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Faculty of Arts, Humanity, and Languages

A Report Writing

In Partial Fulfillment of the Requirement for the Degree of
Bachelor of Arts in English for Education

Topic:

Common factors affecting Cambodian university students' reading
fluency: A case study of the first-second- and third-year students at

NUCK

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Dear Sir/Madam,

I have decided to receive your request and would allow doing the internship on the topic of **“Common factors affecting Cambodian university students’ reading fluency: A case study of the first-second- and third-year students at NUCK.”** You can be sure that my students will provide you their experiences and useful information to you. I do believe that my general facility will enable them to make a smooth procedure for internship. You could get Research to be started on the due date and thank you for trusting our school.

Yours faithfully,

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Confirmation Letter

National University of Cheasim Kamchaymear, Kampong Cham, would like to certify that **Mr. SENG VISAL ,Mr. SOUERN PHEAKDEY and Mr. CHHEAN MASEREY**, the students of Bachelor of Arts in English majoring in "Teaching English as a Foreign Language", have successfully completed a study at **National University of Cheasim Kamchaymear, Kampong Cham**, focusing on **Common factors affecting Cambodian university students' reading fluency: A case study of the first-second- and third-year students at NUCK** for 1 month from May 22 to July 7, 2023.

During the study, each of them proved punctual, hard-working, and highly committed to their study.

Sincerely Yours,

Date:,, 2022

Executive Director

Kingdom of Cambodia

Nation Religion King

LETTER OF ACCEPTANCE

I am pleased to accept the appointment to be the supervisor of **Mr. SENG VISAL, Mr. SOUERN PHEAKDEY and Mr. CHHEAN MASEREY**, the year-four students of Bachelor of Arts in English, majoring in "Teaching English as a Foreign Language (TEFL) at National University of Cheasim Kamchaymear." I will try all my best to guide them to write an accurate report on the topic of **“Common factors affecting Cambodian university students’ reading fluency: A case study of the first-second- and third-year students at NUCK.”** I do hope that the data in the report will be useful for them, the university, the Ministry of Education, Youth and Sport, and other institutions. It will especially be useful for the future cohorts to use as the sources.

Kampong Cham:

.....

Signature

Mr. SEREYRATH EM

DECLARATION

We would like to firmly declare that the product of the report was really conducted by us. It is considered our own masterpiece. Therefore, it is a newly-written project which we have just submitted to Mr. SEREYRATH EM, our BA research supervisor. We realize and accept that if our project is found cheating or copying from someone's work, it will be given a failing grade.

Kampong Cham, July 2022

Group Members

- 1. : SENG VISAL**
- 2. : SOUERN PHEAKDEY**
- 3. : CHHEAN MASEREY**

Kingdom of Cambodia

Nation Religion King

To Whom It May Concern

I would like to certify that **Mr. SENG VISAL, Mr. SOUERN PHEAKDEY, and Mr. CHHEAN MASEREY** who have conducted a study entitled “**Common factors affecting Cambodian University students’ reading fluency: A case study of the first-second- and third-year students at NUCK, Kampong Cham Province,**” are hardworking and well-behaved. During their internship, I found them careful and responsible for compiling their report.

On behalf of their supervisor, I daresay they are careful and punctual.

Date:

SUPERVISOR

Mr. SEREYRATH EM

Seen and approved

Date:

Executive Director

ACKNOWLEDGEMENT

We are the year-four students, Batch 19 of the Faculty of Arts, Humanities, and Languages, specializing in Teaching English as a Foreign Language (TEFL) at the National University of Cheasim Kamchaymear. We would like to sacrifice physical strength and spiritual strength to study and conduct research to get knowledge regarding **“Common factors affecting Cambodian university students’ reading fluency: A case study of the first-second- and third-year students at NUCK, Kampong Cham Province,”** in order to round up knowledge and use it for our own interest and develop ourselves as human resources.

First of all, we would like to express our most grateful thanks to our parents, who have done us a lot of favors and have brought us up to be full men. They have always offered everything as physical strength, spiritual strength, and things to us; they have tried to do everything without thinking about tiredness or difficulty for us.

Second, we would like to express our gratitude to the school principal for his permission for the study and to the students at the National University of Cheasim Kamchaymear, Kampong Cham, who attended our study. Without their volunteering to join the study, our project would not have been worked on and appeared.

We acknowledged our thanks to our supervisor, **Mr. Sereyrath Em**, who has guided and taught us to know what the research is and how to write the report.

We also wish to extend our thanks to all the lecturers of every course who have always helped and taught us with great care, especially for encouraging us to work hard.

Third, our special gratitude is due to all our classmates who have given us suggestions during the writing of this report.

Finally, we also pay our thanks to the future researchers and the readers who will be kind enough to read and comment on the entry thesis and who have made an enormous contribution to the clarity, accuracy, and completeness of this report.

Preface

The English language is very popular all over the world, especially in the twenty-first century, where people want to be able to understandably speak, write, listen, and read with one another. Moreover, in this modern technological era, most of the information is written in English, and if people do not know English, how can they understand the information? Together with this, the Cambodian government tries to develop everything, especially the educational field, which is very necessary to develop our country and catch up with the other countries in the ASIAN region. They construct school buildings and universities from the city to the countryside in order to strengthen the educational system in Cambodia. The Ministry of Education, Youth and Sport has incorporated English into the school curriculum, which begins in Grade 4 at the primary school level. Students feel that they are in an English-speaking community and country; they are happy to learn English and get knowledge from teachers of English; and the students also have a lot of distinct strategies to learn by themselves, like reading, writing, listening, and speaking. Common factors affecting students' reading fluency are very important in learning all skills, grammar, and vocabulary. Thus, we students in year 4 of the National University of Cheasim Kamchaymear, Kampong Cham Campus, are obliged to write the report to graduate with a Bachelor's Degree. Then we decided to choose the topic on **“Common factors affecting Cambodian university students' reading fluency: A case study of the first-second- and third-year students at NUCK, Kampong Cham Province,”** In this report, we focused strongly on finding out the Common factors affecting students' reading fluency by the students in order to seek the levels and differences in the report. We all tried our best to find the result and have met the supervisor many times in order to get good advice to write this report.

In conclusion, we hope that this report is valuable and useful for future researchers as supplementary documents. Even though we all tried to check for mistakes again and again, we believe that we still have errors, so we are sorry in advance if we have made any mistakes that we did not intend to make. In addition, we are pleased to receive constructive criticism from all readers, researchers, and authors.

ABSTRACT

This research report explores **Common factors affecting Cambodian university students' reading fluency: A case study of the first-second- and third-year students at NUCK, Kampong Cham Province**. The data was gathered using a quantitative approach. The study's objectives were to examine what extent the students are affected to reading English language, and to explore if there is a significant difference between male and female students' motivation level in reading English language. 100 students attended the study. As a result, it was indicated that the students were highly affected to reading English language. The current study was conducted at a National University of Cheasim Kamchaymear in Kampong Cham town, and found that female students of NUCK have high motivation toward reading fluency. The report also revealed female students of NUCK were more effected toward reading fluency. Finally, future studies should be conducted with a larger sample size and at other educational institutions across the country using other statistical analysis. Qualitative and mixed-methods designs are also recommended for the future studies.

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CHAPTER ONE: INTRODUCTION

1.1 Research Background

The capacity to read and be fluent what is read is more important than ever in today's global and information-driven world. (Connor et al., 2011), Reading programs should encourage pupils to develop basic reading abilities that will allow them to learn and appreciate printed content (Torgesen, 2002). Fluency's function in the literacy curriculum has shifted dramatically in the last decade, from a rarely encountered instructional component to one that is frequently responsible for influencing key instructional decisions (e.g., Riedel, 2007; Schilling, Carlisle, Scott, & Zeng, 2007). Reading fluency is garnering increased attention as an important component of any reading curriculum, particularly for pupils who have difficulty reading. Fluency in reading is one of the distinguishing qualities of good readers, and a lack of fluency is one of the most common traits of poor readers (Stanovich, 1991). Fluency is a critical component of reading development, according to most literacy educators (e.g., Rasinski, Blachowiz, & Lems, 2006; Samuels & Farstrup, 2006). However, in many classrooms, the current implementation of fluency instruction is often driven by assessments that are based on an incomplete conceptualization of the construct, which can lead to both inappropriate instruction and a serious misunderstanding of this important characteristic of skilled reading. Reading is an important skill in many different settings especially in educational setting. In English education field, reading comprehension would be improving students to understand the text or integrate new idea from the text. According to Silberstein (1994), Reading is a sophisticated information processing ability in which the reader interacts with the text to (re)create meaningful discourse. It signifies that reading is a process in which the reader interacts with the text in order to extract information from it. Along with speaking, writing, and listening, students should learn reading. Reading is very important in our lives since it allows us to gain more knowledge and information from written texts. Reading is the process of extracting information from a text and putting that information into context. A reader can start by looking at the printed word, deciphering the meaning, and interpreting the data using her knowledge.

