

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**



HPU

ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH NHẬT

Sinh viên : Trịnh Hồng Nhung
Giảng viên hướng dẫn: ThS. Nguyễn Thị Huyền

HẢI PHÒNG 07- 2020

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

**HOW TO APPROPRIATELY ASSIGN READING
HOMEWORK TO THIRD YEAR ENGLISH MAJOR AT HAI
PHONG MANAGEMENT AND TECHNOLOGY UNIVERSITY.**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH NHẬT**

**Sinh viên : Trịnh Hồng Nhung
Giảng viên hướng dẫn: ThS. Nguyễn Thị Huyền**

HẢI PHÒNG 07 – 2020

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Trịnh Hồng Nhung

Mã SV: 1612753021

Lớp : NA2001N

Ngành : Ngôn Ngữ Anh- Nhật

Tên đề tài: How to appropriately assign reading homework to third year English majors at Hai Phong Management and Technology University

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

.....
.....
.....
.....
.....
.....

2. Các tài liệu, số liệu cần thiết

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

3. Địa điểm thực tập tốt nghiệp

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Nguyễn Thị Huyền

Học hàm, học vị : Thạc Sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: How to appropriately assign reading homework to third year English majors at Hai Phong Management and Technology University

Đề tài tốt nghiệp được giao ngày 30 tháng 03 năm 2020

Yêu cầu phải hoàn thành xong trước ngày 30 tháng 06 năm 2020

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Hải Phòng, ngày 01 tháng 07 năm 2020

HIỆU TRƯỞNG

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

.....
.....
.....
.....
.....

2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

.....
.....
.....
.....

3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

.....

.....

1. Phần nhận xét của giáo viên chấm phản biện

.....

.....

.....

.....

.....

2. Những mặt còn hạn chế

.....

.....

.....

.....

.....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện
(Ký và ghi rõ họ tên)

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	3
PART A: INTRODUCTION	1
1. Rationale	1
2. Aims of the study	2
3. Scope of the study	2
4. Contribution of the study	3
5. Research questions	3
6. Methods of the research	3
7. Organization of the research	4
PART B: DEVELOPMENT	5
CHAPTER 1: LITERATURE REVIEW	5
1.1. Overview of reading	5
1.1.1. Definition of reading	5
1.1.2. Reading in language teaching and learning	6
1.2. Overview of homework	7
1.2.1. Definition of homework.....	7
1.2.2. Factors affecting homework completion among students	8
1.2.2.1. Internal Factors.....	8
1.2.2.2. External Factors.....	9
1.2.2.3. School factors.....	9
1.2.2.4. Teacher's role.....	9
1.3. Appropriate amount of homework	10
CHAPTER 2: METHODOLOGY	12
2.1. The setting of the study	12
2.2. Participants	12
2.3. Methods of the study	13
2.4. Instruments	13
2.4.1. Questionnaire for students.....	14
2.4.2. Questionnaire for teachers.....	15

2.5. Data collection and data analysis	16
2.5.1. Data collection.....	16
2.5.2. Data analysis	16
CHAPTER THREE: FINDINGS AND DISCUSSION	17
3.1. Questionnaire for students	17
3.1.1 Students’ reading proficiency and concerns about homework	17
3.1.2. Student’s attitudes and thoughts about the benefits of homework	20
3.2. Teachers’ homework assignment techniques	25
3.3. Tips for Getting Homework Done	28
3.3.1. Lay out expectations early in the school year	29
3.3.2. Create assignments with a purpose	30
3.3.3. Create assignments that challenge students to think and to integrate.....	33
3.3.4. Match assignments to the skills, interests, and needs of students.....	35
3.3.5. Assign an appropriate amount of homework	38
3.3.6. Giving instructions	39
3.3.7. Giving Feedbacks.....	41
3.4. Summary	43
PART C: CONCLUSIONS	44
1. Summary of the study	44
2. Limitations and suggestions	45
APPENDIX 1	46
APPENDIX 2	59
APPENDIX 3	62
REFERENCES	64

ACKNOWLEDGEMENTS

This study could not have been completed without the help and encouragement of numerous people.

First of all, I would like to express my appreciation and sincere thanks to my supervisor, Mrs. Nguyen Thi Huyen, M.A. Without her guidance, I could not finish my thesis.

Secondly, I would like to thank all my classmates for giving me valuable advice and all of the teachers of English, Foreign Language Department, Hai Phong Management and Technology University who taught me four years and helped me better.

My deep appreciation also goes to the third year English majors and two teachers from the Foreign Language Department, Hai Phong Management and Technology University who enthusiastically participated to help me to collect data for my thesis.

Finally, I would like to offer my sincere thanks to my parents for the love and encouragement they gave me to overcome many difficulties during doing this study.

Without support from the listed people, this paper could not have been completed.

Hai Phong, July, 2020

Trinh Hong Nhung

PART A: INTRODUCTION

In this part, the researcher sets reasons for carrying out the research, the objectives that need to be acquired after all, the scope, contribution, and methods of the study. Last but not least, an organization of the study is presented.

1. Rationale

Nowadays, with the tendency of globalization and integration, English plays the role as the most effective international communicative language. Especially, when Vietnam becomes a member of WTO, English works as a bridge for learning, information and cultural exchange to establish the multilateral relationship between Vietnam and other countries around the world. Also, the first and foremost demand given is that Vietnamese people need to master the language besides their mother tongue, which contributes to bridging the gap caused by the language barrier between our country and other nations. Therefore, each of us needs to learn English to serve ourselves about the life, work and needs of society.

Being aware of the importance of the English language for the development of society, the Ministry of Education and Training has set policies to encourage learning and teaching English widely. Hence, English has become one of the compulsory subjects. Accordingly, the students should be helped to comprehensively develop four skills: listening, speaking, reading, and writing. Reading is essential not only as a receptive skill but also to the development of mind. *“Reading is an act of communication in which information is transferred from a transmitter to a receiver”* (Smith (1973:2).

Although reading is a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English, students' low proficiency in reading cannot be deniable. At school time, most the learners get bored when reading a text which is too long and no longer interested in reading. This leads to the readers not fully understanding the content of each text and the quality of reading is gradually getting worse. Understanding the general situation of students, The teachers of Hai Phong Management and Technology University have taken helpful measures to help students improve in the best way, especially for third-year English majors.

Homework is one of the most important methods. While homework may seem like a tedious task, it can help a student comprehend the material.

Many studies show the effectiveness of homework and all of the benefits it can do for us; the problem is: teachers are making students do too much homework when they get home from school. For third year students of English, they have begun to enter a new program which was more difficult than 2 years ago. Therefore, the number of exercises and knowledge in the school made the learners feel tired. Most students have hated homework, so how to appropriately assign reading homework to third year English majors is necessary. It is hoped that the study will make some contributions to improve learning English.

The author also hopes that it will be possible to make useful suggestions for the teachers to improve the situation of teaching and learning at Hai Phong Management and Technology University.

2. Aims of the study

The general aim of this study is how to appropriately assign reading homework to third year English at Hai Phong Management and Technology University. The main purposes of the study are summarized as follows:

- *To investigate main factors losing students' interests in reading homework.*
- *To explore techniques used by teachers of English to motivate their students in reading homework.*
- *To investigate factors assisting teachers to assign appropriately reading homework.*

3. Scope of the study

This study focused only on assigning appropriately reading homework of 23 third-year English majors at Foreign Language Department, Hai Phong Management and Technology University.

In detail, the study will find out the main factors that make students lose interest in doing reading homework and discover techniques used by teachers of English to assign appropriately reading homework. From that, the main factors that assist students to overcome their fears in doing homework will be presented.

4. Contribution of the study

There have been a lot of studies on students' motivation in learning English as a second language; however, those on demotivating factors still leave a gap. This study hopefully will shed light on how to assign appropriately reading homework. Moreover, the findings of this study could provide English teachers as well as the third-year English majors at Foreign Language Department, Hai Phong Management and Technology University an in-depth understanding of factors that students encounter in reading homework so that they can overcome those obstacles to get the best teaching and learning result.

5. Research questions

This study aims to answer the three following questions:

What are the main factors losing students' interests in reading homeworks?

What are techniques used by teachers to motivate their students in reading homework?

What are factors that assist teachers to assign appropriately reading homework?

6. Methods of the research

This study used a quantitative method. For the quantitative method, two questionnaires were made and delivered to seven teachers and 23 students who were chosen randomly from 2 classes of the third-year English majors at Foreign Language Department, Hai Phong Management and Technology University.

7. Organization of the research

This study includes three main parts: Introduction, development, and conclusion.

Part 1: Introduction includes the rationale, aim of the study, the scope of the study, research questions, method of the research, and the design of the research.

Part 2: Development.

This part consists of three main chapters.

Chapter 1: Literature review

This part introduces the theoretical background of reading homework, reviews studies of demotivation in second language acquisition, and gives a brief view on concepts of reading and factors losing interest in reading homework.

Chapter 2: Methodology

Chapter two takes an emphasis on the methodology of the study, including research questions, participants, method of the study, instruments. Data collection and data analysis are discussed in this chapter.

Chapter 3: Research findings and discussion

This chapter presents major research findings and discussion in detail.

Part 3: Conclusion

This part presents conclusions and implications, in which the findings and the limitations are clarified and suggestions for further researchers are proposed.

PART B: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. Overview of reading

1.1.1. Definition of reading

Reading is a skill that is no longer strange to English learners but there is hardly any agreement on its definition. A great number of books and articles have been written about this debatable subject. To explore the changing nature of reading comprehension, a well-articulated model of reading comprehension outlined in the RAND, Reading Study Group's Report (2002) was drawn upon. The authors of this report defined reading comprehension as *"the process of simultaneously extracting and constructing meaning through interaction and involvement with written language"*. It can not be denied that reading plays a vital role in our social life.

What "reading" really means is reading and understanding what we read at the same time. Different authors hold different views on the definition of reading. Kozak indicated: *"Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text"*.

There are three main points in his definition. Firstly, reading involves word recognition, which means that it refers to the use of phonics to decode a word. Without word identification, every word would have to be recognized by sight to be read. Secondly, comprehension is also important for reading. It is the ability to process text, understand its meaning, and to integrate with what the reader already knows. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

From the above definitions, the author of this study could come to the conclusion that reading is an important but difficult skill of the four. It is a complex process from receiving the message to understanding its meaning.

1.1.2. Reading in language teaching and learning

A Student's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. Reading can give someone wide in knowledge and experience. Any material that we read would give knowledge and experience because we will get new knowledge and new things. That is why students who have reading habits will have a good foundation in both grammar and vocabulary. Besides that, reading also can improve their language, speaking and learning. If students want to improve their language, they must read more. With reading someone can make his or her language better and can confidently communicate with their friends and teachers. In addition, *interest in reading is closely related to cultural knowledge because reading is a feature of cultural development in the community-oriented education and reading.* (Kamus Dewan Edisi Keempat, 2005). For third- year English majors at Hai Phong Management and Technology University, they will have to learn a higher level related to social knowledge. Therefore, Most students need to have a good foundation to study as well as to prepare for future jobs.

In Long and Richards's view (1987) on intensive reading, it is a detailed in-class analysis, led by the teacher of vocabulary and grammar points, to arrive at a profound understanding. Consequently, teachers need to find some ways to get students to develop specific reading skills (such as the ability to understand the general message without understanding every detail) and the desire to naturally understand the meaning of each word. Thus, reading is the foundation to help students develop understanding texts skills as well as the remaining skills.

At Hai Phong Management and Technology University, the students have two reading lessons once a week. Moreover, they have 2-4 additional reading homework once lessons. This makes the students lose the motivation for reading, neglect their homework leading to reducing the quality of reading. Before this situation, teachers can help students read more effectively if they assign reading homework appropriately.

1.2. Overview of homework

1.2.1. Definition of homework

Homework is defined as tasks assigned to students by school teachers that are intended to be carried out during nonschool hours.

According to Butler (1987), *a more universal definition of homework describes it as time that students spend outside the classroom in activities allocated for the training, enhancement, and implementation of knowledge, as well as learning new capabilities involved in independent research* (Alanne & Macgregor, 2007). It is a time honored practice that can enhance the development of skills and reinforce knowledge gained within the classroom when it is used effectively and appropriately. *Homework is an opposing idea viewed as a social preventer and makes students stay away from family, but it is also viewed as a means of “self-regulation skill” that leads toward academic achievement* (Katz, Kaplan, & Gueta, 2010).

