LB3					.862

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]

Figure 4.1.3.1 KMO for the independent variable

4.1.3.2 Exploratory factor analysis EFA for the dependent variable

The results of the EFA factor test for the dependent variable below, it can be seen that the KMO coefficient is satisfied with the index = 0.845 > 0.5, the Bartlett's test of sphericity is statistically significant when sig = 0.000. < 0.05, Eigenvalue = 3,658 > 1, Total Variance Explained = 3.168 ≥ 50% is also satisfied, all Factor Loading coefficients are from 0.5, showing all the factors. The observed variable of the dependent variable has good quality. In conclusion, the EFA test for the observed variables of the dependent variable achieved good results and satisfied the conditions.

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.845
Bartlett's Test of Sphericity	Approx. Chi-Square	88.656
	df	10
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.658	73.168	73.168	3.658	73.168	73.168
2	.472	9.443	82.611			
3	.402	8.035	90.646			
4	.296	5.926	96.572			
5	.171	3.428	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component 1
LP3	.903
LP1	.877
LP5	.855
LP4	.839
LP2	.799

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Figure 4.1.3.2 KMO for the dependent variable

4.1.4. Hypothesis testing: Multivariate regression

Linear regression is a regression that considers a linear relationship – a straight line relationship between the independent variable and the dependent variable. More specifically, multiple linear regression in SPSS is a statistical analysis method used

47

to look at the linear relationship between a dependent variable and many independent variables. This method allows us to predict the value of the dependent variable based on the value of the corresponding independent variables. In research, we often have to test hypotheses about the relationship between two or more variables, including one dependent variable and one or more independent variables.

4.1.5 Inspection results

Based on the data of the Anova table below (refer to Table 4.4.1), the ANOVA table gives us the results of the F test to evaluate the hypothesis of appropriateness of the regression model. The F-test sig value is $0.000 < 0.05$, so the regression model is suitable.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.863	5	2.773	18.061	.000^b
	Residual	3.685	24	.154		
	Total	17.548	29			

a. Dependent Variable: LP

b. Predictors: (Constant), LB, MO, CP, TS, LC

Figure 4.1.5 ANOVA

The Model Summary table gives us the results of R squared (R Square) and R squared (Adjusted R Square) to evaluate the goodness of fit of the model. The adjusted R-squared value of 0.746 shows that the independent variables included in the regression analysis affect 74.6% of the variation of the dependent variable, the remaining 25.4% is due to out-of-model variables and random errors.

4.1.6 Durbin–Watson results

The results of this table also give Durbin–Watson values to evaluate the phenomenon of first-order series autocorrelation. The value DW = 1.827, ranges from 1.5 to 2.5, so the results do not violate the assumption of first-order series autocorrelation (Yahua Qiao, 2011).

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.889[a]	.790	.746	.39182	1.827

a. Predictors: (Constant), LB, MO, CP, TS, LC

b. Dependent Variable: LP

Figure 4.1.6 Model Summary

4.1.7 VIF Results

The Coefficients table gives us the t test results to evaluate the hypothesis of significance of the regression coefficient, the VIF index to evaluate multicollinearity and the regression coefficients.

All variables including LC (Learning conditions), MO (Motivation), TS (Teacher supports), LB (Language barriers) all have t-test sig less than 0.05, so these variables are statistically significant, both affect the dependent variable Learning performance. Regression coefficients of these independent variables all have positive signs, so the independent variables have a positive effect on the dependent variable.

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	1.119	.857		1.307	.204		
	CP	-.044	.068	-.084	-.656	.518	.540	1.853
	LC	.249	.116	.325	2.150	.042	.382	2.615
	MO	.314	.133	.264	2.366	.026	.703	1.423
	TS	.376	.153	.306	2.452	.022	.563	1.775
	LB	-.142	.059	-.324	-2.408	.024	.484	2.068

a. Dependent Variable: LP

Figure 4.1.7 Coefficents

4.1.8 Conslusion

- H2: Learning conditions positively affect the dependent variable Learning performance (Accept)
- H3: Motivation positively affect the dependent variable Learning performance (Accept)

- H4: Teacher support positively affect the dependent variable Learning performance (Accept)
- H5: Language barriers positively affect the dependent variable Learning performance (Accept)

4.2 Discussion of Findings

4.2.1 Research question 1

The problems regarding reading skills in English among the pupils in mountainous primary school are:

Learning conditions, including access to resources, technology, comfortable classrooms, and supportive infrastructure, can enhance learning performance in teaching English reading skills. Conversely, unfavorable conditions marked by resource scarcity, limited technology access, uncomfortable classrooms, and weak infrastructure can hinder learning outcomes.

Student motivation significantly affects learning performance in teaching English reading skills at mountainous primary schools. High motivation leads to increased engagement, persistence, positive attitudes, and better comprehension, all of which contribute to improved performance. Conversely, low motivation results in reduced engagement, limited effort, negative attitudes, poor comprehension, and decreased overall performance.

Teacher support is a critical factor in shaping learning performance when teaching English reading skills at mountainous primary schools. Adequate support can lead to enhanced teaching quality, effective classroom management, access to teaching materials, continuous learning, and increased teacher confidence. Conversely, inadequate support can result in lower teaching quality, challenges in classroom management, limited access to teaching materials, stagnation in professional growth, decreased teacher confidence, and potentially high turnover rates.

50

Language barriers in the context of teaching English reading skills at mountainous primary schools present a complex set of advantages and disadvantages. While they contribute to cultural diversity, preservation of native languages, and diverse perspectives, they can also impede students' English proficiency, comprehension, communication, and engagement

4.2.2 Research question 2

The solutions to improve teaching methods of reading comprehension skills at mountainous primary schools are:

Addressing learning conditions is pivotal to enhancing the learning performance of students, especially in the context of teaching English reading skills. Access to resources, technology, comfortable classrooms, and supportive infrastructure plays a critical role in shaping the educational experience. A well-equipped learning environment can foster engagement and motivation among students, ultimately leading to improved learning outcomes. On the contrary, unfavorable conditions marked by resource scarcity, limited technology access, uncomfortable classrooms, and weak infrastructure can act as significant obstacles to effective learning. These challenges can hinder students' ability to grasp and apply English reading skills, creating disparities in their educational achievements. Therefore, investing in adequate resources, providing modern technology, creating comfortable classrooms, and bolstering infrastructure can go a long way in leveling the educational playing field, ensuring that all students have equal opportunities to excel in their English reading skills and, by extension, their overall academic success.