Teachers who understand the importance of fluent reading want to ensure that their students are making reasonable progress with their fluency skills. They are left with a key question: How fluent should students be? Some studies have proposed reading fluency norms, although many of these standards or norms are of limited use in classroom decision-making.

1.2. The Statement of the Problem

As above description, the development of reading ability requires some factors to be involved in achieving a desired goal. After their the first-second- and third-year graduate, many university students in Kampong Cham have different levels of reading ability. Some students can read well, but others are limited. This problem has a huge impact on their studies in the following years. Students argued that it was the teacher's inability to teach, rather than the motivation of the students themselves. This allows us to anticipate that students will need to look for motivators in their reading rather than in the teacher's teaching alone. However, it is just an assumption without any concrete evidence to support it. Therefore, the study of the common factors and the of each factor affecting NUCK students' reading fluency is needed to be done.

1.3. Research objectives

The objective of this research will be to what extent the students perceive the factors contribute to reading.

1. To examine what extent the students are affected to reading English language.
2. To explore if there is a significant difference between male and female students' motivation level in reading English language.

1.4. Research Questions

The question of this research will be to what extent do the students perceive the factors contribute to reading.

1. To what extent are the students are affected to reading English language?
2. Is there is a significant difference between male and female students' motivation level in reading English language?

1.5. The Significances of the Study

This study is definitely significant because there are no research studies in the current review of literature among Universities in Kampong Cham. The result will declare the kind of common factors and the level of each factor affecting NUCK students' reading fluency. Therefore, the result of this study will be useful for the learner in term of improving their reading skill in learning English (Em, 2022).

1.6. Limitations of the Study

Because of constraints in the financial, time and material resources, the study will be conducted only in NUCK. Hence, the result from this study will not intend to conclude to all universities in Cambodia. Moreover, the first-second- and third-year students at NUCK will be selected to be participants in this study. Therefore, the finding of this study will be difficult to generalize all year level in university. Finally, the limitation to this study is research design. This study will be correlational research.

CHAPTER TWO: LITERATURE REVIEW

Defining Fluency

What is reading fluency? Several problems surround the definition of fluency as a notion, in part because fluency involves many interconnected mechanics that are difficult to disentangle. These skills, or mechanics, operate together to allow fluent reading. Most definitions of reading fluency include three observable and measurable components: accuracy, rate, and expression (sometimes referred to as prosody). "Reasonably accurate reading, at an adequate rate, with appropriate expression, that leads to accurate and deep comprehension and motivation to read" is one definition of fluency (Hasbrouck & Glaser, 2012, p. 13).

The use of these aspects of fluency by the speaker facilitates the listener's comprehension. Speaking in appropriate phrases, emphasizing certain words, raising and lowering volume, and varying intonation help the listener understand. Fluent public speakers embed in their voices those same elements that are associated with reading fluency - accuracy in speech, appropriate speed, and phrasing and expression (Rasinski et al., 2021).

Parents effecting on reading fluency

All aspects of reading involve the general process of attention. The capacity to concentrate one's mental energy on a task is a crucial function of attention (Piontkowski and Calfee, 1979). The reader must learn to make decisions effectively by selectively scanning the visual stimuli for salient patterns; this is a crucial aspect. Another important aspect is the selection of pertinent features from the stimulus field. The skilled reader appears to have a mental framework that categorizes what is pertinent. Although it may be encouraged, this ability probably cannot be directly taught to beginning readers (Gibson & Levin, 1975).

Although there are many factors that affect children's academic success, one of the most crucial is their teachers' ability to teach effectively (Darling-Hammond, 2000; Darling-Hammond and Youngs, 2002; Nye, Konstantopoulos, & Hedges, 2004). Recent policies have cited teacher credentials as a key factor in higher student achievement. For instance, the No Child Left Behind Act (NCLB; see DOE, 2004a, 2004b) mandates the presence of highly qualified teachers in every classroom (Em et al., 2021). However, historical research on the relationship between teacher qualifications and student outcomes has been ambiguous at best, with marginal effects (Coleman, et al. 1966; DOE, 2002; Kanstoroom & Finn, 1999; NICHD-ECCRN, 2002a, b; Darling-

Hammond & Youngs, 2002). Additionally, a lot of studies treat classroom practice like a mystery and link teacher credentials to kids' outcomes. Cohen, Raudenbush, and Ball (2003) point out that while providing resources—such as highly qualified teachers—is important, doing so does not guarantee their efficient use. Instead, they suggest that research prioritizes [investigating] coherent instructional systems. [looking at] how resources are used within themQ (p. 138). But there are numerous factors that happen outside of the classroom and prior to a child starting school that have an impact on their academic performance. This study's goal is to investigate the relationship between teachers' credentials and first-graders' academic achievement within a larger system that includes both proximal (e.g., teacher, and kid variables), in addition to distant (e.g., SES, preschool) sources of influence on kids' vocabulary and early reading abilities. To better understand how teachers' classroom practices as a central component of instruction affect students' achievement, we look at the relationship between teacher qualifications and their practice in the classroom. This core system is a part of a larger system that also includes the students' language and letter-word recognition abilities before entering first grade, their home and preschool learning environments, and the socioeconomic status (SES) of their families.

Many different ways exist for parents to get involved in their child's literacy development. In fact, there are at least three different types of parent involvement, including school-based involvement, homeschool conferencing, and involvement at home (Fantuzzo et al. (2000) and Hill and Craft (2003). The first kind of parental involvement is school-based, and it consists of a variety of parental actions and demeanors that take place in the school setting for their kids. Volunteering in the classroom, serving as a chaperone for class field trips, taking part in school fundraisers, or collaborating with teachers to plan classroom activities are a few examples of school-based involvement activities. The second type of parental involvement involves home-school conferences, in which parents and teachers or other school personnel consult about their children's academic performance, school-related enjoyment, and rate of progress. Talking to a teacher about a student's academic strengths and weaknesses, attending parent-teacher conferences to discuss a student's progress and performance, setting up meetings with school administrators to discuss issues or learn more about what is going on in the classroom, and conversing with a student's teachers about classroom rules and daily procedures are a few examples of home-school conferencing activities. The third type of parental involvement is home-based, where parents actively encourage their kids to learn at home and give them opportunities to do so. Reviewing a child's homework, working with them on their reading and writing, math, and other skills, bringing home books or educational videos for them, or sharing their love of learning with them are some examples of home-based involvement. In the current research synthesis, we concentrated on

parent-child activities that took place at home and aimed to increase children's literacy. Joint book reading is one of the parent-child activities that has been studied the most and is thought to encourage early literacy. In fact, a meta-analytic review of 17 studies found a positive overall correlation between parents reading to their children and their achievement in reading or emergent literacy (Bus, van IJzendoorn, and Pellegrini, 1995). In some, but not all, of the 12 correlational studies analyzed, a new review of the research literature also found a positive relationship between shared book reading and early literacy (Scarborough and Dobrich, 1994). However, the majority of the studies in these two reviews were correlational, making it impossible to determine whether reading books contributed to the positive outcomes. Parents reading to their children is another parent-child activity that has drawn attention. Positive results are reported by two reviews of studies that looked at the impact of parents listening. One review included studies where parents were given specific guidance on coaching their child during the reading process as well as studies where books were sent home from school along with general advice on how to encourage kids to read (Toomey, 1993). According to this study, giving parents simple, targeted strategies rather than general information appeared to have greater positive effects on children who are at risk of reading failure. Another review (Topping and Lindsay, 1992) only looked at studies that listened to children read using a particular method. This method, known as paired reading, has the parent read aloud to the child while giving constructive criticism and encouragement until the child is comfortable enough to read independently. Positive effects are once more reported in this review. It appears that the four reviews mentioned in the preceding sentences support the notion that involving parents can improve children's literacy development. There seems to be proof that reading aloud to children and reading aloud to children together are two parent-child activities that can be beneficial. Other parent-child interactions, however, might be beneficial. Another activity related to the development of literacy skills is direct teaching (Sénéchal and LeFevre, 2002; Evans, Shaw, and Bell, 2000). The methodology used for the research synthesis presented here differs from the four prior reviews in a number of ways, including (1) no a priori decisions were made about the types of parent-child activities to be included in the present review; (2) only intervention studies with control groups were included to allow us to make stronger statements about the role of parent involvement on the acquisition of reading; and (3) meta-analytic procedures were used to integrate the findings.