Through time, the views on homework are increasingly negative. For some students, completing homework is just something required and they cannot see the benefit of what they are doing. They find the task to be useless and time consuming. Therefore, some students do homework under protest and play it off by different means to do it as fast as possible. On the contrary, there are some students who spend a lot of time on task and do it carefully.

On the other hand, teachers see homework as a useful support tool in studying. Most teachers have difficulty collecting homework from students. Just a few would submit their homework on deadlines, the rest had late homework or not. Although the teachers have used a method like deduction of score, the situation remains unchanged. In some cases, the students copied each other's task despite different warnings given to them to not plagiarize. So *Why do many students not do homework, or do it poorly?*.

There are different internal and external factors such as: having a job, consuming free time, or lack of teacher support. The teachers' role and motivation that will be discussed in detail.

1.2.2. Factors affecting homework completion among students

1.2.2.1. Internal Factors

Internal factors are those personal distractions which can interfere with homework completion and the way a person perceives himself or herself. Here is a brief examination of these factors:

a. Self- perception

Self-efficacy is the belief in one's ability to influence events that affect one's life and control over the way these events are experienced. (Bandura, 1994).

Self- perception reflects the confidence of the ability to control the motivation, behavior and social environment on their own. It is often assigned the same meaning with self-regulation, self-esteem, or optimism. Firstly, self-esteem which is "confidence in one's own worth or abilities" (Oxford dictionary.com, 2020). It can involve a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors (Kendra Cherry, 2019).

Secondly, self-regulation, which is "the ability to act in your long-term best interest, consistent with your deepest values" Stosny (2011). These factors influence how people achieve them and their internal motivation. If a person has a high self-esteem, they will adjust their perception. So, the person is internally ready to do any task individually and take risks. The problem with self-perception is due to a range of factors, some students lack self-confidence. This can affect them not believing in their own abilities in doing homework.

b. Growing social life of adolescents

At a different age, each person is transformed both academically and perspective. It can happen that a smart first-year student turns out to be a student with poor outcome in second-year or third-year, or a diligent-student changes to a slack one that makes both parents and teachers unhappy.

In fact, while the person is growing up, they get less concerned about doing a task to the best of their abilities. As I observed, there are many third-year English majors at Hai Phong Management and Technology University not doing homework but they did it completely when they were first-year. Some external factors can be involved as well in this change.

1.2.2.2. External Factors

External factors are elements that influence students' results and performances from the outside. These factors have a close connection with the family and life of the student. In Vietnam, families are normally big. In such families, they have had one or two babies.

The close relatives often come to each other's house to relax after a stressful day at work, so there are always guests at home and they are expected to entertain instead of studying alone. A number of students, even if they want to do homework, can not have a quiet place to study. Besides that, most of the students have a job. Because of low family income, they need to have a part-time job to improve their life. This job will both support the family and fund their own expenses and school fees. And as a result, the students have limited time to do homework or do it well.

In addition, the development of technology also greatly affects the students. Cell phones and computers have distracted them from their studies. Every night, instead of doing homework, the numbers of students chat online and play games with their friends.

More and more they get caught up in these things and spend a lot of time on it. If this continues for a long time, it's really dangerous.

1.2.2.3. School factors

Considering the context of the school, class size is a crucial factor when considering homework. At Hai Phong Management and Technology University, there are large class sizes. It is normal to see class with about 25 students. Large class sizes are a barrier to teaching providing quality support for all learners.

The teachers cannot check each student's homework, so the students can go around homework: by not doing it properly, copy it from some sources or entirely avoid it. Besides, there is a belief that learners have grown up and can be responsible for their own learning. But on the contrary, they become more passive and not doing tasks when teachers do not check. Therefore, it gave them a bad habit and no longer interested in doing homework.

1.2.2.4. Teacher's role

One of the most important factors that cannot be ignored in this problem is the

role of the teacher. They are the one who decides the number of homework, deadlines, score and consequence of not having homework. Therefore, the teachers also partially influence the interest and boredom of students. Let's examine each factor individually.

a. Motivation and enjoyability of tasks

Homework is considered as a boring task that takes students leisure time. Because the students had to study too much at school, they just wanted to relax at home. Teachers may assign from 2-4 reading homework per week that do not have connection with real life in University. Students cannot connect their homework with real life, so they feel it is useless and boring.

That is a key factor which leads to demotivation. For each student, if a task turned them off, they would postpone and not complete at all. With the lack of enjoyment for a long time, one can cause loss of interest and motivation.

b. Scores and deadlines

Many teachers used scores to force students to do homework. High scores are allocated for those who do homework completely. They believe that will cause a higher external motivation, but it is very stressful. Students may get competitive with each other, and if the teacher is not fair with scoring then students are again demotivated. Some teachers set deadlines to submit homework but there are students who face different problems.

The most significant problem is that they have real problems beyond their control like being ill. In this case, students are negatively impacted. If there is not a method for students to do homework after a deadline, they will suffer from an elevated level of stress and take a defensive role again. Both of these factors need to be considered carefully to motivate students when doing homework.

1.3. Appropriate amount of homework

Some teachers tend to give a large amount of homework to students and in cases where there is lack of teachers support. This situation is common for third year English majors at Hai Phong Management and Technology University. In lower levels like first and second year, they prioritize grammar, so their homework is related to it. Therefore, the workload is small and easy. Students just spend 50 minutes to 2 hours each day to complete homework. But they have

to study a very difficult program, when they become third-year students. The learner needs to have strong grammar knowledge to communicate perfectly. It shows that homework is important for reviewing knowledge at home. At this level, students must receive twice as much homework as before.

The homework also increases again, so homework time up to 3-4 hours at night. *"Any student who is doing more than 3 1/2 hours of homework a night is actually at risk for higher stress levels and poor mental and physical health,"* Pope said. It seems that the amount of homework is impossible to finish in one night, but the student doesn't have a choice but to complete it. By completing the homework the student has a limited amount of sleep causing the lack of focus throughout the day. This is no stranger to every third year reading lesson.

Some teachers assign different long articles for students to read before coming to class or long research papers are expected from students in addition to everyday preparation needed for each lesson. Each reading comprehension task usually consists of 2 to 3 pages after which students will answer the questions. This leads to students feeling overwhelmed that they become discouraged even to do their homework.

Reading a long text makes students feel stressed because they have to really concentrate to understand it. It affects the quality of homework that leads to weakening of students' reading skills.

Through the above evidence, the amount of homework has a strong influence on the students' ability to do homework. The large number of exercises and long readings is one of the main factors that make students lose interest in it. To help understand the above mentioned factors, a literature review was conducted. This review examines articles that focus on the problem of not completing and assigning homework appropriately.

CHAPTER 2: METHODOLOGY

In the previous chapter, some main theoretical issues about reading skill, homework and factors affecting were discussed. This chapter will present a detailed description of the participants of the study, methods, instruments, the data collection and the data analysis.

2.1. The setting of the study

The Foreign Language Department is located at C building, Hai Phong Management and Technology University, 36 Dan Lap, Le Chan, Hai Phong, which mainly focus on training languages such as English, Chinese, and Japanese. There are two classes which were chosen randomly from five classes participating in this study. They are English class and English-Japanese class. They have from 15-20 pages of reading homework for twice a week. Their homework would be related to it. Normally it focuses on matching headings, true false not given, paragraph headings, short answer questions and reading many articles homework.

2.2. Participants

Seven teachers of English and 23 students participated in this study. The students are 3rd year English majors who are attending class NA2101 and NA2101N, aged between 20 and 23 years. All these participants are students from different regions in Vietnam.

Questionnaires were delivered to 23 students and 23 questionnaires were collected. For those who study English, they have learnt English for 2 to 17 years as a compulsory subject. In general, Students have the same background knowledge but are not equal in gender (7 males and 16 females). The seven teachers' age ranges from 25 to 35. All of the teachers are from Hai Phong, Vietnam. All of them have at least six years of English teaching at Foreign Language Department, Hai Phong Management and Technology University.

2.3. Methods of the study

The method used in this study is quantitative because it is considered an easy tool to summarize, analyze, report the collected data and provide a reasonable way to assign homework to teachers because all participants answered the same sentence. ask. In particular, data was collected via two survey questionnaires, one for the two teachers and the other for 23 students.

The questionnaires were created based on both the literature framework of Dornyei (2001a) and Sakai, Kikuchi (2009). Then, the final version was delivered to the students and teachers.

The first survey questionnaires are for students. They give their opinions as well as their views to answer the questions that the author gives. Questions related to the homework problems which the teacher assigns students after each lesson. Once completed, the results will be sent via email to the author. When the survey results are available, the author will analyze data and then find solutions for teachers so that they can assign homework appropriately.

The second survey questionnaires are for teachers. The methods that teachers apply to students to encourage them to do homework will be analyzed. The results of the survey will be collected via email. And then, the author will analyze the ineffective methods and propose other methods to help students successfully complete the homework.

2.4. Instruments

This study uses a quantitative method. There are two questionnaires, one for students and one for teachers. The researcher proposed a combination of opened-end, closed-end and scaling questions to facilitate the comprehension of the collected information and data analysis. In this study, the questionnaire for students consists of 10 questions, which covers two main factors, namely, individual and contextual factors affecting students' difficulties in doing homework. The questionnaire for teachers has two main parts. The first part is

about personal information including name, gender, age and years of teaching English. The second part includes 7 questions, its main purpose is to investigate their attitude towards doing homework in general and their own teaching activities in particular.

2.4.1. Questionnaire for students

Relevant research on the motivating and demodulation factors in second language learning. The questionnaire is designed to find out the factors that make students lose interest in homework to provide appropriately methods for assigning tasks. In accordance with the student's major, the questionnaire is written in English and sent via email. The questionnaire is divided into two parts. Those are multiple choice questions that help students easily evaluate.

Part one is about checking your reading proficiency and the time they spend doing homework. This part consists of two questions, each question has four choice answers. The first question is about the student's reading proficiency. They assess their own proficiency and then choose the suitable answer. It has four levels such as: pre-intermediate, intermediate, upper-intermediate, advanced. The second question is about students' time for homework. Each student spends a different time on homework corresponding to their level. There are four time periods for students including under 30 minutes, 30-60 minutes, 60-90 minutes and more than 2 hours.

In part two, the survey relates to their attitudes and viewpoint on reading homework. It has eight survey questions. Students will choose the option that they think is appropriate. In this part, the author gives quotes related to homework. Students give their answers by choosing "Yes" or "No". Besides that, there is a question about the types of reading homework. The content of the question is reading tasks which take a great amount of time. The types of reading homework which they often get as matching headings, paragraph headings, short answer questions, reading many articles. Moreover, the author also wants to investigate students' opinion on the difficulty of homework. In this question, they

will evaluate the homework assigned by the teacher to improve their reading skills. There are three options that are normal, easy and difficult. Students' ability to complete homework is also discussed.

2.4.2. Questionnaire for teachers

The purpose of the survey is to investigate methods of assigning homework for teachers to third year English major students at Hai Phong Management and Technology University. Through this, the author will suggest some methods to help teachers assign homework appropriately. The questionnaire for teachers has two main parts. The survey includes both multiple choice and short answer questions. The teacher will write the methods they have applied to students in assigning tasks.

The first part is aimed at investigating personal information including name, gender, age and year of instruction. Because each teacher has different methods, the author wants to investigate according to each person's teaching experience. The second part consists of seven questions, its main purpose is to investigate the method in which the teacher assigns homework to students and the effectiveness of those methods.

Moreover, the author also gives questions about the teacher's goal when assigning homework. Teachers respond by writing 2-4 sentences about their purpose. Most homeworks have the main aspects that the teacher focuses on. Understanding this problem, teachers gave four main aspects for teachers to choose. These are grammar and vocabulary, skills and all of them. It finds out teachers' perception of their students' reading proficiency and motivation in homework.

2.5. Data collection and data analysis

2.5.1. Data collection

A survey was performed during the break time of the reading lesson at Foreign Language Department, Hai Phong Management and Technology University.

It took 20 to 30 minutes for both teachers and students to complete these questionnaires. 13 questionnaires were performed online via email due to the period of social distancing under the adverse effects of Coronavirus outbreak. 23 emails were collected.

2.5.2. Data analysis

In order to conclude the homework assignment is reasonable for students, the author analyzed each question through average calculation. Then, the collected data were also classified according to the research questions based on the questionnaire design and illustrated by diagrams or tables according to each research question. To find techniques that teachers used to motivate their students to overcome homework, the researcher uses a combination of responses and gives a summary.