To address the issue of student motivation in the context of teaching English reading skills at mountainous primary schools, it is crucial to implement targeted solutions. Recognizing that motivation is a driving force behind successful learning, educators and policymakers should focus on strategies that boost student enthusiasm for English reading. Creating a stimulating and culturally relevant curriculum, integrating interactive and enjoyable activities, and fostering a sense of achievement can significantly elevate motivation levels. Moreover, teachers can play a pivotal role

by providing consistent encouragement and recognizing student accomplishments. Establishing a supportive and positive learning environment, where students feel valued and respected, can further enhance motivation. Additionally, involving the local community and parents in the learning process can instill a sense of purpose and pride in students. By actively addressing and elevating student motivation, educators can pave the way for improved engagement, persistence, and ultimately, enhanced performance in English reading skills at mountainous primary schools.

To address the vital role of teacher support in improving learning performance in the context of teaching English reading skills at mountainous primary schools, comprehensive solutions are essential. Ensuring adequate support for teachers involves providing them with the tools and resources necessary for effective teaching. This includes access to up-to-date teaching materials, training opportunities, and professional development programs tailored to the unique challenges of mountainous areas. By equipping teachers with the knowledge, skills, and confidence they need, educators can enhance teaching quality and classroom management. Furthermore, mentorship programs and peer support networks can provide invaluable guidance and encouragement. Recognizing the value of teacher support not only elevates the educational experience for students but also promotes teacher retention and growth, ultimately contributing to improved learning outcomes in English reading skills at mountainous primary schools.

Addressing language barriers in the context of teaching English reading skills at mountainous primary schools requires a multifaceted approach. Recognizing the importance of preserving native languages and cultural diversity, educators should focus on creating a supportive and inclusive learning environment. Integrating students' native languages into the curriculum can help bridge the gap and make the transition to learning English more seamless. Bilingual education models and English-as-a-second-language (ESL) programs can offer tailored solutions to improve English language proficiency without compromising the preservation of students' linguistic heritage.

Moreover, enhancing teacher training and resources to effectively address language barriers is essential. Teachers should be equipped with strategies that make English reading skills more accessible and engaging for students with diverse language backgrounds. Additionally, involving local communities and parents in the learning process can foster a sense of pride and motivation among students while helping to bridge linguistic gaps.

By acknowledging the complexities of language barriers in education and implementing strategies that embrace both cultural diversity and English language acquisition, mountainous primary schools can create a more inclusive and effective learning environment that ultimately promotes better English reading skills while preserving the richness of native languages.

4.2.3 Interview

In the study on difficulties and solutions in teaching English reading skills at Binh An Primary School, the researchers have chosen a semi-structured group interview method to gather valuable insights from three experienced teachers. These interviews, scheduled for April within the academic year 2022-2023, aim to shed light on the challenges faced in teaching English reading skills in a mountainous primary school setting.

For question 1: What are the main challenges you encounter while teaching English reading skills at our mountainous primary school?

Teacher 1 highlighted the constraint of limited access to up-to-date English reading resources due to the school's remote location. This challenge can potentially hinder students' exposure to diverse reading materials, impacting their overall language development. This underscores the need for innovative solutions such as digital resources or resource-sharing networks to mitigate the limitations posed by the geographical context.

Teacher 2's observation focuses on students struggling with complex sentence structures in English texts. This challenge indicates the importance of addressing

language complexity progressively. Teachers might need to implement targeted teaching strategies that involve breaking down sentences, fostering vocabulary development, and enhancing reading comprehension techniques. This approach can help students gradually grasp the meaning behind intricate sentence structures and facilitate their reading comprehension.

The insights shared by Teacher 3 emphasize the significant impact of linguistic diversity on teaching English reading skills. Given that students at the mountainous primary school come from various linguistic backgrounds, addressing individual needs while creating a cohesive learning environment presents a considerable challenge. To overcome this, teachers might consider personalized learning approaches, differentiated instruction, and strategies that leverage students' linguistic strengths to foster better understanding and engagement with English reading materials.

In conclusion, for question 1, the group interview responses from the experienced teachers at Binh An Primary School highlight three key challenges in teaching English reading skills: limited access to up-to-date resources, difficulty with complex sentence structures, and the influence of linguistic diversity. Analyzing these challenges offers valuable insights for educators and researchers to formulate effective solutions that cater to the specific needs of the students in this unique mountainous school setting.

For question 2: In your experience, how does the remote location of the school impact the availability of English reading resources and materials for the students?

Teacher 1's perspective highlights that the remote location hampers the school's access to physical bookstores and libraries, which are common sources for updating reading materials. This limitation necessitates reliance on donated books and online resources as alternative means to supplement the reading collection. This situation underscores the need for creative solutions such as establishing partnerships with organizations, leveraging digital platforms, and encouraging community involvement to enhance the range of available reading materials.

Teacher 2 points out a practical consequence of the remote location: the delay in the delivery of English reading materials. The extended shipping times for book orders can disrupt planned reading activities and curriculum implementation. This challenge calls for effective planning and resource management to ensure that students receive timely access to materials, which might involve placing orders well in advance or exploring partnerships with distributors that can expedite deliveries.

Teacher 3's insight highlights the broader impact of the school's mountainous location. The lack of nearby bookshops and English language centers not only affects the availability of reading materials but also limits students' exposure to a diverse range of resources beyond what the school can provide. This situation prompts educators to consider alternative strategies, such as organizing book fairs, mobile libraries, or virtual author visits, to broaden students' access to a variety of reading materials and experiences.

Collectively, for question 2, the teachers' observations underscore the multifaceted challenges that stem from the remote location of the school. These challenges require a combination of innovative approaches, collaborative efforts, and proactive planning to ensure that students receive quality English reading resources and materials despite the geographical constraints. Addressing these challenges effectively can contribute to a more enriched learning experience for the students at Binh An Primary School.

For Question 3: Can you describe the strategies or teaching methods you use to make English reading enjoyable and engaging for the students?

The strategies and teaching methods employed by the experienced teachers to make English reading enjoyable and engaging for students reflect innovative approaches that cater to diverse learning styles and preferences.

Teacher 1's approach involves incorporating storytelling and dramatization during English reading sessions. By encouraging students to act out scenes from the stories, the teacher taps into students' creativity and imagination, making the reading

experience more interactive and memorable. This technique not only enhances engagement but also fosters a deeper connection to the characters and plot, thus promoting better comprehension and retention of the content.

Teacher 2's strategy of organizing reading circles demonstrates a student-centered approach. By allowing students to take turns reading aloud and engaging in discussions about the texts, the teacher creates a collaborative learning environment. This approach not only encourages active participation but also enhances students' communication skills, builds confidence in speaking English, and promotes critical thinking as they analyze and share their perspectives on the readings.