School effecting on reading fluency

As a community, education is grappling with (a) an alarming acceleration in the occurrence of challenging and disruptive behaviors that seriously impair instruction and student learning and (b) a sharply rising proportion of students who have not developed competent levels of reading ability.

Sadly, a lot of these students struggle with both issues (Glassberg, Hooper, and Mattison, 1989). Following instructions, maintaining attention, participating in groups, having processing abilities, and displaying motivation are all examples of school-ready behaviors, and they are all essential for young children to stay actively engaged when they are first learning to read (Em, Yun et al., 2022). Learning is hampered, however, by behavioral issues like anxiety, disruption, disobedience, and attention deficits. Even more detrimental to learning are serious behaviors like aggression, arguing, and defiance, which are widespread in high-risk schools. At the individual, classroom, and school levels, behaviors—both good and bad—have an impact on how students perform. Sadly, very few studies have looked at the connection between reading and behavioral issues (e. g. Frick and associates. 1992; Glassberg et al., 1989).

Decoding and comprehension are typically described as two distinct but interdependent parts of the reading process, although this is not without debate (Goodman, 1986; Smith, 1973, 1975; e. g. Heilman, 1967). In order to decode, one must "translate printed words into a representation resembling oral language" (Carnine and Silbert, 1979, p. (Golinkoff, 1975, p. 30) or as the "ability to pronounce the printed word". 633). According to Carnine and Silbert (1979) and Gibson and Levin (1975), comprehension is the ability to understand the words that are being presented. Therefore, it is not surprising to see that assessment tools and analyses of reading tests have used this conception of reading. For instance, the basic skills cluster of the Woodcock Reading Mastery Tests-Revised (Woodcock, 1987) includes a number of decoding tasks. Respondents are required to say "nonsense words" aloud during the Word Attack and Word Identification decoding tasks. Word comprehension tasks (which require students to provide antonyms, synonyms, and complete analogies) and passage comprehension tasks (which require students to read a passage and fill in the blanks) are two ways that comprehension is evaluated.

Reading, math, written expression, and spelling are among the basic skill areas where curriculum-based measurement (CBM) is a set of standardized procedures intended to accurately and effectively index academic growth (Deno, 1985; Shinn, 2002). For the purpose of enabling special education teachers to track student progress over time and assess the effectiveness of their lessons, CBM was first developed in the late 1970s and early 1980s (Bradley and Ames, 1977; Deno, 1985, 1986, 1989; Deno, Marston, & Tindal, 1985). When strategies were put forth to establish regional norms for classes, schools, and districts in the latter part of the 1980s, the scope and influence of CBM started to grow (Shinn, 1988). At that time (Shinn, Deno, Fuchs, Germann, & Marston, 2004), CBM outcomes were first linked to systematic screening, eligibility, and diagnostic choices. From its initial applications, when it was frequently used by special education teachers to inform low-stakes instructional decisions, the scope and influence of CBM have significantly increased.

Thirty years after its inception, CBM is still frequently used as a main source of data to aid in problem solving and assess the effectiveness of interventions (RTI). The common measurement technique used to define academic problems and assess intervention effectiveness, (Em, Phann et al, 2022), is known as CBM. In other words, regional educational organizations establish regional CBM norms and/or benchmark standards. Academic problems are defined as the difference between typical and atypical performance on CBM tasks using those performance standards as the point of comparison (Deno, 2002; Shinn, 2002). Recent additions to the research literature offer performance criteria standards for all primary grades (e.g., Silberglitt & Hintze, 2005; McGlinchey & Hixson, 2004; Silberglitt & Hintze, 2005; Stage & Jacobsen, 2001), which can be used to supplement regional norms and data on progress monitoring. According to the literature, CBM is a vital part of problem solving and RTI (Fuchs, Fuchs, McMaster, & Al Otaiba, 2003; Speece & Case, 2001; Speece, Case, & Molloy, 2003). Recent modifications to federal law have created a framework in which problem solving, RTI, and CBM can be used to direct diagnosis and eligibility decisions. The early stages of CBM development (Shinn et al., 2004). It is necessary to look more closely at the psychometric properties of CBM and offer suggested practices for CBM interpretation when they are used to support high-stakes decisions if the goal is to use CBM to inform high-stakes diagnostic and eligibility decisions.

According to earlier studies (Madelaine and Wheldall, 1999; Shinn, Knutson, Collins, Good, & Tilly, 1992), CBM is a reliable method for assessing student reading skills that can be used for progress monitoring, screening, referrals, and instructional decision making. To ascertain whether instructional strategies are suitable and efficient, student progress is frequently assessed using CBM over the course of several weeks, months, or a full academic year. According to Davis and Fuchs (1995), students who are subjected to CBM assessments can use the results to establish measurable reading objectives for themselves. By doing this, they are better able to understand how much of an impact their own effort has on their reading success. When used in the classroom, CBM makes it simple for students to track or graph their own progress. Students are motivated to set sequential goals that improve their academic performance when they reflect on their own learning processes (Shapiro, Durnan, Post, & Levinson, 2002). Quantitative and qualitative data are both produced by CBMs. When evaluating reading probes, teachers can take note of the student's decoding methods and spot error patterns for correction. Direct observation of students as they complete the probes can also reveal reading strategies like scanning, pacing, and using context to make self-corrections (Fuchs, Fuchs, Hosp, & Jenkins 2001). Teachers also use the data to plan efficient reading lessons that will raise student achievement and track the rate of progress (Davis & Fuchs, 1995).

Slavin, Madden, Karweit, Livermon, and Dolan (1989) found a correlation between reading comprehension abilities and academic success in both primary and secondary education. As a result, inequalities in one are reflected in inequalities in the other when it comes to education and academic success in the United States (Fiscella & Kitzman, 2009). The No Child Left Behind Act (NCLB), which sought to improve education through standardized assessments and culpability for teachers, schools, and districts when target reading levels are not met, was passed by the government in 2001 (Act, 2002) in recognition of the crucial relationship between reading, academic success, and health. In recent years, the Common Core of State Standards Initiative has been introduced to incorporate a single set of educational standards with the goal of having all states adopt a single annual assessment of the Common Core standards. Reading comprehension is a crucial skill needed for success under the NCLB Act and Common Core. Reading fluency has been identified as one of the reading skills essential to establishing a bridge to reading comprehension (Adams, 1990; Fuchs, Fuchs, Hosp, & Jenkins, 2001; Pikulski & Chard, 2005). It is defined as the oral translation of text with speed and accuracy. According to the theory put forth by LaBerge and Samuels (1974), automatic and accurate word recognition frees up more cognitive resources for the performance of higher-level comprehension skills required for proficient reading comprehension by reducing the cognitive load associated with lower-level word processing during reading. Prosody is a component of reading fluency in addition to automaticity. It has been suggested that prosodic reading, which involves organizing words into meaningful groups that match the syntactic structure of the text, is a link between automaticity and reading comprehension (Kuhn & Stahl, 2003). During silent reading, fluent readers are able to successfully transfer syntactic knowledge from speech to text as well as quickly and accurately decode. Reading fluency and comprehension were found to have correlations of .50 to .90 in a review, which suggested a moderate to strong association between the two (Fuchs et al., 2001). In addition, findings from a study on the impact of fluency on reading comprehension revealed a positive correlation between fluency and reading comprehension that improved as participants' fluency skills advanced (Petscher & Kim, 2011). Success on high stakes, statewide reading exams has also been linked to reading fluency.