To sum up, this chapter has clarified the major characteristics of the participants. Last but not least, thorough descriptions of the setting of the study, methods, instruments, data collection and data analysis were also provided.

CHAPTER THREE: FINDINGS AND DISCUSSION

Based on the results from two questionnaires given in Chapter Two, Chapter Three presents the data analysis, the findings of the study and detailed discussion of these findings.

3.1. Questionnaire for students

3.1.1 Students' reading proficiency and concerns about homework

Part 1 of the survey is designed to investigate the attitude of the students towards their own reading proficiency and motivation in reading homework. In general, students have studied English for at least 3 years and for a maximum of 17 years. The first question explores their reading proficiency. Here is the result of the first question:

Question 1

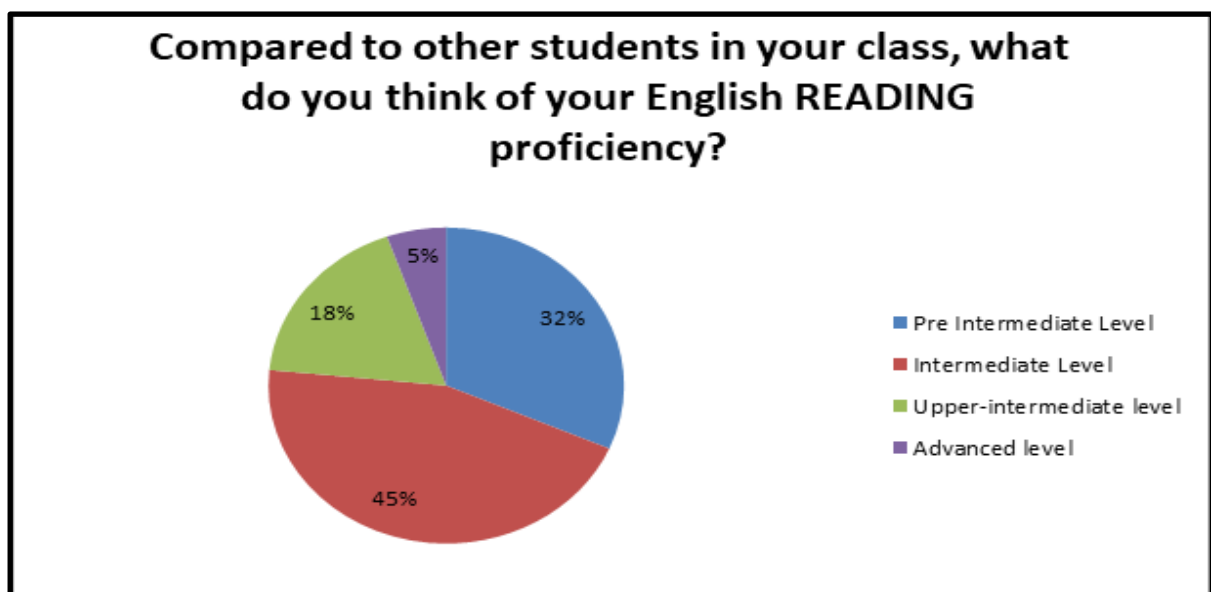


Figure 1: Students' reading proficiency

The pie chart above shows the English reading proficiency of students in classes, namely, NA2101 and NA2101N are quite different. Some students who rated their reading English skill at the Pre- intermediate level (32%), Intermediate level (45%), Upper- intermediate level (18%) and Advanced level

(5%). However, that's just a very small portion of Foreign Language Department. It means that although learning English for many years, the students' reading proficiencies are only intermediate.

Whereas the percentage of advanced level is too low. Student's reading proficiencies will also affect his / her level of motivation in reading homework. This is shown by question two.

Question2

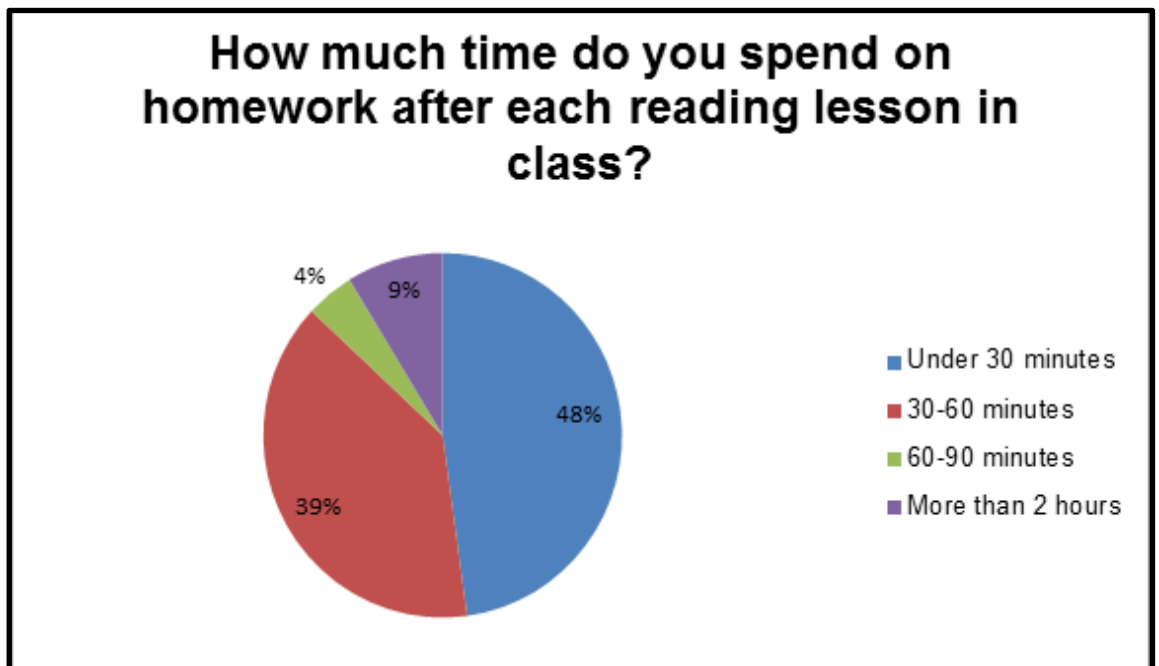


Figure 2: Students' time for homework

The pie charts show the time students spend on homework after each reading lesson. It can be seen that under 30 minutes had the highest percentages of student's time for doing homework, at nearly 48%. time from 30 to 60 minutes had slightly lower figures for these (39%), but the lowest figure for 60-90 minutes, at 4%. Meanwhile, the percentage of time more than 2 hours is only 9%. Over 4 times, it is clearly seen that students seem to pay less attention to doing reading homework everyday. The phenomenon of students spending less time to do homework as above is being warned. Spending too little time on studying reading has a profound influence on students' efficiency in reading homework.

Question 3

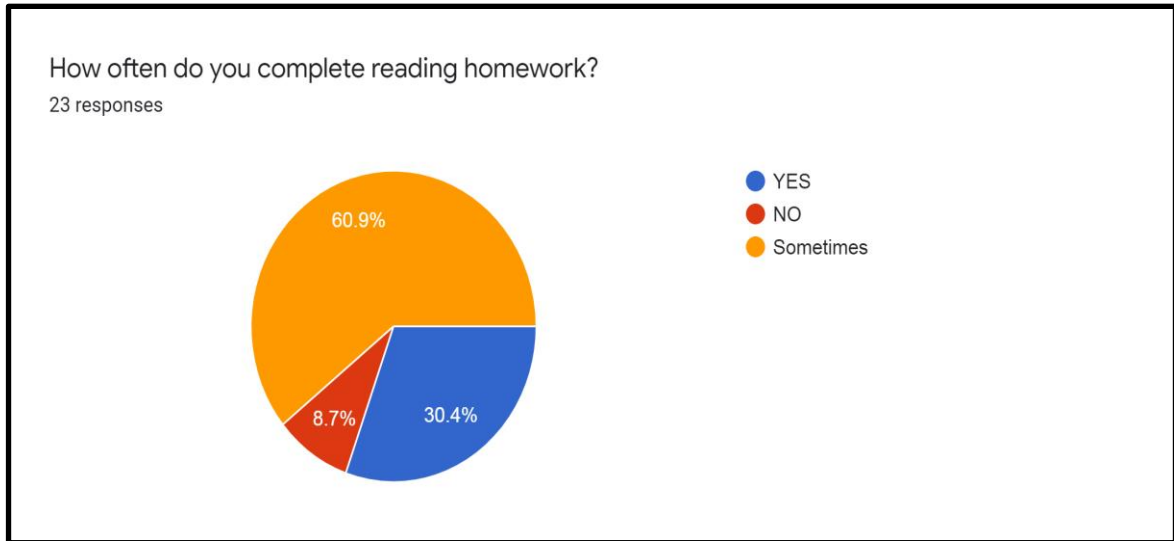


Figure 3: Students' homework completion

The chart compares students' opinions about reading homework completion. 60,9% students said: "Sometimes". Most of them complete their homework infrequently. While the percentage of students who usually complete homework is slightly lower, at 30,4%. It is worth mentioning that still the number of students not completing homework, at 8,7%. This sad figure reflects their attitude as well as their motivation for reading homework. They have not really realized the importance of doing homework. It directly affects their academic performance and the teaching quality of teachers.

3.1.2. Student’s attitudes and thoughts about the benefits of homework

Question 4

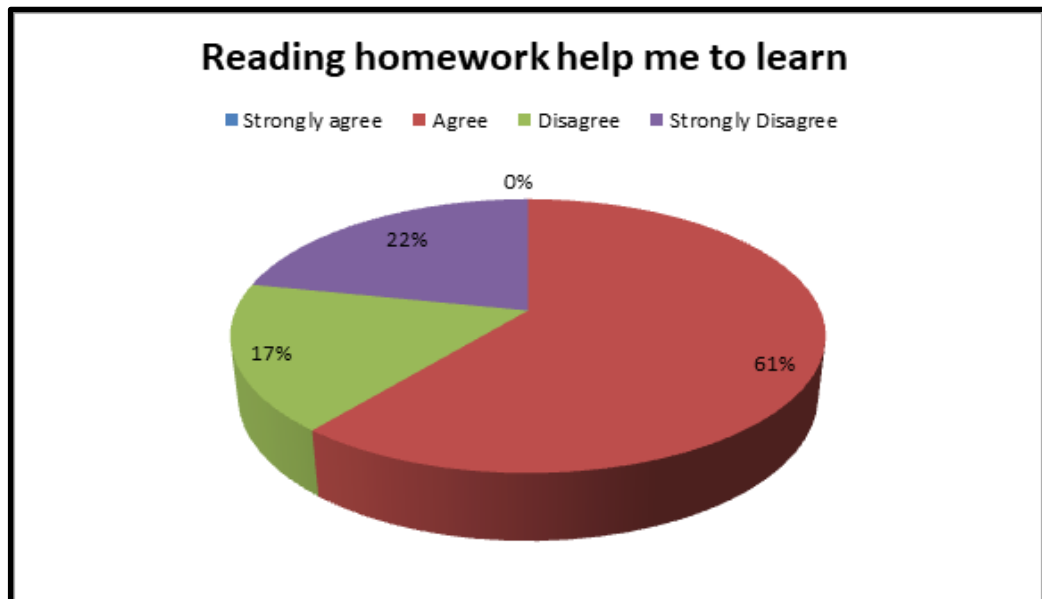


Figure 4: Students’ view on the purpose of homework

“Reading homework helps me to learn” which shows the different views of students in the pie chart. As seen, most students agree with the benefits of doing reading homework. It accounted for the highest proportion, at 61% of the total students' opinion. The figures strongly disagree and disagree slightly lower, at 22% and 17% respectively. and no one strongly agreed on this issue. This shows that the majority of students have seen the benefits of reading homework but still some students do not realize it. This greatly affects the student's reading homework completion. This is shown by question four.