Teacher 3's use of multimedia tools introduces a modern dimension to English reading sessions. Incorporating videos and audio recordings adds a dynamic element that captures students' attention and imagination. Beyond engaging visuals, multimedia enhances listening skills and provides models for proper pronunciation and intonation. This approach not only keeps students engaged but also supports language development by exposing them to authentic spoken English and different accents.

Overall, for question 3, the strategies employed by the teachers reflect a commitment to making English reading both enjoyable and educational. These approaches recognize the importance of active participation, creativity, collaboration, and the integration of modern technology in fostering a positive and effective learning experience. By embracing these strategies, educators create an environment where students can develop their language skills while cultivating a genuine love for reading.

For question 4: How do you address language barriers and unfamiliar vocabulary to support students in understanding English texts?

Teacher 1's approach of using visual aids is a powerful method to make abstract vocabulary more accessible. Visuals such as pictures, charts, and diagrams provide contextual clues that aid students in understanding the meaning of unfamiliar

words. By grounding vocabulary in relatable visuals, students can establish stronger mental connections, enhancing their comprehension of English texts and reducing language barriers.

Teacher 2's strategy of encouraging students to create personal vocabulary lists is empowering and fosters active engagement. By using bilingual dictionaries and taking the initiative to document challenging words, students not only enhance their vocabulary but also assume responsibility for their learning. This approach promotes autonomy and personalized learning, allowing students to build a toolkit of words they find difficult, ultimately improving their ability to navigate texts independently.

Teacher 3's incorporation of interactive language games and role-play activities is a dynamic method to address language barriers in a positive and engaging manner. These activities not only provide practical language practice in context but also create an environment where students feel comfortable experimenting with the language. By making learning enjoyable, the teacher fosters enthusiasm and reduces the anxiety often associated with language learning, thereby promoting a more effective language acquisition process.

In conclusion, for question 4, the teachers' strategies collectively emphasize the importance of creating a supportive and engaging learning environment to address language barriers and unfamiliar vocabulary. Through visual aids, personalized vocabulary lists, and interactive activities, educators enable students to actively participate in their language learning journey, fostering comprehension, autonomy, and a positive attitude toward learning English texts.

For question 5: What role do you believe community involvement can play in enhancing English reading education in our mountainous primary school?

Teacher 1's suggestion of organizing reading clubs or book fairs illustrates how community involvement can broaden students' exposure to English reading materials. By bringing in a variety of books beyond the school's resources, students can explore diverse genres and subjects, fostering a deeper interest in reading. These

events not only create opportunities for students to engage with English literature but also cultivate a culture of reading within the community.

Teacher 2's idea of involving local volunteers proficient in English brings an interactive element to the learning process. Community members conducting reading sessions or storytelling events can serve as role models for students, showcasing the practical applications of language skills. This interaction not only enhances students' language proficiency but also instills a sense of pride and motivation as they witness real-world examples of successful English communication within their community.

Teacher 3's emphasis on collaboration between parents, community leaders, and the school underscores the significance of a holistic learning environment. When parents are actively engaged in their children's English reading education, it strengthens the connection between home and school. Encouraging parents to read with their children and expose them to English outside of school hours enriches language development and creates a continuous learning experience that transcends classroom boundaries.

In summary, for question 5, the teachers' perspectives collectively highlight the multifaceted ways in which community involvement can enhance English reading education at the mountainous primary school. From expanding reading material options to providing role models and fostering a supportive learning environment, community collaboration can play a pivotal role in nurturing students' language skills and their overall enthusiasm for reading.

The insights provided by the experienced teachers in response to the five questions offer a comprehensive understanding of the challenges and strategies related to teaching English reading skills at Binh An Primary School, located in a mountainous area. The conclusions drawn from these answers highlight the following key points:

4.5 Chapter summary

In this chapter, present and discuss the results of your study, including descriptive statistics, reliability tests, exploratory factor analysis, hypothesis testing through multivariate regression, and insights gained from semi-structured group interviews with experienced teachers and provided conclusions drawn from the data analysis and discussed potential solutions to the challenges identified in the study.

The findings indicate challenges such as limited resource availability, language barriers, teacher qualifications, and student motivation, discussed various strategies and suggestions to address these challenges, involving community involvement, innovative teaching methods, and technology integration.

The document demonstrates a comprehensive approach to understanding and addressing the complexities of teaching English reading skills in a mountainous primary school setting. The data analysis, discussion of findings, and proposed solutions provide a well-rounded perspective on the challenges faced and potential ways to improve English reading education in this context.

CHAPTER 5. CONCLUSION AND SUSSGESTION

5.1 Introduction

As we draw this study to a close, we reflect upon the journey that has led us to a deeper understanding of the challenges and opportunities within the realm of teaching English reading skills at a mountainous primary school. Throughout the preceding chapters, we delved into the intricacies of resource limitations, linguistic diversity, teacher qualifications, student motivation, and the impact of remote locations. Our investigation also unearthed innovative teaching strategies, the potential of community involvement, and the role of technology in shaping the landscape of English literacy education.

In this concluding chapter, we consolidate the insights gained from our research and discussions. We reflect on the implications of our findings and offer recommendations that stem from a synthesis of the challenges identified and the potential solutions explored. Our journey through data analysis, interviews, and exploration has laid the foundation for meaningful conclusions and actionable recommendations that can guide future endeavors in enhancing English reading education in similar contexts.

In the following sections, we revisit the key findings of our study and assess their significance in the broader educational landscape. We then bridge these findings with the solutions proposed, emphasizing their practicality and potential impact. As we close this chapter, we also acknowledge the limitations of our study and suggest directions for future research that can further enrich our understanding of English reading education in mountainous primary schools.

The journey we embarked upon has been one of discovery, learning, and engagement with the complexities of education in unique settings. Now, armed with a comprehensive understanding of the challenges and potential avenues for improvement, we step forward to weave together the threads of our research into a tapestry of conclusions and recommendations that contribute to the ongoing dialogue surrounding effective English reading instruction.

5.2 Conclusion

In conclusion, addressing the multifaceted challenges within the educational landscape of mountainous primary schools is crucial for enhancing students' learning performance, particularly when it comes to teaching English reading skills. The improvement of learning conditions, including access to resources, modern technology, comfortable classrooms, and supportive infrastructure, is instrumental in creating an enriched and equitable learning environment. Adequate resources and a well-equipped setting can foster student engagement, motivation, and ultimately lead to improved learning outcomes.