Teacher effecting on reading fluency

Analysis of teacher evaluations of student academic achievement. Reports that teachers typically exhibit a moderate to high level of accuracy (Demaray and Elliott, 1998; Hoge & Coladarci, 1989). Hoge and Coladarci, for instance, reviewed academic teacher judgment studies in 1989, performance, found that across all studies, the average correlation between teacher evaluation and student achievement was $r = .66$. The variance in correlations across these studies,

however, ranged from .28 to .92, indicating that even though. Although there is generally high agreement, there are a number of factors that could make it inconsistent for teachers to predict students' academic performance. Investigations into teachers have used two different kinds of metrics. evaluation of academic performance. Comparisons that were made directly were those. By asking teachers to evaluate student performance using the same metric as that used to evaluate student achievement, teacher evaluations were evaluated. For instance, a direct comparison would look at the correlation between a teacher's prediction of a student's performance on particular test items and the student's actual performance on those same items. Thus, since both the predictor (teacher judgment) and criterion are present, the comparison is straightforward. Are conducted using the same metric for measuring student achievement (actual student performance). In contrast, an indirect comparison explores the connection between. Assessment of student performance by teachers on different metrics. Performance on actual achievement tests. requesting teachers to, as an illustration. Provide overall evaluations of student performance on a Likert scale (with scores). evaluating the judgment scores against actual student outcomes on a standardized achievement test (with judgment scores ranging from 1 [poor] to 4 [excellent]) would be taken into consideration. Indirect evaluations (Wright & Wiese, 1988). Given that the terms "direct" and "indirect" methods of assessment may be used in behavioral assessment with somewhat different meanings (Cone, 1978; Shapiro & Kratochwill, 2000), the. The terms "similar" and "dissimilar" are used to describe measures that have been taken into account in earlier studies of teacher judgment in this study. Either "direct" or "indirect.". Demaray and Elliott (1998) looked into any level variations. Accuracy of the teacher as a function of applying similar versus different judgment. Measures. In this study, student achievement was assessed using a standardized test. proficiency test. As a result, the same judgment test asked teachers to. Predict how the students will perform on each achievement test item. The different measurement was carried out using a rating scale that focused on student achievement. Of educator evaluation. The judgment measures produced were both similar and different. High correlations between student performance on standardized tests. ($r = .70$, similar; $r = .84$, dissimilar), showing that the information in the teacher report was accurate when either metric was applied. However, the item forecasts on. Higher correlations were found than those found by using standardized achievement tests. Hence, the use of similar over dissimilar is supported by the rating scale. the teacher evaluations of the students' performance were improved by measures.

The ability to read well requires reading fluency. Given that. Publication of the National Reading Panel's (NRP) report (National Reading. Reading fluency has attracted a lot of interest in the professional world (Panel, 2000). literature. Although reading fluency has many definitions, it can

be. According to Hudson, Lane, and Pullen (2005), reading proficiency is broadly defined as the capacity to read accurately, automatically, and prosody. Based on Wolf and Katzir-Cohen's work. A more thorough definition from (2001) states that reading fluency is "a level of accuracy and rate where decoding is comparatively effortless, where oral reading is where attention can be focused on comprehension, the text should be smooth and accurate with proper prosody (p. 219). Not only defining, but even more broadly. Fluency is defined as "the capacity to read rapidly, accurately, and correctly.". Phrasing" (p. 35), the NRP states that "the fluent reader is one who can perform multiple tasks such as word recognition and comprehension—at the same time. The same time" (p. 38). Ultimately, the goal is to become fluent in. Reading allows cognitive resources to be freed up for text understanding. Or, as explained by Harris and Hodges (1995), fluency results in "freedom from. Problems with word identification that might impair comprehension" (p. 85). One of the key components of reading, according to many, is fluency. Primarily due to its impact on comprehension (Fuchs, Fuchs, Hosp, & Jenkins, (2002); Jenkins, Fuchs, van den Broek, Espin, & Deno (2003)). Yes, fluency is important.an essential component of comprehension, especially in the early grades. (Schatschneider and others., 2004), but it's also referred to as crucial for motivation. (Smith, Simmons, & Kame'enui, 1998); Good, Simmons, & Kame'enui, 2001.development of the syntactic structure (Chomsky, 1972) and vocabulary. (Nathan & Stanovich, 1991. More text is presented to fluent readers in the. Fluency and comprehension are aided by the same amount of reading time and exposure to text (Spear-Swerling, 2006). Therefore, disfluent reading has effects that go beyond the inherent comprehension problems. Unfocused reading. Could cause issues with other linguistic and literate components. Additionally, it is more likely that the disfluent reader will lack motivation to read.has fewer opportunities to practice, so is exposed to less text. Can contribute to the widening gap between poor and good readers. That Stanovich (Stanovich, 1986) refers to as the Matthew Effect. Numerous suggestions have been generated by reading fluency research. During the teaching of early reading, instructional techniques to encourage fluency are used. Developing word recognition is one of these advised practices. Point of automaticity; classroom modeling of fluid oral reading. (Blevins, 2001; Rasinski, 2003); supplying recorded fluent models (Carbo,,repeated readings of 1992; Dowhower, 1987; Hasbrouk, Ihnot, and Rogers, 1999.timed readings (Mercer, Campbell, Miller, Mercer, & Lane, 2000); encouraging extensive independent reading. of connected text (Rasinski, 2003; Samuels, 1979). reading at the right reading level; and cueing phrase (Allington, 2000). To encourage prosody, boundaries are needed (Rasinski, 2003). The development of students' reading fluency can be accomplished in a variety of ways. There are numerous techniques for evaluating reading fluency. Even though timed oral reading is the most popular technique for evaluation. Other methods exist for gauging one or more aspects of fluency besides rate and accuracy. As an

illustration, running could be used to gauge accuracy. Record-and-miscue analysis, possibly with prosody (Clay, 1984, 1993). Through careful consideration of the phrasing, fluidity, and pace (Pinnell et al., 1995; Zutell and Rasinski, 1991). According to the NRP (2000), "despite its importance as a component. Fluency in the classroom is frequently disregarded in favor of skilled reading" (p. 11). In studies of instructional techniques (Allington & Johnston, 2000; Pressley et al., 2001), Numerous of the strategies have been seen in action by excellent teachers. Fluency improvement is advised. More common in these same studies. The advised procedures were not consistently followed by teachers. It is a difficult problem because it is unclear why instructional practices to promote reading fluency have not been implemented more widely. teachers' knowledge of the elements that make up the concept of fluency. Their understanding of effective pedagogy, as well as its significance. Research-based teaching and assessment strategies might be useful.

The rhythm of our language is called prosody. even that our melodic speech, according to some anthropologists. According to Simpson, Oliver, and Fragaszy (2008), music may have its roots in manner. Because the pronunciation of a sentence is so crucial, prosody is significant. According to Allington (1983), Dowhower (1991), and Schreiber (1980, 1991), prosody is the variation in pitch (intonation), patterns of accentuation, and speaking duration that create an expressive reading of a text. Previously, these qualities., the reader is reading prosaically, "with expression," or communicatively. These are valid and acceptable in oral reading assignments. The ability to convey prosodic elements in a text even when they are not visually evident is a prerequisite for fluent reading (Schreiber, 1980). Prosodic reading is a benchmark for reading fluency, according to some studies, but the majority don't support this claim. English-speaking participants were used in the studies on prosody, which used elementary school students as their subjects. The role of prosody in reading comprehension and fluency was examined in this study. Ten adult ESL college students who are natives of Indonesia are the research subjects. Who has spent more than 12 years studying the language? Despite being adults who are all capable of reading well, they frequently. word-by-word through a text in a monotone voice. A clear and concise speech. A reader who struggles will exhibit this. A proficient reader ought to be able to do so prosody because it shows the reader has understood what he has read (Kuhn and Stahl, 2000). According to this presumption, these students are supposedly unable to understand the text and are unable to respond to questions about the texts that have been provided. However, in this particular class, they were able to correctly respond to the majority of the multiple-choice questions. Can an adult learner of English as a Second Language? In the current study, the researcher will observe that prosody reading need not necessarily be related to comprehension. Through a reading-aloud task, recording, and scoring,

teachers can assess students' prosody skills when reading texts. For some reason, the researcher selected the reading aloud task in this study; reading aloud can reduce the pressure of having to think of what to say, allowing the students to pay closer attention to their speaking style. Reading aloud can give shy students a safe environment to hone their public speaking abilities. The ability to link what they see and hear through this task may be beneficial for visual learners as well. Sally Gibson (2011). Thus, reading aloud is a task that is very beneficial for adult ESL students as well as younger ESL students studying at the primary grade level. These students were given a listening comprehension test to assess their ability to comprehend spoken text.