Question 5

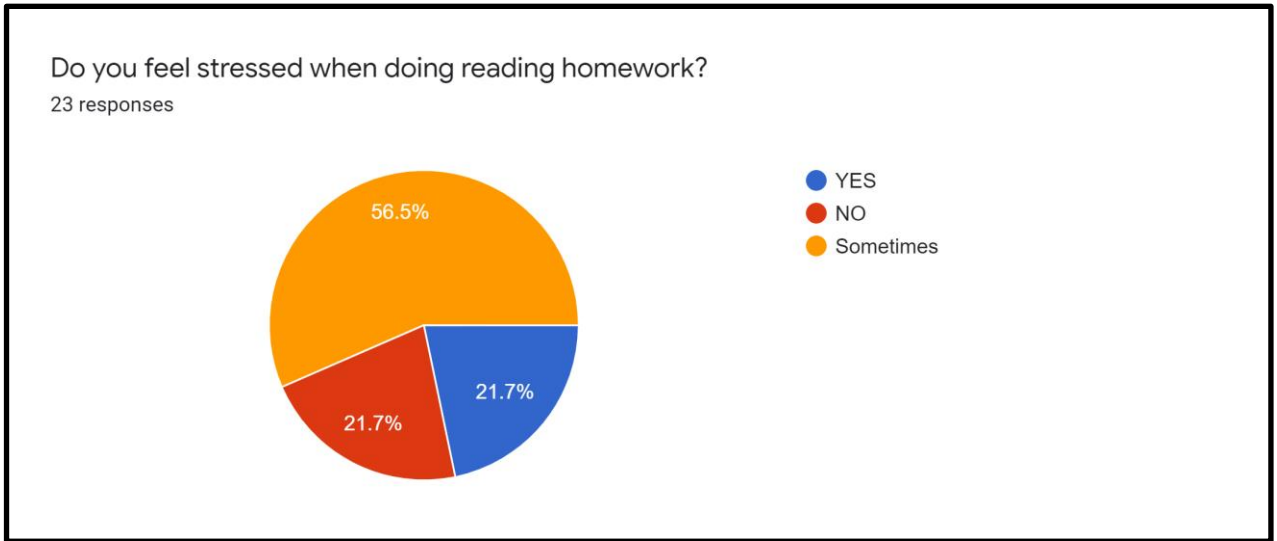


Figure 5: Students' viewpoint on doing homework

The pie chart shows student's inspiration when completing homework. Overall, most students feel stressed about it. More than half of students said "Sometimes" reach a peak at 56.5%. The remaining percentage is divided equally between the two ideas "Yes" and "No" at the same rate of 21.7%. Stress is one of the important causes of not doing homework. It may be too close to the deadline, the reading homework is too long, or they have too much homework, which strongly affects the motivation of students to do homework. Understanding this problem, teachers need to have techniques to appropriately assign reading homework.

Question 6: Do you think the amount of reading homework you get is:

Too Little	8,7%
Appropriate	60,9%
Too Much	30,4%

Table 6: Students' attitude to the amount of homework

The table above shows students' thinking about the amount of reading homework assigned by the teacher after each lesson. There are a few students (8,7%) who think reading homework is too little. The number of students who think that it is just right reaches the highest proportion, at 60,9%. The remaining 30% are students who think it is too much. Based on this result, it can be seen that the majority of students feel satisfied with the amount of homework they receive. However, there are still many who believe that it is too much. The amount of homework also greatly affects the quality when collecting homework of students.

Question 7

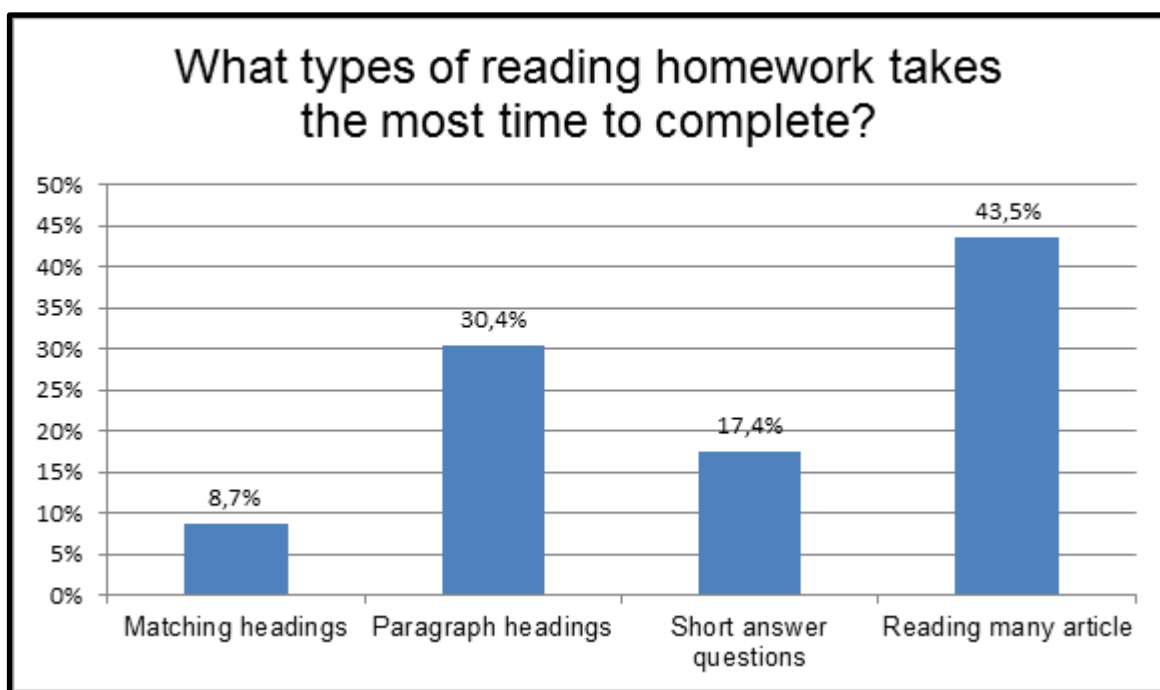


Figure 7: Reading task which take students' great amount of time

The column chart above shows a surprising result similar to the author's thinking. Normally, "Reading article" is the most difficult type because it takes a lot of students time. According to the assessment of 3rd year English major students at Hai Phong Management and Technology University, this type of reading homework accounts for 43.5% of students agreeing with that idea. The second type is Paragraph headings, at 30,4%. In this type of reading homework,

students have to read a short paragraph and then choose the correct answer for the topic of it. The most time-consuming factor is reading the paragraph.

If the reader understands the content of the paragraph, then they can choose the headings for it. 17.4% of the respondents said that short answers questions. And only 8,7% of the students think it is Matching and headings. In conclusion, students still have a lot of time difficulties completing homework. Teachers need to pay more attention to this issue.

• **Question 8:** *I always complete homework to the best of my ability*

Strongly agree	13%
Agree	56,5%
Disagree	21,7%
Strongly disagree	8,7%

Table 8: Students' ability to complete homework

From the table, it can be seen that half of the students have done their homework to the best of their ability (56,5%). Some students (21,7%) disagree with the idea which the author has proposed. Besides, there are also opinions such as strongly disagree and strongly agree, at 8,7% and 13% respectively . The idea “Strongly agree” is more than “Strongly disagree”. Then, why are there still students who don't do reading homework to the best of their ability?. It can be said that motivation when doing homework seriously affects students' attitude. They just skim the reading homework to oppose the teacher and not care about its effect. Therefore, teachers should assign homework appropriately to increase motivation for students.

Question 9

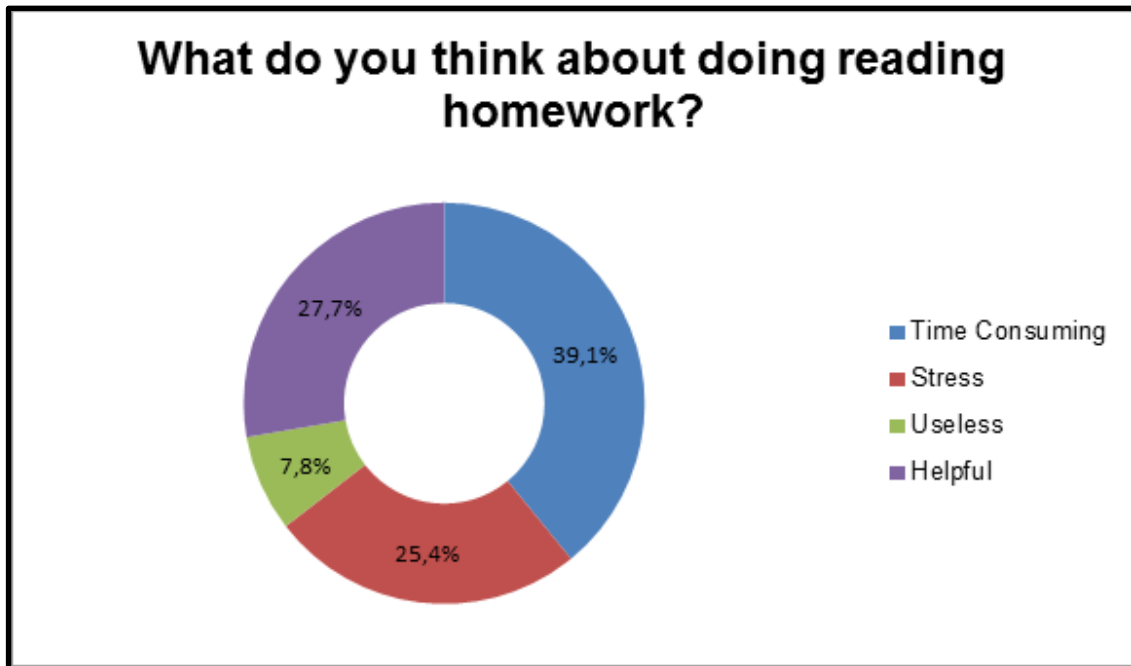


Figure 9: Students' opinion on doing assignments

Students' thinking when doing reading homework is clearly shown on the above pie chart. As it can be seen that, reading homework makes students feel time consuming, at 39,1%. 27,7% students think they feel it helpful. Besides, there are a number of students who feel stress when doing homework (25,4%). The rest is useless (7,8%). Students who feel it is time consuming and useless are not interested in the benefits of reading homework. Maybe after school students go home to work right away and then have the rest of the evening to do whatever they want as playing a game and chatting with their friends on facebook. On the contrary, the number of students who realize the usefulness of homework is not small but not enough to give students the motivation to complete it. Through students' thinking about reading homework, teachers will take measures to help them think more positively about it.

Question 10

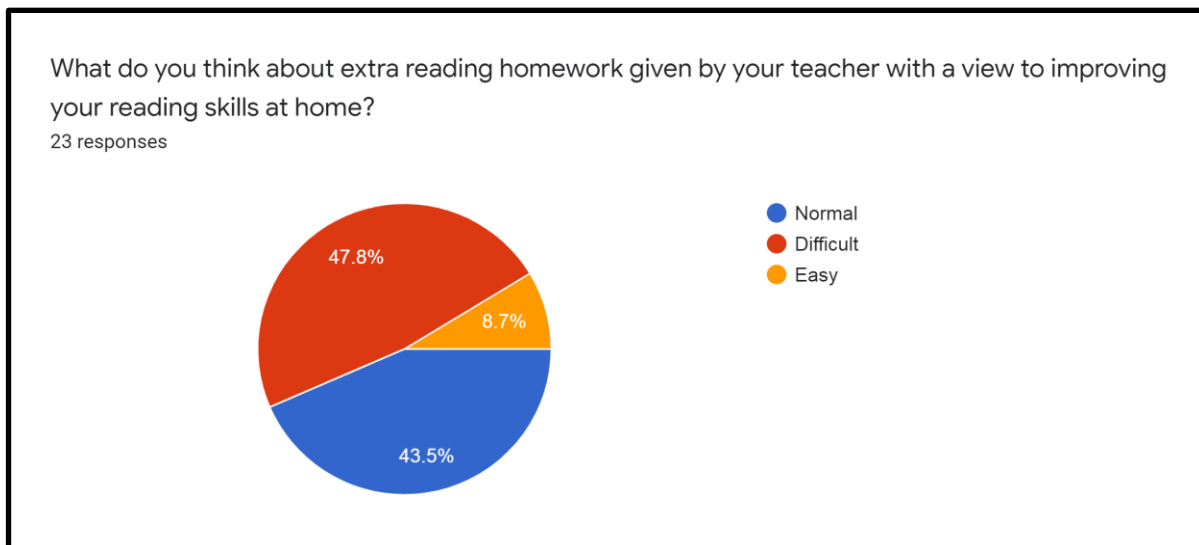


Figure 10: Students' assessment about reading tasks

The charts show the impact of extra reading homework on the students' effectiveness in reading skill. Obviously, only a small proportion of students found those factors easy (8,7%) and found it normal to learn (43,5%). 47,8% students thought that they were difficult. Undoubtedly, if the content is too hard to understand, the students will become lazy and not care about it. These factors make reading time ineffective and bring many negative thoughts to students in homework.