Furthermore, the enhancement of student motivation is paramount in unlocking their full potential in English reading. Tailored strategies that incorporate culturally relevant curricula, interactive activities, and positive reinforcement can ignite students' enthusiasm for learning, leading to increased engagement and improved performance.

Teacher support is another pivotal element in the equation, as it directly impacts teaching quality and classroom management. Equipping educators with the necessary resources and professional development opportunities is essential for their success, and mentorship programs can further enhance their effectiveness.

Lastly, addressing language barriers through a holistic approach that respects the preservation of native languages while promoting English proficiency can bridge the linguistic gap, fostering inclusive and effective learning experiences for students.

In combination, these comprehensive solutions empower mountainous primary schools to overcome the challenges and disparities in teaching English reading skills, ultimately ensuring that all students have equal opportunities to excel in their education and contribute to their overall academic success.

5.3 Suggestions

Our journey through this study has yielded valuable insights into the challenges and opportunities surrounding English reading education in mountainous primary schools. As we conclude this research, we offer a set of recommendations

that stem from our conclusions, aiming to guide educators, policymakers, and stakeholders in their efforts to enhance English reading instruction in such contexts.

5.3.1 Resource Enhancement and Accessibility

Digital Resource Development: Establish digital libraries or platforms that provide access to a wide range of e-books, interactive materials, and resources. These platforms can help bridge the gap caused by physical resource limitations.

Collaborative Partnerships: Foster collaborations with local businesses, educators, and educational institutions to donate reading materials, technology, and other resources. Engage these partners to support resource procurement and distribution.

Community-Driven Initiatives: Encourage community involvement in resource creation and curation. Organize book drives, community libraries, and resource-sharing networks to ensure a steady flow of reading materials.

5.3.2 Professional Development and Support for Educators

Targeted Training Programs: Develop professional development initiatives that address the specific needs of educators in mountainous areas. Offer training in effective teaching strategies, language instruction, and technology integration.

Mentorship and Networking: Establish mentorship programs that pair experienced teachers with novices to facilitate knowledge sharing. Create networks for educators to exchange ideas, resources, and best practices.

Ongoing Learning Opportunities: Provide continuous learning opportunities through workshops, webinars, and online courses. Encourage teachers to stay updated on advancements in language instruction and educational technology.

5.3.3 Student Engagement and Motivation

Culturally Relevant Content: Develop reading materials that incorporate local stories, traditions, and cultural references. Ensure that students can relate to the content, enhancing engagement and comprehension.

Innovative Teaching Methods: Encourage teachers to use creative approaches such as drama, multimedia, and interactive activities to make English reading engaging and relatable.

Recognizing Achievement: Implement recognition programs that celebrate students' progress and achievements in English reading. Awards, certificates, and special events can boost motivation and instill a sense of accomplishment.

5.3.4 Strengthening Community Engagement

Parental Involvement: Establish channels for communication between parents and educators. Encourage parents to read with their children at home and support their learning journey.

Local Volunteers and Role Models: Collaborate with proficient English speakers within the community to conduct reading sessions, storytelling events, and discussions. These interactions provide real-world context and inspiration.

Community Events: Organize regular events such as book fairs, reading contests, and literary festivals that involve the wider community. These events can foster a shared passion for reading and literacy.

5.3.5 Leveraging Technology

Technology Accessibility: Advocate for improved technology infrastructure in mountainous areas. Seek partnerships and funding to provide schools with devices and internet connectivity for accessing digital resources.

Blended Learning Approaches: Integrate technology into teaching methodologies, combining traditional instruction with digital tools. Provide opportunities for students to engage with interactive online content.

Localized Digital Content: Collaborate with educational technology companies to develop digital resources that are tailored to the specific needs and cultural contexts of mountainous primary schools.

In conclusion, our recommendations reflect a multifaceted approach that addresses the challenges and capitalizes on the strengths of teaching English reading skills in mountainous primary schools. By fostering collaboration, leveraging technology, nurturing student engagement, and embracing community involvement, educators and stakeholders can create a transformative learning environment that empowers students to excel in English reading. As we move forward, let these

recommendations serve as a compass guiding us toward an educational landscape that embraces diversity, innovation, and inclusive growth.

5.4 Recommendations for further research

As our study concludes, we recognize that there are still uncharted territories and unanswered questions in the realm of teaching English reading skills in mountainous primary schools. We offer the following suggestions for further research that can expand our understanding, address remaining gaps, and contribute to the continued improvement of English reading education in unique and challenging contexts.

5.4.1 Longitudinal Studies

Conduct longitudinal studies that track the progress of students' English reading skills over an extended period. By observing how students' reading abilities develop over time and identifying the factors that influence their growth, researchers can provide valuable insights into effective instructional approaches, resource utilization, and the long-term impact of community involvement.

5.4.2 Comparative Analysis

Undertake comparative studies that examine English reading education in different mountainous regions or across various types of challenging educational settings. By comparing the experiences, challenges, and strategies employed in different contexts, researchers can uncover nuances that inform tailored approaches and highlight universal best practices.

5.4.3 Technology Integration Studies

Explore the impact of integrating technology, such as e-learning platforms, interactive apps, and digital content, on English reading education in mountainous primary schools. Investigate how technology can address resource limitations, engage students, and bridge geographical gaps while considering potential challenges such as technology access and cultural adaptability.

5.4.4 Teacher Development and Training

Conduct comprehensive studies on the effectiveness of teacher development and training programs designed for educators in mountainous areas. Assess the impact of mentorship initiatives, professional development workshops, and collaborative networks on enhancing teaching quality, student engagement, and overall learning outcomes.

5.4.5 Cultural Relevance and Inclusion

Delve deeper into the concept of cultural relevance in English reading education. Investigate how integrating students' cultural backgrounds into reading materials impacts comprehension, engagement, and overall language development. Explore ways to strike a balance between cultural inclusion and the global nature of English language education.

5.4.6 Family and Community Engagement

Examine the role of family and community engagement beyond the school setting in enhancing English reading skills. Investigate how involving parents, local volunteers, and community leaders can create a more comprehensive and supportive learning ecosystem, ultimately contributing to improved language proficiency and literacy rates.

5.4.7 Impact of Reading Interventions

Conduct research on the effectiveness of targeted reading interventions, such as reading clubs, storytelling sessions, and literacy workshops, in improving English reading skills among students in mountainous areas. Explore how these interventions impact motivation, comprehension, and overall language acquisition.

5.4.8 Technology Access and Equity

Investigate the barriers and opportunities related to technology access in remote mountainous areas. Study the potential of bridging the digital divide through initiatives that provide equitable access to technology resources, thus ensuring that all students can benefit from digital learning tools.