Society effecting on reading fluency

Fluent reading is a requirement in today's society for both academic success and gathering information from printed and electronic sources (Zeffiro and Eden, 2000). People with reading disabilities (RD) typically exhibit lower educational attainment and earnings in adulthood (Blackorby & Wagner, 1996; Savolainen, Ahonen, Aro, Tolvanen, & Holopainen, 2008), in addition to academic difficulties during their school years (Cunningham & Stanovich, 1998) and other difficulties (Savolainen, Ahonen, Aro, Tolvanen, & Holopainen, 2008). In contrast to the idea that risk factors alone determine outcomes for children, the transactional theory of risk and adaptation (Garmezy, Masten, & Tellegen, 1984; Rutter, 2007) and protective models of resilience (Fergus & Zimmerman, 2005) make this argument. Poor reading abilities have been demonstrated to be caused by dyslexia in the family history or by deficiencies in early language development (e.g., Lyytinen, and others. (2004), Pennington & Lefly (2001), and Puolakanaho et al., 2007; Scarborough, 1990; Snowling, Gallagher; and Frith; Snowling; Muter; and Carroll; and Torppa, Lyytinen; Erskine; Eklund; and Lyytinen, 2010). In order to determine whether protective factors could predict fluent reading despite the risk, it is important to keep in mind that not all children with this kind of risk experience literacy deficiencies. Academic issues (e.g., poor attendance) are frequently risk factors for students who do not have supportive relationships with peers and adults.g., Goodenow, 1993; Ladd, Birch, & Buhs, 1999), whereas youngsters with good relationships with teachers and peers in the early years of school are more likely to demonstrate better academic performance (Furrer & Skinner, 2003). There are at least two drawbacks to earlier research. First off, as opposed to specific academic abilities like reading, the majority of research has focused on general achievement (see T. Aro and other people. (2009) and Fleming, Cook, and Stone (2002). Second, only a small number of the studies concentrating on academic outcomes have simultaneously examined a variety of environmental factors and their cumulative effects. Young students have not typically been included in these studies; instead, adolescents (e.g., Rosenfeld, Richman, & Bowen, 2000) or on students' self-reports of their social interactions (e.g.,

Laursen, Furman, & Mooney (2006); Wentzel (1998)). The present study had three main objectives: to ascertain the degree to which three distinct environmental protective factors (i.e., e. To find out to what extent a student's early risk for RD predicts the three environmental protective factors and to what extent the association between early risk for RD and subsequent reading fluency is mediated by the three environmental protective factors., peer acceptance, teachers' positive affect for the student, and the partnership between home and school) have unique and cumulative effects on students' reading fluency in grade 4.

Accuracy and fluency in children's word reading (i.e., decoding) is related to elements of the family environment in which children grow up, such as parental educational attainment, the frequency with which parents read to their children and to themselves, and the accessibility of reading material (Davis-Kean, 2005; Johnson, Martin, Brooks-Gunn, and Petrill, 2008; Kiuru et al., 2013; Leseman and de Jong, 1998; Sénéchal and LeFevre, 2002). Measures of parents' formal print-related activities, like shared reading, have been shown to have slightly larger effects than parents' informal print-related activities (Sénéchal & LeFevre, 2014; Torppa, Poikkeus, Laakso, Eklund, & Lyytinen, 2006). Home literacy correlations (e.g. In kindergarten and first grade, children's reading skills (emergent reading, shared reading, access to books) and parental education are in the order of .2. There haven't been many studies that focus on word-level reading and home literacy that include kids older than first grade. The logical and prevalent interpretation of correlations between a child's upbringing environment and their development is that the family environment affects the child's outcome. Individual differences in reading ability, however, are caused by both environmental and genetic factors, with a heritability of about 70% (e.g., de Zeeuw, de Geus, and Boomsma (2015); Olson, Keenan, Byrne, and Samuelsson (2014)). As a result, a third factor—the genes that parents and their offspring share—may very well account for (at least some of) the relationship between home literacy and children's reading ability (see Figure 1). If a parent has a genetic propensity for poor reading, this may be passed on to the child, and they may also be less likely to buy books for the house. In a broader sense, the association between home literacy and child outcomes may be the result of a passive gene-environment association. Because parents pass on their genes and shape the home environment, there is a passive correlation between children's genotype and environmental exposure. Children of voracious readers, for example, pass on their genes and grow up in a setting that may encourage reading development (see Figure 1b). Asbury and Plomin (2014) noted that this is untrue: We need to study genes and environment together to determine how to help those at genetic risk. This type of explanation is frequently disregarded because it is thought to imply a fatalistic approach to reading problems. Here, we'll show how utilizing parents measured reading abilities can help infer the relationship between the

family environment and the outcomes of the children. The twin study design initially appears to be the obvious choice for separating the influences of genetic and environmental factors on children's reading development. If monozygotic twin pairs have more similar reading abilities than dizygotic twin pairs, this indicates that some of the individual differences between children are influenced by genetic differences. Because each twin pair's child perfectly mirrors the other in terms of family characteristics (e.g., parental education level), this method cannot be used to investigate the relationship between family environment traits and child outcomes. Independent of zygosity, they grow up in the same family with the same number of books (Turkheimer, D'Onofrio, Maes, & Eaves, 2005). In conclusion, the traditional twin design is unable to resolve the specifics of how family environment affects child outcomes. The intergenerational multiple deficit model (van Bergen, van der Leij, & de Jong, 2014b) suggests that parental skills are a simple design for examining associations between family environment and child skills. We effectively use parents' reading abilities as a predictor of the familial liability or potential (or, to use a more neutral term, familial effect) of their offspring. The familial effect is a result of both genetic and environmental factors that are passed down from one generation to the next. After accounting for parental reading, we reasoned that if a measure of the environment is still significantly related to children's reading, it is likely that the environmental factor influences reading in a way that is partially independent of the familial factor. This is in line with the environmental policy having a genuine environmental impact (i.e., e., cultural transmission) as opposed to merely a genetic effect that is covered up (i.e., gene-environmental correlation (Figure 1). Since we may be able to change those variables to raise children's achievement, it is critical to identify the variables that truly reflect an environmental effect.

According to Rasinski (2003), fluency is the capacity to read accurately, quickly, unobtrusively, and with the appropriate expression and meaning. It is a crucial component of effective reading instruction, according to the National Reading Panel (National Institute of Child Health and Human Development, 2000). Because it affects students' reading comprehension and effectiveness, reading fluency is crucial. The significance of reading fluency is theoretically explained by the theory of automaticity in reading (LaBerge and Samuels, 1974). This theory holds that readers can only pay attention to reading for a finite amount of time. Decoding words and understanding the text are two of the most important things readers must do when reading. Attention given to the decoding requirement cannot be used for comprehension due to the constrained attentional resources available to any reader. Even if they are successful at word-decoding, trying to do so might make it more difficult for them to understand what is being said because they won't have enough time to focus on understanding the text. The development of

decoding to the point where it becomes an automatic process requiring little to no attention is thus one fluency goal for reading instruction. Readers can focus their attention to the fullest extent on the deeper levels of reading comprehension when decoding and other surface-level reading tasks are automated. According to Schreiber's theories (Schreiber, 1980, 1987, 1991; Schreiber & Read, 1980), expressive reading plays a part in a second aspect of reading fluency. Fluent readers can express or embed meaning into the text through their oral interpretation of the passage in addition to reading at a speed that is appropriate for them. Accordingly, as students develop their expressive and meaningful reading skills, they are also developing their ability to create meaning from texts. Fluency is a significant factor in reading and is related to comprehension and achievement, according to a recent review of the research on the topic (Kuhn & Stahl, 2000). Although it has been noted that fluency is a crucial component of effective reading programs, this is not always the case (Allington, 1983; Rasinski & Zuteil, 1996). When I (Timothy, second author) speak to groups of teachers about reading fluency, participants frequently comment that fluency was not covered in their teacher training programs or included in their reading curriculum, which is another way of saying they are unfamiliar with the idea of fluency and the best ways to teach it. When I talk to teachers about reading fluency, I frequently hear from many of them later about the fluency-related strategies they are attempting. One of those instructors is the first author, Lorraine Griffith. We have communicated frequently about in particular ever since she first contacted me more than three years ago. She has, in my opinion, done an exceptional job and set a great example for classroom scholarship by integrating reading fluency into every aspect of her curriculum. We discuss how she revamped her reading program in this article by integrating fluency instruction into the lesson plan.

Community effecting on reading fluency

Allington also made the crucial observation that fluency had received little attention from the reading community, which was probably due to the move away from oral reading at the turn of the 20th century (Rasinski et al., 2021b). They discovered that, 1. Teachers made numerous connections between the school and the community, integrating the community into the classroom, and many different volunteers frequently entered the classroom to participate in a variety of literacy activities (Taylor & Pearson, 2004). 2. Teachers reported lower student participation in community showcases, such as a kiosk showing student art or writing at a shopping mall, compared to school showcases. Few teachers reported student participation in community literacy programs. Teachers did not make many connections that extended the school into the larger community (Taylor & Pearson, 2004). 3. Teachers who had taken reading and language arts courses more

recently reported having a lot more connections between the school and the community (Taylor & Pearson, 2004).