3.2. Teachers' homework assignment techniques

Assigning homework techniques used by teachers to motivate their students in reading lessons were collected by using a questionnaire. Two teachers at Foreign Language Department, Hai Phong Management and Technology University have participated in answering the questionnaire. One teacher has 10 years teaching English and the one has 6 years.

Underlying teachers' different uses of homework is the belief that *doing homework helps students learn more in school*. Both teachers agree with this statement. The value teachers place on the relationship between homework and learning depends on both the grade level they teach and the teacher's years of

experience. So each teacher has the purpose of assigning homework differently. For teachers with 10 years of experience, they think that homework is assigned to students to develop a good habit for them. From this habit, they are able to review their homework voluntarily and prepare well for the test. The remaining teacher (who has 6 years of experience) also gave another opinion. She thinks that she assigns reading homework because there was not enough time during class to cover all the material. It will help students understand in detail the lesson content.

The next question is about the method the teacher uses to assign reading homework. Normally after each lesson, both teachers give a amount of homework then set a deadline for them to complete. It is a type of homework related to the knowledge learned in class. After the deadline, the teacher will collect notebooks or come to the students' seats to check each one. In some cases, the teacher asks any student to answer the question in the board and then fixes it. Both teachers have methods to motivate students to do homework. The table below compares the way the teacher applies to students

	Years of experience	Complete	Incomplete
Teacher 1	6 years	- Give directly a high score	- minus 1-2 scores for the next test
Teacher 2	10 years	- Give bonus 1-2 scores for the next test - add to the process scores	- ignore the presence - expelled from class

The table shows that two teachers at Foreign Language Department, Hai Phong Management and Technology University have applied different techniques for third year English majors. For the first teacher, she mostly focused on students' scores. Third year students are mature enough and aware of what they do, so the punishment is like informing parents is useless.

In addition, the second teacher applied other methods to motivate the students. These methods are also common in universities.

The teacher hopes these rewards and punishments can give students additional motivation to complete the task but according to the survey received from the students, the lack of motivation to complete the homework continues.

The fifth question is *Do you think those methods are effective?* Both teachers said: "Yes". But the sixth question is *What is the percentage of students completing homework?*. As a result, only 60% of students complete it at the beginning of each lesson. It shows that with this average rate, the effectiveness of those methods is not really high. Teachers should not focus too much on student grades, which will make them feel stressed. It causes students to lose interest in learning and will appear to drop out of school. In this situation, teachers need to have methods to encourage students to do homework as well as assign homework appropriately.

What do you think about the amount of homework you assign to students?- This is the seventh question. Both answers are the same: "Normal". Because teachers want homework to be fully knowledgeable in each lesson so that students can practice it at home, it is important to arrange a reasonable amount of homework. Normally, homework for the third year English majors at Hai Phong Management and Technology University have about 5 pages including different types of reading assignments. The content of readings is too long. It can make students lazy and gradually skip it. In addition, the eighth question is *Which aspect of reading do you mainly focus when assigning homework?*. Most homeworks is related to grammar, vocabulary, and reading skills. This is

necessary to have a good reader. The teacher creates useful knowledge through reading homework, but it becomes useless when students do not pay attention to it. Therefore, timely methods which help teachers motivate students to do homework are important. It helps students improve the quality of learning.

In summary, the author saw the status as well as students' thinking and teachers' method about reading homework through the survey questionnaires. For third-year English major students at Hai Phong Management and Technology University, they are still not really interested in it. They still think that doing homework is just a mandatory task that teachers give.

In this situation, teachers need to have methods to assign homework appropriately to make students more interested in doing homework. This is very important because when students start entering the third year of a university program, it is necessary to do homework to improve their preparation to enter a new level. So *“How to help students overcome reading homework obstacles?”*. Fortunately, a number of strategies are known to help overcome the obstacles. Used together, these strategies can make homework less stressful, more enjoyable, and more meaningful. The tips can also help students master the ability to learn independently.

3.3. Tips for Getting Homework Done

Based on the survey, it is clearly seen that the third-year students need to be aware of doing reading homework, which will help them have a solid English background before becoming senior. They have to be well-oriented about the importance of reading homework.

This information is collected by the author from a variety of sources based on the right educational research books and the experiences of award-winning teachers. In that book, they shared the homework assignments that interest students and the best strategies to help students complete homework. It's undeniable that homework makes students lose interest, but the information

below can help teachers inspire students as well as tips to help teachers assign homework appropriately. Understand students' thoughts, Barbara Allen, an Illinois high school art teacher, explains:

"When students think of homework, usually it's a negative thought. But it shouldn't be, because learning should be fun. I don't think anybody today can become truly educated if they don't learn to work on their own."

3.3.1. Lay out expectations early in the school year

Before handing out the first homework assignment, go over the ground rules. Determine what your expectations for the class will be.

You may want to speak to the students and get their help on creating the classroom rules that assignments will be completed successfully.

Let students know that:

- Importance and meaning of reading homework.
- Set up your rewards and consequences for following or breaking the rules

Research shows that students make greater academic gains when teachers set and communicate high expectations to them. A clear agreement with the student will make the rules effective. Let the students know what the rules and expectations are on the first day of class. Teachers can assign penalties for not doing homework such as deducting process scores, or subtracting scores directly for each final exam. For all of the students, getting a low score for each final exam is so scary. It makes them unable to pass the exam and as a result have to retake it or relearn the subject again.

Be sure to model your expectations for the students. Let them see what you expect of them, and provide them with opportunities to practice with them. Ask if students have any ideas for expectations that are necessary for the classroom. Establishing expectations together is common practice in classrooms where the goal is prosocial behavior and creating a high level of student involvement. Most students will take their cue and eagerly participate in listing a variety of expectations. No matter where students are at the beginning of the year, teachers

can set high expectations to help your students achieve them. Of course, students are going to try to test teachers. Be consistent, and encourage students to do their best and meet teacher's expectations throughout the school year.

For the rules to be effective, teachers should create a sense of closeness to students. For example, get to know your students. Make an effort to remember their names within the first day or two of the class. You may want to consider seating arrangements to help you with this. Find ways to find out about their platforms, likes, dislikes, etc. Regularly register with your students to find out how they work in and out of the classroom. When there is a good relationship between the students and the teachers, all rules will be applied easily.

3.3.2. Create assignments with a purpose

Homework can have several purposes. Teachers should show students the benefits of homework. If students are unclear about the goals or purpose of the assignment, they may make unnecessary mistakes. How do educators convince students of the importance of completing their reading assignments? And this gives them a stronger basis for future learning. There are many purposes of reading homework such as: improving reading skill, reinforcing skills, concepts and information learned in class, preparing students for upcoming class topics, teaching students to work independently and develop self-discipline, encourages students to take initiative and responsibility for completing a task, and helping in the practical examination like theses or research papers as well as in theoretical examinations.

So the advantages are endless and the possibilities are many, if one really thinks about it. Just as reading regularly offers clear benefits, skipping reading assignments can lead to a marked decrease in a student's overall ability to read, participate in class and keep up with fast-moving curricula. But the problem is that students don't like assignments. In this situation, teachers can articulate to students the benefits of homework through each lesson. Repeated information will help students remember longer and gradually they will remember it as a task.

Besides that, the teachers need to provide students with a specific task to complete, such as a problem to solve, a question to answer, or an argument to support. It helps students understand the tasks they need to accomplish and the goals that teachers need. Specific goals will motivate students and they will strive to achieve those benefits. This is one of the effective methods to improve the quality of homework as well as motivate students when doing assignments.

First example, teachers choose a lesson to practice "Skimming" skill. They can assign students a number of homework related to that skill. There are some exercises related to skimming skills such as matching headings, multiple choice questions, true false not given ... Here is a matching headings task sample:

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 on the following pages.

Questions 14–20

Reading Passage 2 has seven paragraphs, **A–G**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i–ix, in boxes 14–20 on your answer sheet.

List of Headings	
i	Evidence of innovative environment management practices
ii	An undisputed answer to a question about the moai
iii	The future of the moai statues
iv	A theory which supports a local belief
v	The future of Easter Island
vi	Two opposing views about the Rapanui people
vii	Destruction outside the inhabitants' control
viii	How the statues made a situation worse
ix	Diminishing food resources

- 14 Paragraph A
- 15 Paragraph B
- 16 Paragraph C
- 17 Paragraph D
- 18 Paragraph E
- 19 Paragraph F
- 20 Paragraph G

- D Archaeologists Terry Hunt of the University of Hawaii and Carl Lipo of California State University agree that Easter Island lost its lush forests and that it was an 'ecological catastrophe' – but they believe the islanders themselves weren't to blame. And the moai certainly weren't. Archaeological excavations indicate that the Rapanui went to heroic efforts to protect the resources of their wind-lashed, infertile fields. They built thousands of circular stone windbreaks and gardened inside them, and used broken volcanic rocks to keep the soil moist. In short, Hunt and Lipo argue, the prehistoric Rapanui were pioneers of sustainable farming.
- E Hunt and Lipo contend that moai-building was an activity that helped keep the peace between islanders. They also believe that moving the moai required few people and no wood, because they were walked upright. On that issue, Hunt and Lipo say, archaeological evidence backs up Rapanui folklore. Recent experiments indicate that as few as 18 people could, with three strong ropes and a bit of practice, easily manoeuvre a 1,000 kg moai replica a few hundred metres. The figures' fat bellies tilted them forward, and a D-shaped base allowed handlers to roll and rock them side to side.
- F Moreover, Hunt and Lipo are convinced that the settlers were not wholly responsible for the loss of the island's trees. Archaeological finds of nuts from the extinct Easter Island palm show tiny grooves, made by the teeth of Polynesian rats. The rats arrived along with the settlers, and in just a few years, Hunt and Lipo calculate, they would have overrun the island. They would have prevented the reseedling of the slow-growing palm trees and thereby doomed Rapa Nui's forest, even without the settlers' campaign of deforestation. No doubt the rats ate birds' eggs too. Hunt and Lipo also see no evidence that Rapanui civilisation collapsed when the palm forest did. They think its population grew rapidly and then remained more or less stable until the arrival of the Europeans, who introduced deadly diseases to which islanders had no immunity. Then in the nineteenth century slave traders decimated the population, which shrivelled to 111 people by 1877.
- G Hunt and Lipo's vision, therefore, is one of an island populated by peaceful and ingenious moai builders and careful stewards of the land, rather than by reckless destroyers ruining their own environment and society. 'Rather than a case of abject failure, Rapa Nui is an unlikely story of success', they claim. Whichever is the case, there are surely some valuable lessons which the world at large can learn from the story of Rapa Nui.

Defining the purpose of the lesson and providing related exercises helps students practice more. They realized what their duty and the teacher's request in the lesson that day are to be able to try to accomplish it. This type of homework is great for improving students' reading skills.

Second example, teachers should set a specific topic for the student during a lesson. One of the hottest topics today is the environment. The teacher can give students new words and related assignments. Because the environment is friendly topic to human life, students easily learn about them. It also promotes the curiosity of every student. This helps students gain a deeper understanding in each topic.

3.3.3. Create assignments that challenge students to think and to integrate.

This is the fun side of assignment design. Consider how to focus students' thinking in ways that are creative, challenging, and motivating. Think beyond the conventional assignment type!. This is also a new kind of homework for 3rd year students at Hai Phong Management and Technology University. It will stimulate students' curiosity to help them increase their motivation for doing it.

There are some reading assignments blow:

- Read a story then write a poem about its content.
- Read a poem and the next day will present content and meaning to the class (maybe in groups).
- Read some articles then write yourself a short article on a current issue like food, the environment or even Corona viruses.
- Look for tools that help students create, evaluate, and analyze. Often, when students see what they can accomplish with particular digital tools, they are motivated to push themselves beyond what they thought they could do.
- Give a passage then complete the flowchart.

For assignments that challenge students to think and to integrate, here is table completion questions. Teachers can refer to the following task sample:

Careers with Kiwi Air

Flight Attendants – Recruitment and Training Process

Recruitment

The position of Flight Attendant is one of prestige and immense responsibility. Recruitment is conducted according to operational demands and there can be periods of up to 12 months where no new intake is required. However, applications are always welcomed.