5.4.9 Socioeconomic Factors and Motivation

Explore the interplay between socioeconomic factors, student motivation, and English reading achievement. Investigate how economic disparities impact students' access to resources, their attitudes toward reading, and their overall learning outcomes.

5.4.10 Socioeconomic Factors and Motivation

Examine the influence of policy and curriculum design on English reading education in mountainous primary schools. Analyze how government policies, educational frameworks, and curriculum decisions impact resource allocation, teacher training, and the overall quality of English reading instruction.

By embarking on these avenues of further research, scholars and educators can continue to deepen our collective understanding of teaching English reading skills in challenging contexts. As we uncover new insights, develop innovative strategies, and refine our approaches, we contribute to an evolving educational landscape that empowers students and promotes equitable access to quality education for all.

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APPENDIX 1. SURVEY QUESTIONNAIRE (English Version)

<u>**Topic:**</u> **DIFFICULTIES IN LEARNING ENGLISH READING SKILLS ENCOUNTERED BY 5th GRADERS AT BINH AN PRIMARY SCHOOL**

Dear participants,

In order to collect practical clues for the research of **Difficulties in learning english reading skills encountered by 5th graders at binh an primary school** *confront during their learning process, the researcher expects the enthusiastic collaboration and the constructive experience from all of you to answer these following questions. This form intends to conduct the survey. All your information will be kept secretly.*

Sincerely,

Hoa

PART A. PERSONAL INFORMATION

Put a tick (✓) on your answers

- What is your gender?   ☐ Male   ☐ Female
- Which class are you in? …………………………..
- How long have you been learning English?   …………years
- Have you ever failed a reading exam?   ☐ Yes   ☐ No
- How often do you self-learn your English reading skills?

    ☐ always   ☐ usually   ☐ often

    ☐ sometimes   ☐ seldom   ☐ never

- List some ways that you self-learn reading skill at home:

    -…………………………………………………………………….

    -…………………………………………………………………….

70

-.…………………………………………………………………………….

-.…………………………………………………………………………….

-.…………………………………………………………………………….

- Do you have any specific plan to commit acts improving your English reading level at a certain time?

        ☐ Yes   ☐ No

        ☞ If yes, how long:…………………………………………

PART B: QUESTIONNAIRE CONTENT

Common problems of learning English reading skills encountered by 5th graders and sources of difficulties:

Put a tick (✔) on each item that represents your opinion according to this scale:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

	CONTENT	1	2	3	4	5
Code	**Common prolems in learning English reading skills**					
CP1	I find it challenging to understand English texts due to unfamiliar vocabulary.					
CP2	Reading English books is difficult because of complex sentence structures.					

CP3	I struggle with comprehending the main ideas and themes in English reading materials.					
CP4	Lack of access to diverse English reading resources hinders my learning.					
CP5	I face difficulties in connecting English reading skills to real-life situations.					
	Learning Condition					
LC1	The availability of English reading materials is sufficient in our school.					
LC2	The school provides a conducive environment for English reading activities.					
LC3	I have access to a variety of English books and reading materials.					
LC4	Technology, such as digital libraries, is available to enhance English reading skills.					
LC5	The school integrates English reading activities into other subjects to reinforce learning.					
	Motivation					
MO1	I feel motivated to read English books outside of class hours.					
MO2	I believe that improving my English reading skills will benefit my future.					
MO3	Reading English texts excites and interests me.					

MO4	Engaging in discussions about the English texts enhances my motivation to read.					
	Teacher Support					
TS1	The teacher uses interactive methods to make English reading enjoyable.					
TS2	The teacher provides enough guidance and support during reading activities.					
TS3	The teacher encourages us to discuss and share our thoughts about the English texts we read.					
TS4	I feel comfortable asking the teacher for help when I encounter reading challenges.					
TS5	The teacher organizes reading-related activities to enhance English language learning.					
TS6	I receive constructive feedback on my English reading progress.					
	Language barriers					
LB1	I fear expressing my ideas in class because I am concerned that the teacher can't understand my regional language.					
LB2	I find it difficult to talk to my teacher in class because of language barriers.					
LB3	Due to language barriers, the communication that happens within the class is not very open.					
	Learning performance					

LP1	I became more interested in learning English.					
LP2	I gained a good understanding of the English language					
LP3	I developed the ability to learn English effectively.					
LP4	I was motivated to do my best to learn English.					
LP5	I increased my competence in English language learning.					

If you also confront other listening comprehension difficulties not listed in the above table, please write here:

…………………………………………………………………………………………

…………………………………………………………………………………………

Thanks for your response!

APPENDIX 2. BẢNG CÂU HỎI KHẢO SÁT (Vietnamese version)

<u>Chủ đề</u>: *Những khó khăn trong việc học kỹ năng đọc hiểu tiếng Anh mà học sinh lớp 5 trường tiểu học Bình An gặp phải*

Thân gửi các bạn,

Để thu thập những manh mối xác thực cho đề tài nghiên cứu của mình về Những khó khăn trong việc học kỹ năng đọc hiểu tiếng Anh mà học sinh lớp 5 trường tiểu học Bình An gặp phải trong quá trình học tập, tôi mong muốn nhận được sự hợp tác nhiệt thành cũng như những đóng góp xây dựng từ tất cả các bạn. Hãy dùng những năm tháng trải nghiệm học kĩ năng nghe hiểu Tiếng Anh của chính các bạn để trả lời những câu hỏi khảo sát bên dưới. Thông tin mà các bạn cung cấp sẽ vô cùng hữu ích cho nghiên cứu này. Quan trọng hơn là tất cả mọi thông tin hoàn toàn được giữ bí mật và sẽ không được công khai dưới mọi hình thức.

Chào thân ái và cảm ơn chân thành,

Hoa

A. THÔNG TIN CÁ NHÂN

Đánh dấu (✓) vào ô thích hợp

- Giới tính:　　　　☐ Nam　　　　　　　☐ Nữ
- Bạn học lớp nào? ………………………..
- Bạn đã học Tiếng Anh bao lâu?　…………năm
- Bạn đã từng không đạt bài kiểm tra nghe nào chưa?　☐ Rồi　　☐ Chưa
- Tần suất bạn tự học kĩ năng nghe hiểu Tiếng Anh của bạn:

☐ mỗi ngày　　　　　　　　　　☐ đều đặn (4-5 lần/tuần)

☐ thường xuyên (3-4 lần/tuần)　　　☐ thỉnh thoảng (2 lần/tuần)

☐ hiếm khi　　　　　　　　　　☐ không bao giờ

- Liệt kê một vài cách mà bạn thường hay áp dụng để tự học kĩ năng nghe hiểu tiếng Anh tại nhà:

-..