Motivation for reading fluency

Students' vocabulary, comprehension, and reading motivation all increase when they hear someone read aloud. It also serves as a model for how a passage might be interpreted orally (Rasinski et al., 2021).

One key finding from the study is that FORI, which involves a gradual release of responsibility from the teacher to the student, positively affects the motivation for reading of struggling readers (Mehigan, 2020). Success begets success, and as students became more motivated to engage in the reading process, they subsequently read more frequently and were more successful in it. This engagement appeared to result from a convergence of several factors that can be identified as indicators of an increase in motivation for reading, including the level of confidence with which students approached reading (Mehigan, 2020). As a result, a cycle of motivation, success, and motivation was established, which explained the high level of engagement students had with the FORI intervention (Mehigan, 2020).

Extemporaneous comments from the record sheets of the RR group participants revealed the special role the auditory model played in facilitating their understanding of narrative and dialogic texts, motivation to read the texts, and comprehension of new words through pronunciation models provided by the audio recordings (Taguchi et al., 2004).

Students' motivation and engagement in learning to read are fostered when they feel safe and connected to school, and when they are motivated and engaged with their school environment, they are more likely to develop skills that support positive reading experiences (Kiuru et al., 2013).

Resources effecting reading fluency

Clay (1991) argued that readers can master the skill of coordinating all of their linguistic resources, schemata, and strategic reading behaviors to interpret print and therefore become independent readers by repeatedly reading familiar text. Reading aloud repeatedly can help readers focus their attention and participate in higher level comprehension monitoring. These metacognitive abilities are unquestionably required for readers to develop reading independence. If we can understand how good and poor readers differ in their awareness of reading strategies and allocation of their attentional resources depending on their reading goals, then we will be able to know this missing

link. The Verbal Efficiency Theory and Attention Resource Emancipation seem to provide us with thought provoking perspectives (Taguchi et al., 2004).

Students' reading ability effecting their reading fluency

Although reading is a fundamental part of school and one of the prerequisites for academic success, many students in schools today struggle with this skill (Bilgi, 2020). The readability grades of its passages were identified, and validity and reliability studies were completed for the assessment tool known as IRI (Informal Reading Inventory), which was created to gauge the reading proficiency of primary school students, The first participant read 20 correct words and one incorrect word per minute during the initial evaluation, the second participant read 31 correct words and one incorrect word per minute, and the third participant read 39 correct words and three incorrect words per minute (Bilgi, 2020).

Clay (1991: 184) suggests that re-reading familiar text allows readers to develop the ability to coordinate all of their language resources, schemata, and strategic reading behaviors to process print and to become independent readers as a result. Reading fluency deficiencies are now more widely recognized as a challenge for kids with reading disabilities, this is demonstrated by the fact that the Individuals with Disabilities Education Improvement Act added oral reading fluency to the federal definition of a specific learning disability, children identified as having reading disabilities in a variety of languages have also been found to have deficiencies in automaticity in reading (Rasinski et al., 2021).

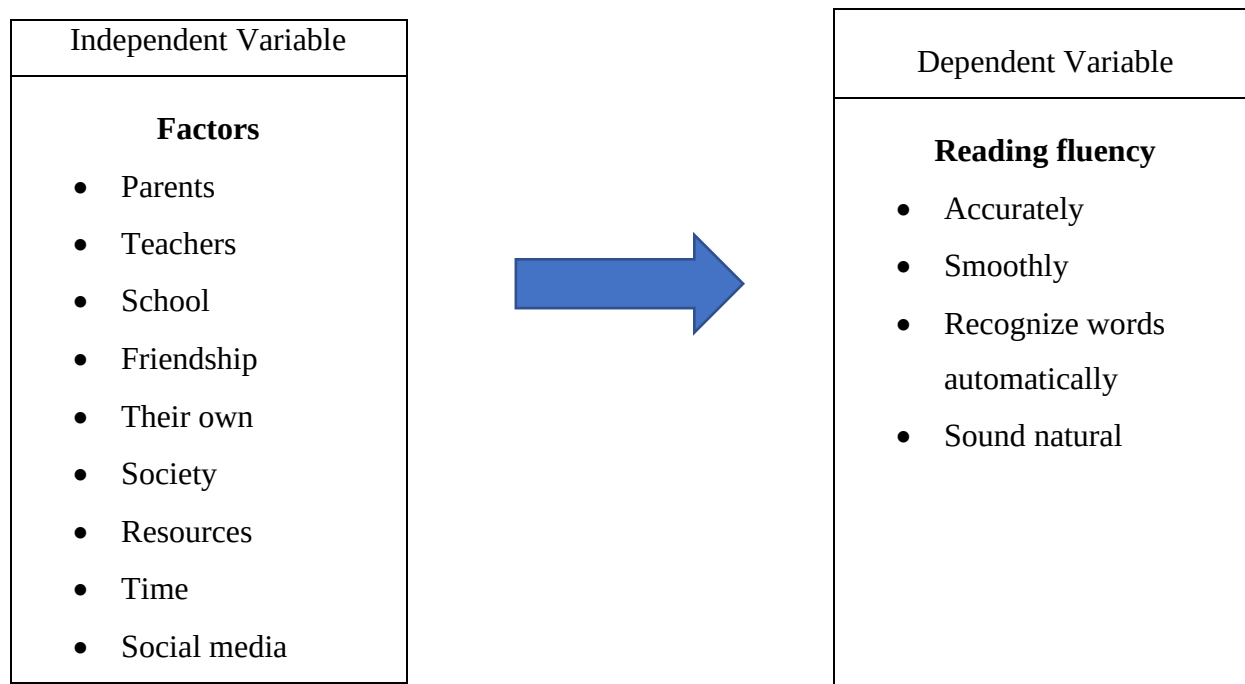
It is noteworthy, however, that the effect of RD risk on the home-school partnership was small after controlling for gender, nonverbal ability, and parents' education. Parents' distance-taking from school-related activities may then also be reflected in a low-quality partnership with the teacher (Kiuru et al., 2013).

Other possible mechanism underlying peer selection in reading fluency is that even though there is no formal ability grouping, Finnish primary school teachers may arrange classroom activities in primary school grades according to the students' level of reading fluency (Lerkkanen, 2007).

Last but not least, children who had a high self-perception of their reading ability and who read fluently benefited especially from being around peers who read fluently (Kiuru et al., 2017).

2.1 Theoretical framework

The theoretical framework is based on Ciullo & Dimino (2017). Students from Grades 1 to 12 with reading difficulties, including slow reading rates, participated in the investigations, although the majority of the participants were upper elementary age. The interventions employed were diverse but could be classified as repeated reading, peer mediated reading instruction, computer-guided practice, and previewing. Details of these investigations are discussed separately by area (Ciullo, & Dimino 2017).



2.2. Research Gap

The purpose of this study is to look at the factors affecting university students' reading fluency. According to the evidence gathered from the aforementioned empirical research, there is no relevance to Cambodian circumstances. This is one of the most important aspects of Education Reform in Cambodia, and the Education Ministry is working hard to make it a success. As a result, conducting this study is critical.

CHAPTER III: METHODOLOGY

3.1. Research designs

A quantitative design was used in the current investigation. Survey design, correlational design, casual comparison design, and experimental design are some of the different types of quantitative research. Each category has its own distinctive traits. This study is quantitative with a probability sampling design. (Apuke, 2017). The type of quantitative employed in this study is a survey design.

3.2. Research population and sampling

This study was organized at National University of Cheasim Kamchaymear located Kampong Cham Town, Kampong Cham province, Cambodia. This study took place to focus on purposive sampling on the features of the population to respond to the research goals. According to Tongco (2007), a research samples the most productive way to explore a particular cultural topic is through technology. In order to acquire rich, in-depth data for the study's research goals, purposeful criterion-based samples were used in phenomenology. (Maxwell, 1996; Lunenburg & Irby, 2008). The population comprises around 50 students. A 30-sample size was employed according to the sample size (see Table 3.1.), and snow ball techniques were used. Therefore, the sample size is more than accurate.