After you submit your initial application online, the Kiwi Air HR Services Team review the details you have provided. Candidates whose details closely match the requirements of the position are then contacted via email advising that their application has progressed to the next stage of the recruitment process. Potential candidates are then asked to attend a Walk-In Day. This could occur several weeks or months after the original application has been submitted depending on current needs.

The Walk-In Day consists of a brief presentation about the role and a short interview. Candidates who are successful on the Walk-In Day are notified within 10 days and invited to attend an Assessment Centre. Please note that candidates are required to pass a swimming test before attending the Assessment Centre. At the Assessment Centre, candidates attend an interview as well as participating in a number of assessments. Verbal references are then requested, and candidates attend a medical check.

At times, there may not be a need to recruit for Flight Attendant positions. However, the company continuously maintains a 'recruitment pool' of those who have completed the Assessment Centre stage. These candidates are contacted when a need for Flight Attendants is established, and attend a full interview before a decision is made on whether to extend an offer of employment.

Due to the volume of applications received, Kiwi Air is not able to offer verbal feedback to candidates at any stage of the recruitment process. Unsuccessful candidates may reapply at any time after 12 months from the date at which their applications are declined.

Training

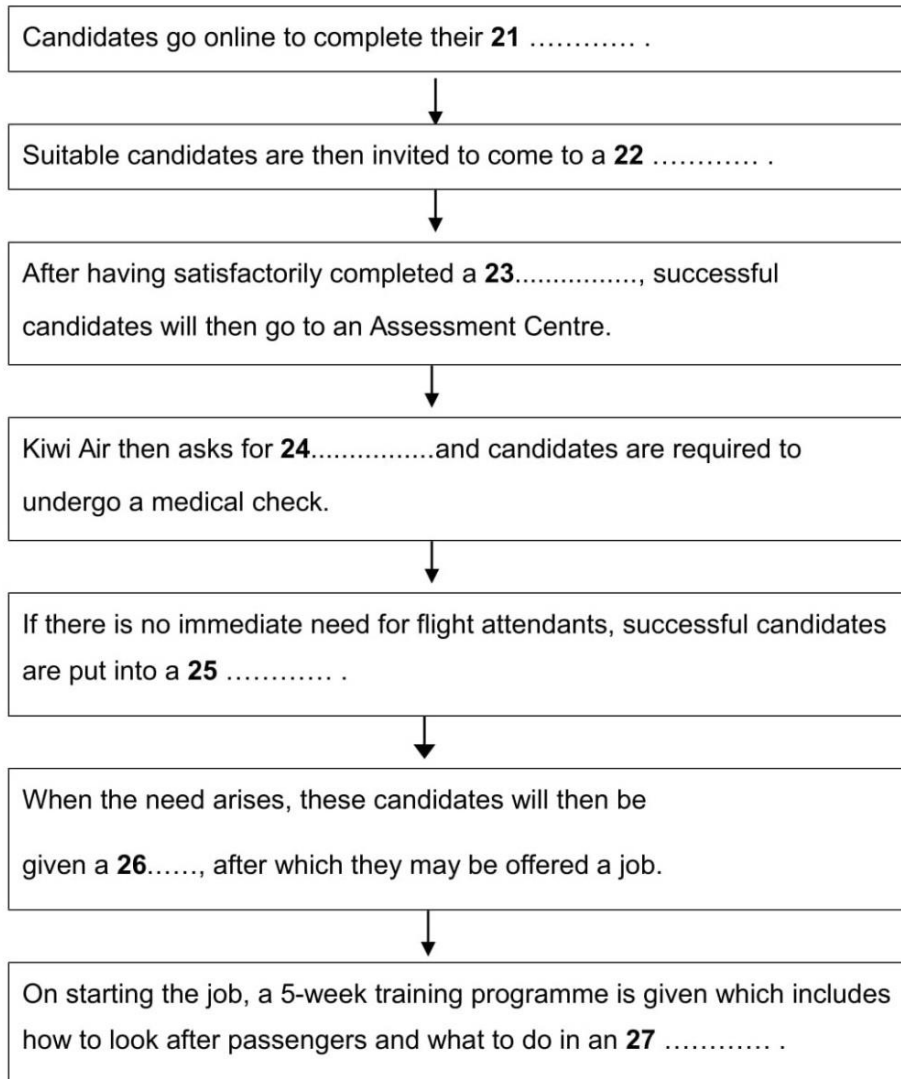
Upon being offered a role as a trainee Flight Attendant, a 5-week training course is undertaken at our Inflight Services Training Centre in Auckland. This covers emergency procedures, customer care and service delivery, and equipment knowledge. To successfully complete the course, high standards must be attained and maintained in all subjects.

Questions 21 – 27

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers in boxes 21-27 on your answer sheet.

Flight attendants of Kiwi Air – Recruitment and Training Process



3.3.4. Match assignments to the skills, interests, and needs of students.

Research shows that students are more likely to complete homework when it is appropriate to their interests. They are more apt to complete homework successfully when assignments are neither too easy nor too hard. In the same class, the level of students is not the same so teachers should consider carefully about assigning reading homework. The best way is that teachers should assign

reading homework to their proper level. The fact is, teachers with many students cannot be expected to customize all homework assignments for each student. However, teachers can provide assignments to a heterogeneous class of students that vary in style, format, and content. It makes them more confident to complete the homework and more interested in it. This is also a way to create teachers' care in their students.

The teachers should classify students into two different groups to assign homework easily. For groups of students with weak reading skills, teachers can choose the exercises that are right for them. There is an example in this case:

For questions 25–34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 M E E T I N G

A new supermarket for the town

At a public (0) <i>meeting</i> held recently, residents of the town of Oxwell met local politicians and shop owners to discuss plans to build a large supermarket in the town. A wide (25) of opinions was expressed, some in favour and some against the project. A (26) of the supermarket group, who was present at the meeting, stated that the supermarket would benefit the (27) of Oxwell as it would give people more (28) when shopping. He also pointed out that it would lead to a (29) in the number of jobs available in the town, which has a high rate of (30) Although there was general (31) on the need for new jobs, some of those present claimed that the presence of the proposed new supermarket would actually lead to the (32) of jobs. They pointed out that small shops would be forced to close as they would be (33) to compete with supermarket prices. The final (34) on whether or not to build the supermarket will be made next month.	MEET VARY DIRECT INHABIT CHOOSE GROW EMPLOY AGREE LOSE ABLE DECIDE
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

The second group is for students who have reading proficiency is advanced. In this group, teachers should give a harder homework corresponding to their level.

The same exercise type with the first group, teachers can give reading homework as follows:

Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: (0) PROFESSIONAL

Training sports champions

What are the abilities that a (0) sports person needs? To guarantee that opponents can	PROFESSION
be (17) , speed, stamina and agility are essential, not to mention outstanding natural	COME
talent. Both a rigorous and comprehensive	
(18) regime and a highly nutritious diet are	FIT
vital for top-level performance. It is	
carbohydrates, rather than proteins and fat, that	ENDURE
provide athletes with the (19) they need to	
compete. This means that pasta is more	BENEFIT
(20) than eggs or meat. Such a diet	
enables them to move very energetically when	
required. Failure to follow a sensible diet can	ABLE
result in the (21) to maintain stamina.	
	STRONG
Regular training to increase muscular (22) is also a vital part of a professional's regime, and	
this is (23) done by exercising with	TYPE
weights. Sports people are prone to injury but a	
quality training regime can ensure that the	
(24) of these can be minimised.	SEVERE

The second way is to assign homework in accordance with the students'

preferred learning style. Teachers can accommodate students' preferred perceptual modalities when designing homework assignments. Based on the survey, most students do not want to read many article assignments because it's too long. This makes them feel it is useless and they can not have time to do anything. 18-25 years old are very dynamic, they want to go out to explore the world instead of sitting around doing homework. Therefore, teachers can combine homework with going places, gathering things, interviewing people, building things using material existing at home and doing other creative projects. The final suggestion is to allow students to work on materials they really like. when they read a document that they are interested in, this is very effective. Giving students the freedom to create their assignments from the sources they find. It not only helps students complete their homework successfully but also stimulates their creativity.

3.3.5. Assign an appropriate amount of homework

A survey by the third year English major at Hai Phong Management and Technology University in 2020 showed that the number of assignments they received was just right but still nearly half of the students thought it was too much. In motivating students to do homework, the amount of homework is a very important factor. Homework especially in large amounts can lead to frustration, exhaustion, and poor mental and physical health in some students. The amount of homework has intensified, students are getting less sleep during school nights, and the level of stress is at its highest peak.

In the undergraduate program, a third year English major student must study 6-8 subjects each term. Among them, almost all subjects have homework except physical education. Therefore, teachers need to coordinate their homework assignments with those of other teachers so that students aren't getting four assignments on a Tuesday night, but no assignments on Wednesday night. This

combination will give students more time to do outside things like exercise, extra work and entertainment.

Finally, teachers need to keep alert to how long students take to complete assignments. In a classroom, the time each student completes homework is different. In the same type of reading homework, some students take 20 minutes and others take 10 minutes to complete it. Moreover, it is fine that some students take longer because they do their homework very carefully. Research shows that students who spend less time are likely to score lower than those who spend more time. If an assignment takes too long, however, this may signal that a student needs more instruction to complete it successfully.

3.3.6. Giving instructions

One reason for poor or late assignments is the way teachers introduce it to students. At Hai Phong Management and Technology University, reading homework is given to students with little instructions on how to do it. Normally, teachers only review homework and then guide it one or two times before class ends. This makes students forget and don't know how to do it when at home alone. When homework or its elements are not clear for students, they feel confused, bored, not interested and less motivated to do the task. This is an important factor that prevents students from completing their homework. Students will think this is a very difficult obligation, so they try to postpone it later or perform it in an inefficient manner. Therefore, instruction-giving has a direct effect on learning. A lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do.

A good assignment must be a little challenging for a student, but it must be realistic and achievable, add elements of thinking, analyzing, evaluating and creativity. Apart from prompt, the teacher needs to bring more help in the

process of homework. Although teachers are very busy , they need to arrange time for students in a variety of ways. Teachers can refer to the following steps to give reasonable instructions:

1. Short orientation.
2. Explanation and demonstration.
3. Practice stage in which one or more students practice the task accompanied by the teacher.
4. Autonomous processing in which the student works on a task independently.
5. Conclusion in which the assignment is reviewed

In this model, the teacher makes a request for the type of reading homework followed by instructions which can be a prompt or any other kind of explanation or demonstration related to that task. The practice stage is able to present a short presentation or ask related questions while the teacher is available to answer the question. For this method, teachers can give specific instructions for each type of exercise. This allows students to complete homework without direct support from the teacher. Here are a few examples:

- For matching headings, teachers should give tips on attaching homework to help them complete it more easily such as:

Pay attention to headings that are different or similar to each other.

Spend time paraphrasing keywords in the possible headings.

Read the paragraphs to find the main idea.

Distinguish between main ideas and extra information in the paragraph.

The heading should provide the main of the paragraph.

Do not try to match words – this is about paragraph aims.

Not all headings might be used.

Your answer will be a numeral (for example, i or vi) or a letter – do not write the words.

There can only ever be one possible heading for each paragraph.

- For multiple choice question, there are 7 steps to help students choose the

right answer. That is:

1. Read very carefully
2. Come up with your own answer
3. Look for common types of wrong answers
4. Eliminate answers in two rounds
5. Do not obsess over your choices
6. Manage your time
7. Answer every question

Students have the right to express what they do not understand about the task. And the fourth stage is that students can finish it individually. During this stage, students have received teacher explanations and instructions so they can confidently complete homework. Besides that, there are many students who don't understand the task but don't dare to ask teachers when they are available in class. It is important that they know it is okay to ask for help. Students who don't understand an assignment need to know that help is available from the teacher or other appropriate person. In this case, teachers can contact the student's situation. Some work with them after school. Some do so during free periods or part of the lunch period. Some provide phone numbers so they can be contacted via social networks.

3.3.7. Giving Feedbacks

In this part, we reach the importance of giving feedback for homework and the consequences on self, motivation and level of interest. To go back to our context in University, teachers collect homework then give the scores. This is the most common feedback about student homework. Normally there is a focus on mistakes and it can be the immediate correction of error or just a line and a symbol to show students the kind of error they made. There are two types of feedback: praise and criticism.