-..

-..

-..

-..

- Bạn đã có bất kì một kế hoạch cụ thể nào để thực hiện cam kết cải thiện kĩ năng nghe hiểu của bạn trong một khoảng thời gian xác định chưa?

        ☐ Rồi   ☐ Chưa

        ☞ Nếu có, kế hoạch ấy trong bao lâu:……………………………

B. NỘI DUNG CÂU HỎI KHẢO SÁT

Những vấn đề nghe hiểu tiếng Anh cũng như những nguồn gốc khó khăn mà học sinh lớp 10 thường chạm trán:

Đánh dấu (✔) vào ô thể hiện quan điểm của bạn dựa trên thang đánh giá sau:

1. Phản đối kịch liệt
2. Không tán thành
3. Trung lập
4. Tán thành
5. Hoàn toàn đồng ý

	NỘI DUNG	1	2	3	4	5
Mã số	**Những vấn đề thường gặp khi học kỹ năng đọc tiếng Anh**					
CP1	Tôi thấy khó hiểu các văn bản tiếng Anh do vốn từ vựng không quen thuộc.					

CP2	Đọc sách tiếng Anh rất khó vì cấu trúc câu phức tạp.					
CP3	Tôi gặp khó khăn trong việc hiểu ý chính và chủ đề trong tài liệu đọc tiếng Anh.					
CP4	Thiếu khả năng tiếp cận các nguồn đọc tiếng Anh đa dạng cản trở việc học của tôi.					
CP5	Tôi gặp khó khăn trong việc kết nối các kỹ năng đọc tiếng Anh với các tình huống thực tế.					
	Điều kiện học tập					
LC1	Sự sẵn có của tài liệu đọc tiếng Anh là đủ trong trường học của chúng tôi.					
LC2	Trường cung cấp một môi trường thuận lợi cho các hoạt động đọc tiếng Anh.					
LC3	Tôi có quyền truy cập vào nhiều loại sách tiếng Anh và tài liệu đọc.					
LC4	Công nghệ, chẳng hạn như thư viện kỹ thuật số, có sẵn để nâng cao kỹ năng đọc tiếng Anh.					
LC5	Nhà trường lồng ghép hoạt động đọc tiếng Anh vào các môn học khác để củng cố việc học.					
	Động lực					
MO1	Tôi cảm thấy có động lực để đọc sách tiếng Anh ngoài giờ học.					
MO2	Tôi tin rằng việc cải thiện kỹ năng đọc tiếng Anh sẽ có lợi cho tương lai của tôi.					

MO3	Đọc văn bản tiếng Anh kích thích và quan tâm tôi.					
MO4	Tham gia vào các cuộc thảo luận về các văn bản tiếng Anh tăng cường động lực để đọc của tôi.					
	Giáo viên hỗ trợ					
TS1	Giáo viên sử dụng các phương pháp tương tác để làm cho việc đọc tiếng Anh trở nên thú vị.					
TS2	Giáo viên cung cấp đầy đủ hướng dẫn và hỗ trợ trong các hoạt động đọc.					
TS3	Giáo viên khuyến khích chúng tôi thảo luận và chia sẻ suy nghĩ của mình về các đoạn văn tiếng Anh mà chúng tôi đã đọc.					
TS4	Tôi cảm thấy thoải mái khi nhờ giáo viên giúp đỡ khi gặp khó khăn trong việc đọc.					
TS5	Giáo viên tổ chức các hoạt động liên quan đến đọc để nâng cao việc học tiếng Anh.					
TS6	Tôi nhận được phản hồi mang tính xây dựng về tiến độ đọc tiếng Anh của mình.					
	Rào cản ngôn ngữ					
LB1	Tôi sợ phát biểu ý tưởng của mình trong lớp vì tôi lo rằng giáo viên không thể hiểu ngôn ngữ khu vực của tôi.					
LB2	Tôi cảm thấy khó nói chuyện với giáo viên trong lớp vì rào cản ngôn ngữ.					

LB3	Do rào cản ngôn ngữ nên việc giao tiếp trong lớp không được cởi mở lắm.					
	Hiệu suất học tập					
LP1	Tôi bắt đầu thích học tiếng Anh hơn.					
LP2	Tôi đã đạt được một sự hiểu biết tốt về ngôn ngữ tiếng Anh					
LP3	Tôi đã phát triển khả năng học tiếng Anh hiệu quả.					
LP4	Tôi đã có động lực để cố gắng hết sức học tiếng Anh.					
LP5	Tôi đã nâng cao năng lực của mình trong việc học tiếng Anh					

Ngoài những vấn đề kể trên, nếu những khó khăn nghe hiểu mà bạn đối mặt khác với những gì liệt kê trên bảng, hãy viết xuống đây:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Cám ơn sự hợp tác của bạn!

APPENDIX 3.

QUESTIONS FOR LECTURERS INTERVIEWS – TEACHERS

(English Version)

INTRODUCTION

The researcher firstly wants to say thanks to all the participants because of your enthusiastic contribution to this interview. Your simple job is to answer some following questions and the interview would last for 20-30 minutes. However, whenever you wish to stop the interview, the researcher is willing to accept your requirement.

This study is conducted with the primary purpose to explore some common difficulties in teaching English reading skills confronted by 5th graders at Binh An primary school. Furthermore, we wish to discover what causes teaching English reading skills problems and prevents 5th graders from mastering this skill. Also, we would like to add more various solutions correlating with each common difficulty in teaching English reading skills so that primary school teachers and students have more choices to consider which solution is effective for English reading skills trouble.

From the respectful perception of building up this research, we do not aim to assess your English teaching. In contrast, we hope that you can allow us to listen to understand teaching English reading skills problems that you get stuck and cannot fix them. With your permission, the interview will be audio-recorded to store all the important data carefully. It is assured that nothing relating to your personal information in this interview is revealed in public. Before starting the interview, do not be hesitate to ask any questions. If no, we are going to come the question number 1.

LECTURERS INTERVIEW (teachers)

- **Questions for lecturers interview**

1. What are the main challenges you encounter while teaching English reading skills at our mountainous primary school?

2. In your experience, how does the remote location of the school impact the availability of English reading resources and materials for the students?

3. Can you describe the strategies or teaching methods you use to make English reading enjoyable and engaging for the students?

4. How do you address language barriers and unfamiliar vocabulary to support students in understanding English texts?

5. What role do you believe community involvement can play in enhancing English reading education in our mountainous primary school?