Table 3.1. Determination of sample size adopted from Stoker (1984), as stated in Bassfar (2014)

N	Relationship of			
		Sample	Sample Size	
	20	100%	20	
30	$\div 20 = 1.5$	80%	$\sqrt{1.5}$	$\times 20 = 24$
50	$\div 20 = 2.5$	64%	$\sqrt{2.5}$	$\times 20 = 32$
100	$\div 20 = 5.0$	45%	$\sqrt{5}$	$\times 20 = 45$
200	$\div 20 = 10$	32%	$\sqrt{10}$	$\times 20 = 63$
500	$\div 20 = 25$	20%	$\sqrt{25}$	$\times 20 = 100$
1000	$\div 20 = 50$	14%	$\sqrt{50}$	$\times 20 = 141$
10 000	$\div 20 = 500$	4.5%	$\sqrt{500}$	$\times 20 = 447$
100 000	$\div 20 = 5\ 000$	1.4%	$\sqrt{5\ 000}$	$\times 20 = 1414$
200 000	$\div 20 = 10\ 000$	1.0%	$\sqrt{10\ 000}$	$\times 20 = 2\ 000$
29 688	$\div 20 = 1\ 484$		$\sqrt{1\ 484}$	$\times 20 = 770$

3.3. Permission with offer letter for data collection

The Department of English at the National University of Cheasim Kamchaymear issued an official permission to conduct this research with a formal letter based on the author's, and school principal agreed with the study. Thus, the sample of 100 students were selected from National University of Cheasim Kamchaymear in Kampong Cham province.

3.4. Participants

There were 100 students selected to participated in the study. The participants attended in this study were all students. They are the students in year 1 to year 3. They participated in the study based on their volunteer basis after they were well-informed the objectives and research ethics by the first author.

3.5. Research instrument

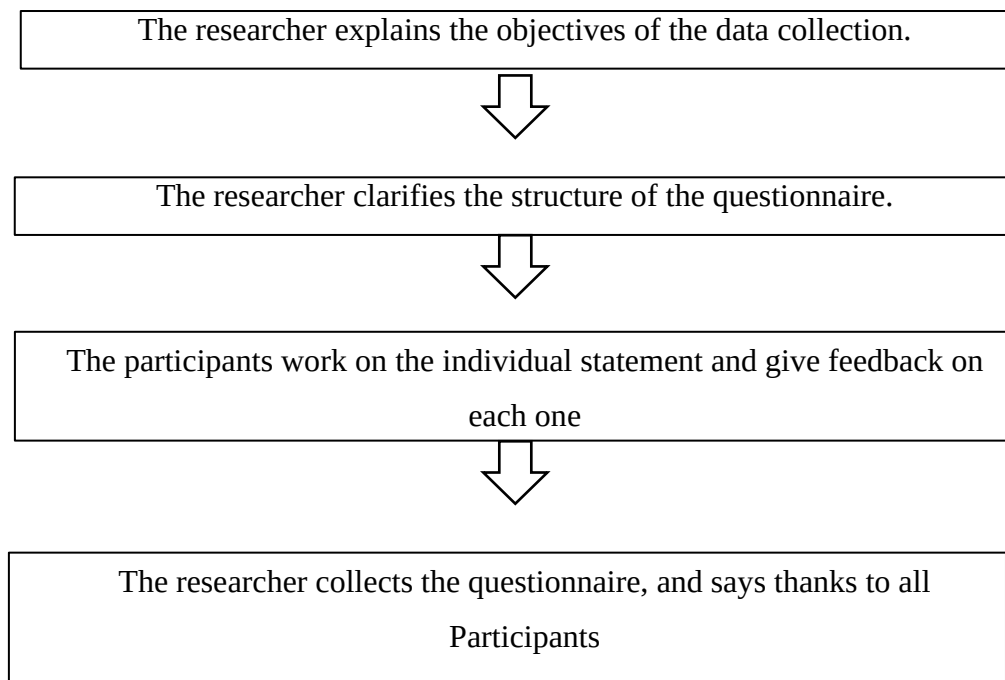
A questionnaire was used as an instrument for this research. The questionnaire was available in English. The particular administration of the questionnaire was examined most suitably for the collection of data in this study. Ultimately, data collection was conducted in strict anonymity and confidentiality. Each questionnaire was given to the participants individually. The questionnaire used in this study was made up by the authors based on factors affecting students' reading fluency and was agreed by the supervisor and the head of English department.

3.6. Validity and reliability

There is no denying that to quantitative and qualitative analysis, validity is a must. Validity is an essential part of the valuable analysis since it is useless if a test or a tool is invalid. Kumar (2018) has discovered that an instrument's ability to calculate its characteristics is a sign of its quality. Data and reliable results are crucial in any research process. (Zohrabi, 2013). Accuracy, stability, trustworthiness, and reproducibility are requirements for an analysis to be considered reliable., according to Nunan and David (1992) and Whittemore at al. (2001). According to its reliability, the analysis will produce the same results if the same thing is seen twice or more. (Kumar, 2018).

3.7. Research procedure

Figure 3.1 Research procedure



3.8. Data collection

The questionnaire was used for information recording on factors affecting students' reading fluency. The questionnaire was administered to year 1 students in National University of Cheasim Kamchaymear in Kampong Cham province, Cambodia. Moreover, the descriptive statistics (Morgan et al.,1999; Larson, 2006; Thompson, 2009) is used to analyze and interpret pupils' demographic data to determine the frequency, percentage (%) regarding their ages, genders, and grades.

3.9. Data analysis

Data processing was analyzed using SPSS version 26. After testing Skewness and Kurtosis for normal distributions, and no data outlier was found, the data was employed in the data analysis process.

The frequencies and percentages of each element were measured and statistically analyzed. Descriptive statistics were used to check the significant distribution of answers for items of 5 point-Likert scale. Mean (M) and Standard Deviation (SD) were generated to identify significant differences in students' motivation.

3.10. Ethical considerations

Some significant ethical considerations were made with the study, namely. Participants' names were omitted from the questionnaire out of respect for their privacy. It was emphasized to the participants that they were free to withdraw from the study at any time if they chose not to participate. In order to maintain the participants' high level of anonymity, they were also made aware that the researchers would only utilize their data for the study and would promise that it would be kept private. In short, the ethical issues in this study followed the four standards of ethics that consist of (1) avoiding harm to participants, (2) ensuring that participants' consent is provided, (3) respecting participant privacy, and (4) avoiding disappointment (Goldblatt et al., 2011).

CHAPTER 4: FINDINGS

4.1. Findings

This chapter presents the finding from the survey. Descriptive statistics and inferential statistics findings as well as demographic information of the participants are presented in this chapter.

4.2. Participants' demographic information

Table 4.1.

Participants' demographic information

<i>Demographic</i>	<i>Value</i>	<i>N</i>	<i>Frequency (%)</i>
Gender	Female	72	72
	Male	28	28
Age	16-20	30	30
	20-22	35	35
	22-over	35	35
Grades	Year 1	23	23
	Year 2	35	35
	Year 3	42	42

As shown in Table 4.1., all the respondents (100%) were males. The ages from 16 to 20 were 30 (30%) respondents, and the ages from 20 to 22 were 35 (35%) respondents. 23 (23%) of the overall respondents were in Year 1. 35 (35%) of the overall respondents were in Year 2, and 42 (42%) of the overall respondents were in Year 3. The total students who joined the study were 100 (a 100% response rate).

4.2. Overall, the effecting of common factors on students' reading fluency

Table 4.2.

Descriptive statistics of Overall, the effecting of common factors on students' reading fluency

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Minimum</i>	<i>Maximum</i>
Overall motivation	100	3.8725	.84768	1.32	5.00
Valid N (listwise)	100				

Note: Mean score of 1.00-1.80 = Lowest, 1.81-2.60 = Low, 2.61-3.40 = Moderate, 3.41-4.20 = High, and 4.21-5.00 = Highest

As shown in Table 4.2., the student participants were highly ($M = 3.8725$, $SD = .84768$) motivated toward learning English. This finding shows that University students of NUCK wanted to learn English very much.

4.3. The effect of common factors on female students' reading fluency

Table 4.3.