A survey of 1000 students shows that learners want recognition for attempting and completing homework (versus just getting the homework correct). Also, students desire praise for their homework effort. Seeing the positive feedback and teachers mentioning the solid points in their homework gave them a sense of pride and interest. In a study of 180 undergraduate students, almost half of the learners agreed that teacher recognition of 'doing a good job' was important to them.

Homework feedback provided in class: oral or written praise, criticism, written comments (highlighting right and wrong answers), rewards, general review of homework in class. These homework feedback practices are an important instructional tool for teachers in their teaching process (e.g., helping identify students' difficulties, errors or misconceptions in homework; approaching the learning contents to accommodate students' lack of prior knowledge, and redesigning homework to match students' needs).

Some of them didn't like to see lots of signs and crosses on their homework and it made them feel sad, which shows from their eyes and expressions. When students read those feedbacks, they will feel less confident in themselves and have negative thoughts. To solve this problem, the author gives suggestions about teacher feedback in homework:

- acknowledge accomplishments and students' strengths
- identify areas which need further study or additional practice
- recognize students' efforts towards achievement of goals and objectives
- suggest learning activities, learning tools and study techniques for additional study
- encourage students to increase efforts.

The above are some suggestions when giving feedback so that teachers can assign reading homework appropriately for the third year English major at Hai Phong University of Management and Technology. It includes different ways to motivate them. The author hopes these suggestions will be helpful for teachers.

3.4. Summary

Chapter 3 presented data, taken from two survey questionnaires and detailed descriptions of data analysis and discovery. Students' attitudes and thoughts about homework, techniques used by teachers, and factors that support teachers to assign homework appropriately have been discussed in this chapter.

PART C: CONCLUSIONS

This part will deal with the summary of the study and pedagogical implications. Furthermore, the study limitations and suggestions for further researchers will also be discussed.

1. Summary of the study

The study begins with some theoretical information about reading skill including its definitions, reading in language teaching and learning. After that, the theory of homework, factor affecting, amount of reading homework is also presented. In order to assign reading homework appropriately, the survey is designed with two questionnaires, one for teachers, and one for students. Then, from the data collections and analysis, those methods above have been found out.

This research shows factors that make students lose interest in completing homework such as self-perception, growing social life of adolescents, family and school. they are the main quality-reducing factors that prevent third-year English majors at the Department of Foreign Languages, Hai Phong Management and Technology University when doing assignments.

In terms of teacher techniques, teachers at the Department of Foreign Languages, Hai Phong Management and Technology University have used a variety of techniques suitable for the third year of English major to motivate their students to complete homework. However, teachers need to apply some other methods to assign reasonable homework to students

This study has given tips for teachers to help students complete homework such as: laying out expectations early in the school year, creating assignments with a purpose, creating assignments that challenge students to think and to integrate, matching assignments to the skills, interests, and needs of students, assigning an appropriate amount of homework, giving instruction, and giving feedback

Finally, some suggestions for teachers and students have been proposed.

The study has been completed with great effort of the author. Hopefully, the study will be useful and be of interest for the teachers as well as learners.

2. Limitations and suggestions

Despite considerable investment in terms of time and effort, this study could not avoid some shortcomings which should be acknowledged as follows.

Firstly, there was no observation in lessons so that the researcher could obtain more reliable data about reading homework. In order to make the obtained results more reliable, an observation should be applied.

Secondly, due to time confined and difficulty in approaching participants, the researcher had to restrict the number of participants. The questionnaire was conducted among only two teachers and twenty- three students. Hence, the survey was not as broad as expected. Therefore, to carry out better and more efficient study with large scope, surely the researcher in the coming time with her further research should invite more learners at other levels and more teachers to participate in the studies.

APPENDIX 1

Reading Task Sample

Here is a homework suggestion for teachers to be able to assign appropriately reading homework to third year English majors at Hai Phong Management and Technology University. It includes different types of exercises and the level is also suitable for them. The author hopes these materials will be useful for teachers.

Part I: Multiple Choice Questions 1-10

A. Select the best answer to the following sentences

1. He has been able to find a job..... with his ability as an accountant
A. appropriate B. Suitable C. Requisite D. Commensurate
2. I think most children are creative enough to writepoems.
A. beautiful B. beautifully C. beauty D. beautify
3. I have sent you a lot of letters but you have never been.....
A. respond B. response C. responsive D. responsively
4. The movie was _____ the book.
A. as B. as good C. good as D. as good as
5. Unlike the other Asian states, Singapore has hardly any raw materials,
A. does it B. doesn't it C. has it D. hasn't it
6. The _____ polluted atmosphere in some industrial regions is called "smog".
A. much B. largely C. fully D. heavily
7. This house is really old- It must ... hundreds of years ago.
A. have been built B. be built C. have built D. be being built

8. The next stage in the development of television isTV.

- A. interact B. interaction C. interactive D. interactively

9. - "How kind, you really shouldn't have bothered."

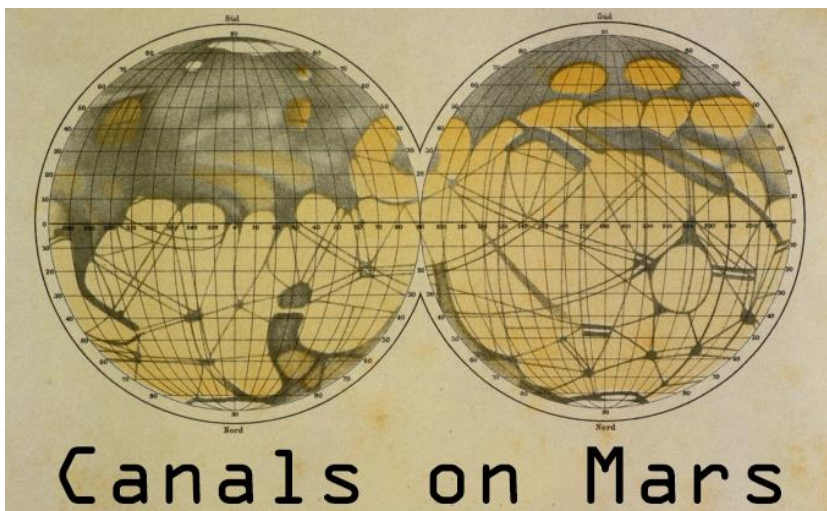
- " _____ "

- A. It was a very good thing.
B. Why not? I was happy.
C. It was nothing, really
D. Don't worry, I didn't bother.

10. _____ our pre-paid order, they failed to send us the items in time.

- A. Regardless of
B. Without any notice of
C. With respect to
D. On behalf of

B. Read the following text, and choose the best answer to the questions below.



A. Popular interest in Mars, the 'Red Planet', is long-established, but has enjoyed two dramatic flowerings, one in the 1890s and the other a century later.

B. Any speculation about life on Mars, then or now, is part of a long discussion on ‘the plurality of worlds’. Pluralists believe that there are other worlds apart from ours which contain life — an idea that had its origins in classical Greece. In the 19th century, the new science of astrophysics suggested that large numbers of stars in the sky were similar to the sun in their composition — perhaps they too were circled by planetary systems. Nearer to home Mars, our neighbor in the solar system, seemed to offer the evidence the pluralists had lacked until then.

C. The characteristics of Mars’ orbit are such that its distance from Earth varies considerably — from 34.5 to 234.5 million miles. From an astronomer’s standpoint it was particularly well-placed for observation in 1877, 1892 and 1909. Observations in each of these years intensified discussion about possible life on Mars.

D. If life, intelligent or otherwise, were to be found on Mars then life on Earth would not be unique. The scientific, theological and cultural outcomes of such a discovery could be stupendous. In 1859, Fr. Angelo Secchi, director of the Vatican observatory and a confirmed pluralist, observed markings on the surface of Mars which he described as *canali*, ‘channels’. The fateful word had been launched on its career, although there was little immediate development from Secchi’s work.

E. In 1877 another Italian, Giovanni Schiaparelli, one of Europe’s most distinguished astronomers, also observed the *canali*, but he added the refinement that they appeared to be constituents of a system. Other astronomers observed features that might be continents or seas; Schiaparelli confirmed these findings and gave them finely sonorous classical names such as Hellas, Mare Etythraeum, Promethei Sinus.

F. Although Schiaparelli was cautious in his public statements, recent research suggests that he was a pluralist. Certainly his choice of familiar place names for the planet, and his publicising of the calla network, encouraged pluralist

speculation. Inevitably, *cumuli* was soon being translated into English as ‘canals’ rather than ‘channels’. In 1882 Schiaparelli further fuelled speculation by discovering twin canals; a configuration which he named ‘gemination’; he described no fewer than sixty canals and twenty geminations.

G. Some of Schiaparelli's findings were confirmed by the astronomers Perrotin and Thollon at Nice Observatory in 1886. In 1888, however, Perrotin confused matters by announcing that the Martian continent of ‘Libya’ observed by Schiaparelli in 1886 ‘no longer exists today’. The confusion grew; two prestigious observatories in the US found in one case no canals, in another a few of them but no geminations, and no changes to Libya.

H. While the observers exchanged reports and papers, the popularisers got to work. They were generally restrained at first. The British commentator Richard Proctor thought that the canals might be rivers; he was among the first to suggest that a Martian canal would have to be ‘fifteen or twenty miles broad’ to be seen from Earth. The leading French pluralist, Camille Flammarion, published his definitive *La Planete Mars* in 1892: ‘the canals may be due ... to the rectification of old rivers by the inhabitants for the purpose of the general distribution of water ...’. Other commentators supposed the ‘canals’ might be an optical illusion, a line first advanced by the English artist Nathaniel Green, teacher of painting to Queen Victoria and an amateur astronomer.

I. The canals debate might have levelled off at this point had it not been for the incursion of its most prominent controversialist — and convinced pluralist — Percival Lowell. Lowell, an eminent Bostonian, entered the astronomical argument after a career in business and diplomacy, mainly in the Orient. He may not have brought an entirely objective mind to the task. Even before he started observing he had announced that the canals were probably ‘the work of some sort of intelligent beings’.

J. The newly-arrived popular press was very willing to report Lowell's findings and views; canal mania grew apace. By 1910 Lowell had reported over 400

canals with an average length of 1,500 miles. He wrote plausibly about the Martian atmosphere and the means by which the canals distributed water from Mars polar caps to irrigate the planet before evaporation returned moisture to the poles. This water cycle appealed to popular evolutionism which perceived Mars as an old, dying world trying to avert its fate by rational and large-scale engineering — this was, after all, an age of great canals: Panama, Dortmund-Ems, Manchester, Corinth.

Questions 1-2

Choose the correct letter, **A, B, C or D**.

1 What do pluralists believe?

- A There is life in other parts of the universe.
- B Other stars have planets.
- C There is life on Mars.
- D There are many other stars like the sun.

2 What circumstance helped astronomers to study Mars in the late 19th century?

- A A new science had developed.
- B People believed that there was life on other planets.
- C Mars was close to Earth on several occasions.
- D There was popular interest in Mars at the time.

Questions 3-8

Look at the following lists of astronomers and thinkers (Questions 3-8) and ideas about Mars (A-I).

Match each astronomer with the idea or ideas he expressed.

NB *There are more ideas than astronomers and thinkers, so you will not need to use them all.*

stem are

- A A particular geographical feature of Mars has disappeared.
- B People think they can see canals, but they do not really exist.
- C Life on Mars has become extinct.
- D Some *canali* are organised in pairs.
- E The *canali* are used to carry water from colder areas to warmer areas.
- F The canals must be extremely deep to carry so much water.
- G The inhabitants of Mars are still building canals.
- H The Martians have adapted natural features to meet their needs.
- I The *canali* might be very wide and not artificial.

3 Schiaparelli

4 Perrotin

5 Proctor

6 Flammarion

7 Green

8 Lowell

Exercise 2 : Multiple Choice Questions

What is genealogy?

Genealogy is a (0) of history. It concerns family history, (1) than the national or world history studied at school. It doesn't merely involve drawing a family tree, however – tracing your family history can also (2) in learning about your roots and your identity. The internet enables millions of people worldwide to (3) information about their family history, without great (4)

People who research their family history often (5) that it's a fascinating hobby which (6) a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) in the survey discovered they were better off than their ancestors.