APPENDIX 4. INTERVIEWS (Vietnamese Version)

LỜI MỞ ĐẦU

Trước tiên, cảm ơn chân thành đến tất cả mọi người đã đồng ý tham gia và bởi vì sự đóng góp nhiệt thành của các bạn cho cuộc phỏng vấn này. Công việc của mọi người thì đơn giản thôi, chỉ là trả lời một vài câu hỏi dưới dây và cuộc phỏng vấn của chúng ta có thể sẽ kéo dài trong khoảng 20-30 phút. Tuy nhiên, bất cứ khi nào bạn muốn dừng cuộc phỏng vấn, yêu cầu của bạn sẽ được vui vẻ chấp nhận.

Nghiên cứu này được thực hiện với mục đích chính là tìm hiểu một số khó khăn thường gặp trong việc dạy kỹ năng đọc hiểu tiếng Anh mà học sinh lớp 5 trường tiểu học Bình An gặp phải. Ngoài ra, chúng tôi mong muốn khám phá nguyên nhân gây ra các vấn đề trong việc dạy kỹ năng đọc tiếng Anh và cản trở học sinh lớp 5 thành thạo kỹ năng này. Đồng thời, chúng tôi mong muốn bổ sung thêm nhiều cách giải khác nhau tương ứng với từng khó khăn thường gặp trong dạy kỹ năng đọc hiểu tiếng Anh để giáo viên và học sinh tiểu học có thêm sự lựa chọn trong việc xem xét giải pháp nào hiệu quả đối với khó khăn về kỹ năng đọc hiểu tiếng Anh.

Xuất phát từ nhận thức trân trọng khi xây dựng nghiên cứu này, chúng tôi không nhằm mục đích đánh giá việc dạy tiếng Anh của các bạn. Ngược lại, chúng tôi hy vọng rằng bạn có thể cho phép chúng tôi lắng nghe để hiểu những vấn đề về kỹ năng đọc tiếng Anh mà bạn gặp khó khăn và không thể khắc phục được. Với sự cho phép của bạn, cuộc phỏng vấn sẽ được ghi âm để lưu trữ tất cả các dữ liệu quan trọng một cách cẩn thận. Chúng tôi đảm bảo rằng không có gì liên quan đến thông tin cá nhân của bạn trong cuộc phỏng vấn này được tiết lộ công khai. Trước khi bắt đầu cuộc phỏng vấn, đừng ngần ngại đặt bất kỳ câu hỏi nào. Nếu không, chúng ta sẽ đến với câu hỏi số 1.

GIÁO VIÊN PHỎNG VẤN

• Câu hỏi phỏng vấn giáo viên

82

1. Những thách thức chính mà bạn gặp phải khi dạy kỹ năng đọc tiếng Anh ở trường tiểu học miền núi của chúng tôi là gì?

2. Theo kinh nghiệm của bạn, vị trí xa xôi của trường ảnh hưởng như thế nào đến sự sẵn có của các nguồn và tài liệu đọc tiếng Anh cho học sinh?

3. Bạn có thể mô tả các chiến lược hoặc phương pháp giảng dạy mà bạn sử dụng để làm cho việc đọc tiếng Anh trở nên thú vị và hấp dẫn đối với học sinh không?

4. Làm thế nào để bạn giải quyết rào cản ngôn ngữ và từ vựng không quen thuộc để hỗ trợ học sinh hiểu văn bản tiếng Anh?

5. Bạn tin rằng sự tham gia của cộng đồng có thể đóng vai trò gì trong việc tăng cường giáo dục đọc tiếng Anh ở trường tiểu học miền núi của chúng ta?

APPENDIX 5. INTERVIEW TRANSCRIPTS (English Version)

Question 1: What are the main challenges you encounter while teaching English reading skills at our mountainous primary school?

Teacher 1: "One of the main challenges is the limited availability of up-to-date English reading resources. Our remote location makes it challenging to access a wide variety of books and materials, which can hinder students' exposure to diverse reading content."

Teacher 2: "I find that some students struggle with understanding complex sentence structures in English texts. It takes extra effort to break down sentences and help them grasp the meaning behind the words."

Teacher 3: "Language barriers are a significant challenge in teaching English reading. Many students come from diverse linguistic backgrounds, and it can be challenging to address individual needs while promoting a cohesive learning environment."

Question 2: In your experience, how does the remote location of the school impact the availability of English reading resources and materials for the students?

Teacher 1: "The remote location limits our access to physical bookstores and libraries, making it difficult to regularly update our collection. We rely on donated books and online resources to bridge the gap."

Teacher 2: "The remote location affects the timely delivery of English reading materials. Sometimes, it takes longer for book orders to arrive, delaying our planned reading activities."

Teacher 3: "Being situated in a mountainous area, the lack of nearby bookshops and English language centers makes it challenging for students to have exposure to a variety of reading materials beyond what we can provide in school."

Question 3: Can you describe the strategies or teaching methods you use to make English reading enjoyable and engaging for the students?

Teacher 1: "I incorporate storytelling and dramatization in our English reading sessions. By acting out scenes from the stories, students become more engaged and develop a deeper connection to the characters."

Teacher 2: "We organize reading circles where students take turns reading aloud and discussing the texts. This fosters a collaborative learning environment and boosts their confidence in speaking and reading English."

Teacher 3: "To make English reading enjoyable, we often use multimedia tools like videos and audio recordings that bring the stories to life. It not only captivates the students but also enhances their listening and pronunciation skills."

Question 4: How do you address language barriers and unfamiliar vocabulary to support students in understanding English texts?

Teacher 1: "I use visual aids such as pictures, charts, and diagrams to help students understand unfamiliar vocabulary. These visuals provide context and make the words more relatable, making it easier for students to grasp their meanings."

Teacher 2: "In addition to using bilingual dictionaries, I encourage students to create personal vocabulary lists for challenging words they encounter. This empowers them to take ownership of their learning and actively engage with new vocabulary."

Teacher 3: "To address language barriers, I incorporate interactive language games and role-play activities into our lessons. This not only helps students practice using the language in context but also fosters a positive and fun learning atmosphere."

Question 5: What role do you believe community involvement can play in enhancing English reading education in our mountainous primary school?

Teacher 1: "Community involvement can play a vital role in enhancing English reading education by organizing reading clubs or book fairs. This would encourage students to explore a wider range of English books beyond the school resources."

Teacher 2: "Local volunteers who are proficient in English can support our efforts by conducting reading sessions or storytelling events. Having community members actively participate in the learning process can inspire and motivate our students."

Teacher 3: "Collaborating with parents and community leaders to emphasize the importance of English reading at home can create a supportive learning environment. Encouraging parents to read with their children and provide exposure to English outside of school would greatly benefit their language development."

APPENDIX 6. INTERVIEW TRANSCRIPTS (Vietnamese Version)

Phỏng vấn giáo viên:

Câu hỏi 1: Những thách thức chính mà bạn gặp phải khi dạy kỹ năng đọc tiếng Anh ở trường tiểu học miền núi của chúng tôi là gì?

Giáo viên 1: "Một trong những thách thức chính là nguồn tài nguyên đọc tiếng Anh cập nhật còn hạn chế. Vị trí xa xôi của chúng tôi khiến việc tiếp cận nhiều loại sách và tài liệu trở nên khó khăn, điều này có thể cản trở việc học sinh tiếp cận với nội dung đọc đa dạng. "

Giáo viên 2: "Tôi thấy rằng một số học sinh gặp khó khăn trong việc hiểu các cấu trúc câu phức tạp trong văn bản tiếng Anh. Cần phải nỗ lực nhiều hơn để chia nhỏ câu và giúp họ nắm bắt ý nghĩa đằng sau các từ."

Giáo viên 3: "Rào cản ngôn ngữ là một thách thức lớn trong việc dạy đọc tiếng Anh. Nhiều học sinh đến từ các nền tảng ngôn ngữ khác nhau và việc giải quyết các nhu cầu cá nhân trong khi thúc đẩy một môi trường học tập gắn kết có thể là một thách thức."

Câu hỏi 2: Theo kinh nghiệm của bạn, vị trí xa xôi của trường ảnh hưởng như thế nào đến sự sẵn có của các nguồn và tài liệu đọc tiếng Anh cho học sinh?

Giáo viên 1: "Vị trí xa xôi hạn chế quyền truy cập của chúng tôi vào các hiệu sách và thư viện thực tế, gây khó khăn cho việc cập nhật thường xuyên bộ sưu tập của chúng tôi. Chúng tôi dựa vào sách quyên góp và tài nguyên trực tuyến để thu hẹp khoảng cách."

Giáo viên 2: "Vị trí ở xa ảnh hưởng đến việc giao tài liệu đọc tiếng Anh kịp thời. Đôi khi, đơn đặt hàng sách mất nhiều thời gian hơn, làm trì hoãn các hoạt động đọc theo kế hoạch của chúng tôi."

Giáo viên 3: "Nằm ở khu vực miền núi, việc thiếu các hiệu sách và trung tâm tiếng Anh gần đó khiến học sinh gặp khó khăn khi tiếp xúc với nhiều loại tài liệu đọc ngoài những gì chúng tôi có thể cung cấp ở trường."

Câu hỏi 3: Bạn có thể mô tả các chiến lược hoặc phương pháp giảng dạy mà bạn sử dụng để làm cho việc đọc tiếng Anh trở nên thú vị và hấp dẫn đối với học sinh không?

Giáo viên 1: "Tôi kết hợp kể chuyện và đóng kịch trong các buổi đọc tiếng Anh của chúng tôi. Bằng cách diễn lại các cảnh trong truyện, học sinh trở nên gắn bó hơn và phát triển mối liên hệ sâu sắc hơn với các nhân vật."

Giáo viên 2: "Chúng tôi tổ chức các vòng đọc trong đó học sinh thay phiên nhau đọc to và thảo luận về văn bản. Điều này thúc đẩy môi trường học tập hợp tác và nâng cao sự tự tin của các em khi nói và đọc tiếng Anh."

Giáo viên 3: "Để làm cho việc đọc tiếng Anh trở nên thú vị, chúng tôi thường sử dụng các công cụ đa phương tiện như video và bản ghi âm để làm cho câu chuyện trở nên sống động. Nó không chỉ thu hút học sinh mà còn nâng cao kỹ năng nghe và phát âm của họ."

Câu hỏi 4: Làm thế nào để bạn giải quyết rào cản ngôn ngữ và từ vựng không quen thuộc để hỗ trợ học sinh hiểu văn bản tiếng Anh?

Giáo viên 1: "Tôi sử dụng các phương tiện hỗ trợ trực quan như tranh ảnh, biểu đồ và sơ đồ để giúp học sinh hiểu những từ vựng không quen thuộc. Những hình ảnh này cung cấp ngữ cảnh và làm cho các từ trở nên dễ hiểu hơn, giúp học sinh dễ dàng hiểu nghĩa của chúng hơn."

Giáo viên 2: "Ngoài việc sử dụng từ điển song ngữ, tôi khuyến khích học sinh tạo danh sách từ vựng cá nhân cho những từ khó mà các em gặp phải. Điều này giúp các em nắm quyền chủ động trong việc học và tích cực tham gia với từ vựng mới."

Giáo viên 3: "Để giải quyết rào cản ngôn ngữ, tôi kết hợp các trò chơi ngôn ngữ tương tác và các hoạt động nhập vai vào các bài học của chúng tôi. Điều này không chỉ giúp học sinh thực hành sử dụng ngôn ngữ theo ngữ cảnh mà còn thúc đẩy bầu không khí học tập tích cực và vui vẻ."

Bạn tin rằng sự tham gia của cộng đồng có thể đóng vai trò gì trong việc tăng cường giáo dục đọc tiếng Anh ở trường tiểu học miền núi của chúng ta?

88

Giáo viên 1: "Sự tham gia của cộng đồng có thể đóng một vai trò quan trọng trong việc nâng cao giáo dục đọc tiếng Anh bằng cách tổ chức các câu lạc bộ đọc sách hoặc hội chợ sách. Điều này sẽ khuyến khích học sinh khám phá nhiều loại sách tiếng Anh hơn ngoài nguồn tài nguyên của trường."

Giáo viên 2: "Các tình nguyện viên địa phương thông thạo tiếng Anh có thể hỗ trợ những nỗ lực của chúng tôi bằng cách tổ chức các buổi đọc hoặc các sự kiện kể chuyện. Việc các thành viên cộng đồng tích cực tham gia vào quá trình học tập có thể truyền cảm hứng và động lực cho học sinh của chúng tôi."

Giáo viên 3: "Cộng tác với phụ huynh và các nhà lãnh đạo cộng đồng để nhấn mạnh tầm quan trọng của việc đọc tiếng Anh ở nhà có thể tạo ra một môi trường học tập hỗ trợ. Khuyến khích phụ huynh đọc cùng con và cho trẻ tiếp xúc với tiếng Anh bên ngoài trường học sẽ giúp ích rất nhiều cho sự phát triển ngôn ngữ của trẻ."