- | | | | | | | | | |
|---|---|------------|---|--------|---|----------|---|---------|
| 1 | A | instead | B | rather | C | except | D | sooner |
| 2 | A | cause | B | mean | C | result | D | lead |
| 3 | A | accomplish | B | access | C | approach | D | admit |
| 4 | A | fee | B | price | C | charge | D | expense |

Part II. [Main and supporting ideas] Read the text and answer the questions.

A. Read paragraph 1 of the passage on the next page. Underline the sentence that best describes the main idea. Circle at least one supporting idea in the paragraph.

B. Skim the rest of the passage, then read the following sentences. Choose the sentence that best describes the main idea of each paragraph.

Paragraph 2

a. Multiple-choice style tests are not very effective.

b. Tests are easy to grade but the scores might not be useful.

Paragraph 3

a. Reformers say that other assessment methods are better than tests.

b. Group interviews and portfolios are two ways to assess a person's abilities.

Paragraph 4

a. Some schools do not focus on giving tests to their students.

b. Students can learn from other students as well their teachers.

Paragraph 5

a. New test methods will continue to develop.

b. There is no one best way to test learners.

Oh, No! Not Another Test!

- 1 Think about the last test you took. How much of what you learned for the test do you still remember? Many people take tests to pass a course or get a promotion, but they often forget the information afterward! This is especially the case for people taking large international tests like TOEFL or IELTS. These tests usually involve multiple-choice questions, and people often study to increase their scores, not to learn important information. In fact, educators are divided on whether these kinds of tests are the most effective way to **assess** a person's abilities.
- 2 Those who support such tests say they are the only way for educators and employers to compare people based on their test scores. However, there are people trying to **reform** this system. They believe that standard tests aren't the best way to **measure** a person's ability. These reformers also believe that intelligent people are not always good at taking tests or **memorizing** facts. A multiple-choice test cannot always tell what people have learned, or whether they can **apply** that knowledge in the future.
- 3 Reformers believe that other types of evaluation achieve better results. Tests that contain a mix of written and spoken questions give a more complete assessment of what the person is capable of. A portfolio, or a collection of work done throughout a course, can show how much the student has improved individually. Group interviews, where a group of people are interviewed at the same time, can also be useful for employers, since they show how people **interact** with others.
- 4 **Alternative** educational institutions such as Montessori and Waldorf schools don't believe that education should be focused on testing. At these schools, the classroom is very relaxed and "free," with students learning from each other as much as they learn from teachers. Some of these schools even allow students to choose what they study. Teachers create activities designed to let students show their abilities or knowledge of a certain subject. In these schools, the focus is on learning by experiencing and doing things.
- 5 The **debate** on testing continues, and educators have yet to find a perfect method of evaluating learning. Until that day comes, old test methods will be used and new test methods will continue to develop. But one thing's for sure, testing will continue to play an important part in all our lives—so study hard!

Part III [Paraphrasing] Paraphrase each sentence. There may be more than one way to rewrite each one. Remember to change vocabulary, phrases and sentence structure wherever you can.

1. Despite their massive size, elephants are known for being agile.
2. Because elephants consume up to 500 pounds of food a day, they are able to strip a forest bare in no time.
3. Over the centuries, lions have been used in art to represent power and magnificence.
4. Lions are social animals with one dominant male in each pride.
5. George Washington Carver was a dedicated teacher, in addition, he was known as a talent artist, musician, and researcher who made valuable contributions to his people and his country.
6. Archibald McLeish, known for his poetry, was appointed head of the library of congress by President Roosevelt in 1939.

Exercise 2 . [Paraphrasing].

Complete the summary using the list of words, A–K, below.

Write the correct letter, A–K, in boxes 23–26 on your answer sheet.

THE TRANSPORT REVOLUTION

Modern cargo-handling methods have had a significant effect on **23** as the business of moving freight around the world becomes increasingly streamlined. Manufacturers of computers, for instance, are able to import **24** from overseas, rather than having to rely on a local supplier. The introduction of **25** has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for governments to reduce **26** in order to free up the domestic cargo sector.

A tariffs	B components	C container ships
D output	E employees	F insurance costs
G trade	H freight	I fares
J software	K international standards	

Exercise 3: [Paraphrasing] Match the words highlighted in yellow in the text with the synonyms/ paraphrases below, then check your answers.

Toward the end of the Middle Ages, the European middle classes began to desire the lifestyle of the elite, including their consumption of spices. This led to a growth in demand for cinnamon and other spices. At that time, cinnamon was transported by Arab merchants, who closely guarded the secret of the source of the spice from potential rivals. They took it from India, where it was grown, on camels via an overland route to the Mediterranean. Their journey ended when they reached Alexandria. European traders sailed there to purchase their supply of cinnamon, then brought it back to Venice. The spice then travelled from that great trading city to markets all around Europe. Because the overland trade route allowed for only small quantities of the spice to reach Europe, and because Venice had a virtual monopoly of the trade, the Venetians could set the price of cinnamon exorbitantly high. These prices, coupled with the increasing demand, spurred the search for new routes to Asia by Europeans eager to take part in the spice trade.

-
- through
 - amounts
 - competitors
 - the way of living
 - kept it under wraps
 - buy their stock of

Part IV. [Matching headings] Read the information. Then skim the paragraph and choose the correct heading.

Paragraph A

Up until relatively recently, English school children were often obliged to learn the names of the kings and queens that ruled the country from the 8th century to the 18th, and understand how they were related. This was no easy task. Sometimes a king would pass his kingdom to his son, but very often it would be a much more distant relative that took over. To become king, you would have to show you had royal blood in the family tree, and to do this, you would need to know exactly who all your ancestors were.

It was also necessary for landowners to know their family background – so they could prove that a large castle or manor house really belonged to them, and not to another person further along a branch of the family tree who wanted it for themselves.

Paragraph B

An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures. Not all cultures, however, have a phrase which translates as family tree for when they want to describe earlier generations of the same family. We use this particular phrase because it was traditional in the past in some countries to put the oldest generations at the top of a drawing and the youngest generation at the bottom – sometimes just the child of a recently married couple. This meant the image would be wider at the top and narrower at the bottom – just like a tree.

Paragraph C

While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great-uncle or great-great grandparent, others have different motivations. Some people choose to research their family tree because they are simply curious about their origins. Or perhaps they have heard an unusual story about an ancestor and wish to discover the truth. They may even have a more serious and useful purpose, for example wanting to find out about a medical condition which runs in the family.

Paragraph D

Part of what makes family-tree research so fascinating is the sense of uncovering a mystery as you find more clues – just like a detective would. This kind of process was shown in the hugely popular program ‘Who Do You Think You Are?’, which featured well-known TV personalities exploring their family origins. The show’s researchers often found surprising information. One person, interviewer Jeremy Paxman, was disinterested at first. He believed it was more

important to be ‘forward-looking’ – and think about the future rather than the past. Then he learnt that his great-grandmother had managed to raise nine children by herself after her husband died, even though she was extremely poor. He soon wanted to know more. Certainly this kind of program has encouraged people to look for their own ancestors.

Paragraph E

Before the age of the internet, if you wanted to find out about your family history, you would have needed to travel to different locations. People used to visit churches to look at their records, for example of the names of people who were born and died in the area. Another way to investigate family history would be to look through old newspapers that were stored in the basements of libraries, or to search through birth and marriage certificates at the local town-council building. Not all of these visits, of course, would be successful. You needed to be very patient and have a lot of spare time to find out about your past.

Choose the correct heading for Paragraph A-E from the list of headings (i-vi) below.

<p>1. Paragraph A_____</p> <p>2. Paragraph B _____</p> <p>3. Paragraph C_____</p> <p>4. Paragraph D_____</p> <p>5. Paragraph E_____</p>	<p>i. Practical and personal reasons for finding out about ancestors</p> <p>ii. The appeal of making unexpected discoveries</p> <p>iii. The problems people face in carrying out family-tree research</p> <p>iv. Why we use ‘family tree’ to refer to our family background</p> <p>v. Traditional ways of researching family tree</p> <p>vi. How knowing your family tree could bring power and property</p> <p>vii. Creating family tree for future generations</p>
-----------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

APPENDIX 2

Questionnaire for students

This survey questionnaire was designed for my thesis “ How to appropriately assign reading homework to third year English majors at Hai Phong Management and Technology University”. Hope you will answer the following questions, but please do not discuss with your friends. The researcher sincerely thanks for taking the time to answer the question honestly. All your information is used for research purposes and you can be confident that all information will be kept confidential. Thank you so much for your cooperation!

Name:

.....

Class:

.....

Part I: Please circle the capital letter (A, B, C, D) in front of the answers

1. Compared to other students in your class, what do you think of your English READING proficiency?
 - A. Pre Intermediate Level
 - B. Intermediate Level
 - C. Upper-intermediate Level
 - D. Advanced Level

2. How much time do you spend on homework after each reading lesson in class?
 - A. Under 30 minutes
 - B. 30-60 minutes
 - C. 60-90 minutes

10. What do you think about extra reading homework given by your teacher with a view to improving your reading skills at home?

A. Normal

B. Difficult

C. Easy

Thank you for your help!

APPENDIX 3

Questionnaire for teachers

This survey questionnaire was designed for my thesis “”. Please answer the following questions. It is highly appreciated if you could spend your time completing the questionnaire truthfully. All your own information is only used for the thesis purpose, and you can be confident that you will not be identified in any discussion of the data. Thank you very much for your cooperation!

Part I: Please write your responses in given blanks.

Name:

.....

Age:

.....Gender:.....

1. How many years have you been teaching English?

.....

Part II: Please circle the capital letter (A, B, C, D...) in front of the answers write your responses in given blanks.

2. Do you agree with this opinion “Doing homework helps students learn more in school”

A. Yes

B. No

3. Teacher’s Goal when assigning homework?

.....
.....
.....

REFERENCES

1. Alanne, N., & Macgregor, R. (2007). Homework: The upsides and downsides—towards an effective policy and practice in Australian schools.
2. American Federation of Teachers, (1991). *Home Team Learning Activities for the Early Grades*.*
3. Ames, C., and Ames, R. (1989). *Research on Motivation in Education: Goals and Cognition*. New York: Academic Press
4. Bandura, A. (1994). *Self- efficacy for agentic positive psychology*.
5. Butler, Jocelyn A., 1987. “Homework.” Published as part of School Improvement Research Series by Northwest Regional Educational Laboratory, Portland, Oregon. (November)
6. Cherry, K. (2019). *What Is Self-Esteem?*. Signs of Healthy and Low Self-Esteem
7. Clark, C., and Rumbold, K. (2006). Reading for Pleasure a research overview. The National Literacy Trust.
8. Katz, I. Kaplan, A. & Gueta, G. (2010). Students’ needs, teachers’ support, and motivation for doing homework: A cross-sectional study. *The Journal of Experimental Education*, 78 (2), 246-267, DOI: 10.1080/00220970903292868
9. Kikuchi, K., Sakai, H. (2007). *Japanese learners' demotivation to study English: A survey study*. Unpublished manuscript.
10. Long, Michael & Richards, J. (1987) *Methodology in TESOL*, Boston: Heinle & Heinle Publishers.
11. Paulu, Nancy, and Perkinson, Kathy, (1995). *Helping Your Child with Homework*, Washington, D.C.: U.S. Department of Education.
12. Radencich, Marguerite C., and Schumm, Jeanne Shay, (1988). *How to Help Your Child With Homework*, Minneapolis, Minnesota: Free Spirit

Publishing Inc.

13. Smith. (1973). *What is Reading?*. Introduction to Reading.
14. Snow. (2003). “*Reading for Understanding: Toward an R&D Program in Reading Comprehension*” Published by: [RAND Corporation](#)
15. Козак, М. (2017) what is reading? In *The types of reading and exercises for teaching reading*. Retrieved May 10, 2020, from http://www.eosnova.ru/PDF/osnova_10_0_696.pdf
16. “Self-esteem.” *www.oxford.dictionaries.com*. 2020. <https://en.oxforddictionaries.com/definition/us/self-esteem>, (5/ 14/ 2020).
17. Stosny, S. (2011). Self-regulation. <https://www.psychologytoday.com/blog/anger-in-the-age-entitlement/201110/self-regulation> . Retrieved 7/ 1/ 2017
18. Essays, UK. (November 2018). The Important Act Of Reading In Life English Language Essay. Retrieved from <https://www.ukessays.com/essays/english-language/the-important-act-of-reading-in-life-english-language-essay.php?vref=1>