The effect of common factors on female students' reading fluency

No.	Reading Fluency Motivation Items	<i>M</i>	<i>SD</i>	Minimum	Maximum
1.	I read better because my parents love me when I read.	3.65	0.906	1	5
2.	I read better because my parents help me to deal with unfamiliar words.	3.68	1.072	1	5
3.	I read better because my parents give me a reward.	3.6	0.959	1	5
4.	I read better because my teachers give me a chance to read.	4.36	0.718	1	5
5.	I read better because my teachers have good techniques of teaching reading.	4.25	0.746	1	5
6.	I read better because my teachers try their best to teach.	4.15	0.883	1	5
7.	I read better because my school's library has many books.	3.96	0.813	2	5
8.	I read better because my school always has reading competitions.	3.81	1.002	1	5
9.	I read better because I have to read a lot to do my school assignment.	3.93	0.811	1	5
10.	I read better because my friends introduced me a good book.	3.79	0.768	2	5
11.	I read better because my friends like to read.	3.50	1.061	1	5

12.	I read better because my friends help me to read.	4.00	0.787	2	5
13.	I read better because I like to read.	4.21	0.58	2	5
14.	I read better because I want to achieve my goals.	4.18	0.657	2	5
15.	I read better because I feel motivated in reading.	4.39	0.662	2	5
16.	I read better because I read a lot.	4.26	0.75	2	5
17.	I read better because a lot of people around me can read.	3.64	0.954	1	5
18.	I read better because people in society should be able to read.	3.85	0.914	1	5
19.	I read better because society values people who can read.	3.92	0.96	1	5
20.	I read better because I have many books.	3.69	0.914	1	5
21.	I read better because I have money to buy audio books.	3.08	1.058	1	5
22.	I read better because I have a lot of things around me to read.	3.93	0.877	1	5
23.	I read better because I read so often.	4.06	0.579	2	5
24.	I read better because I have enough time to pay attention.	3.99	0.831	1	5
25.	I read better because I have reading in my schedule.	3.93	0.828	1	5
26.	I read better because I always see and read the caption in social media.	3.74	0.904	2	5
27.	I read better because I repeat the subtitles in the videos.	3.82	0.775	2	5
28.	I read better because I learn many ways of reading in social media.	3.88	0.749	2	5

As shown in Table 4.3., male students of NUCK reported highest motivation in items 15, 4, 16, and 5, i.e., I read better because my parents love me when I read ($M= 3.65$, $SD= 0.906$), I read better because my parents help me to deal with unfamiliar words ($M= 3.68$, $SD= 1.072$), I read better because my parents give me a reward ($M= 3.6$, $SD= 0.959$), I read better because my teachers give me a chance to read ($M= 4.36$, $SD= 0.718$), I read better because my teachers have good

techniques of teaching reading ($M= 4.25$, $SD= 0.746$), I read better because my teachers try their best to teach ($M= 4.15$, $SD= 0.883$), I read better because my school's library has many books ($M= 3.96$, $SD= 0.813$), I read better because my school always has reading competitions ($M= 3.81$, $SD= 1.002$), I read better because I have to read a lot to do my school assignment ($M= 3.93$, $SD= 0.811$), I read better because my friends introduced me a good book ($M= 3.79$, $SD= 0.768$), I read better because my friends like to read ($M= 3.5$, $SD= 1.061$), I read better because my friends help me to read ($M= 4$, $SD= 0.787$), I read better because I like to read ($M= 4.21$, $SD= 0.58$), I read better because I want to achieve my goals ($M= 4.18$, $SD= 0.657$), I read better because I feel motivated in reading ($M= 4.39$, $SD= 0.662$), I read better because I read a lot ($M= 4.26$, $SD= 0.75$), I read better because a lot of people around me can read ($M= 3.64$, $SD= 0.954$), I read better because people in society should be able to read ($M= 3.85$, $SD= 0.914$), I read better because society values people who can read ($M= 3.92$, $SD= 0.96$), I read better because I have many books ($M= 3.69$, $SD= 0.914$), I read better because I have money to buy audio books ($M= 3.08$, $SD= 1.058$), I read better because I have a lot of things around me to read ($M= 3.93$, $SD= 0.877$), I read better because I read so often ($M= 4.06$, $SD= 0.579$), I read better because I have enough time to pay attention ($M= 3.99$, $SD= 0.831$), I read better because I have reading in my schedule ($M= 3.93$, $SD= 0.828$), I read better because I always see and read the caption in social media ($M= 3.74$, $SD= 0.904$), I read better because I repeat the subtitles in the videos ($M= 3.82$, $SD= 0.775$), I read better because I learn many ways of reading in social media ($M= 3.88$, $SD= 0.749$)

Finally, the sum of all items shows that the effect of common factors on female students' of NUCK toward reading fluency ($M = 3.9018$, $SD = .8399$).

4.4. The effect of common factors on male students' reading fluency

Table 4.4.

The effect of common factors on male students' reading fluency

No.	Reading Fluency Motivation Items	M	SD	Minimum	Maximum
1.	I read better because my parents love me when I read.	3.50	0.100	2	5
2.	I read better because my parents help me to deal with unfamiliar words.	3.75	0.887	2	5
3.	I read better because my parents give me a reward.	3.5	0.962	2	5

4.	I read better because my teachers give me a chance to read.	4.18	0.670	2	5
5.	I read better because my teachers have good techniques of teaching reading.	4	0.770	2	5
6.	I read better because my teachers try their best to teach.	3.96	0.793	2	5
7.	I read better because my school's library has many books.	3.82	0.772	2	5
8.	I read better because my school always has reading competitions.	3.71	1.013	1	5
9.	I read better because I have to read a lot to do my school assignment.	4.04	0.793	2	5
10.	I read better because my friends introduced me a good book.	3.79	0.738	2	5
11.	I read better because my friends like to read.	3.29	1.049	1	5
12.	I read better because my friends help me to read.	3.82	0.863	2	5
13.	I read better because I like to read.	4.11	0.567	3	5
14.	I read better because I want to achieve my goals.	3.93	0.766	2	5
15.	I read better because I feel motivated in reading.	4.18	0.772	2	5
16.	I read better because I read a lot.	4.07	0.813	1	5
17.	I read better because a lot of people around me can read.	3.57	1.069	1	5
18.	I read better because people in society should be able to read.	3.75	0.799	2	5
19.	I read better because society values people who can read.	3.68	0.819	2	5
20.	I read better because I have many books.	3.57	0.79	2	5
21.	I read better because I have money to buy audio books.	3.25	1.266	1	5

22.	I read better because I have a lot of things around me to read.	3.82	0.945	1	5
23.	I read better because I read so often.	3.89	0.956	1	5
24.	I read better because I have enough time to pay attention.	3.86	0.756	2	5
25.	I read better because I have reading in my schedule.	3.71	0.854	2	5
26.	I read better because I always see and read the caption in social media.	3.86	0.97	2	5
27.	I read better because I repeat the subtitles in the videos.	3.82	0.863	2	5
28.	I read better because I learn many ways of reading in social media.	3.93	0.94	2	5

As shown in Table 4.4., male students of NUCK reported highest motivation in items 4, 15, 13, and 16, i.e., I read better because my parents love me when I read ($M= 3.5$, $SD= 1$), I read better because my parents help me to deal with unfamiliar words ($M= 3.75$, $SD= 0.887$), I read better because my parents give me a reward ($M= 3.5$, $SD= 0.962$), I read better because my teachers give me a chance to read ($M= 4.18$, $SD= 0.67$), I read better because my teachers have good techniques of teaching reading ($M= 4$, $SD= 0.77$), I read better because my teachers try their best to teach ($M= 3.96$, $SD= 0.793$), I read better because my school's library has many books ($M= 3.82$, $SD= 0.772$), I read better because my school always has reading competitions ($M= 3.71$, $SD= 1.013$), I read better because I have to read a lot to do my school assignment ($M= 4.04$, $SD= 0.793$), I read better because my friends introduced me a good book ($M= 3.79$, $SD= 0.738$), I read better because my friends like to read ($M= 3.29$, $SD= 1.049$), I read better because my friends help me to read ($M= 3.82$, $SD= 0.863$), I read better because I like to read ($M= 4.11$, $SD= 0.567$), I read better because I want to achieve my goals ($M= 3.93$, $SD= 0.766$), I read better because I feel motivated in reading ($M= 4.18$, $SD= 0.772$), I read better because I read a lot ($M= 4.07$, $SD= 0.813$), I read better because a lot of people around me can read ($M= 3.57$, $SD= 1.069$), I read better because people in society should be able to read ($M= 3.75$, $SD= 0.799$), I read better because society values people who can read ($M= 3.68$, $SD= 0.819$), I read better because I have many books ($M= 3.57$, $SD= 0.79$), I read better because I have money to buy audio books ($M= 3.25$, $SD= 1.266$), I read better because I have a lot of things around me to read ($M= 3.82$, $SD= 0.945$), I read better because I read so often ($M= 3.89$, $SD= 0.956$), I read better because I have enough time to pay attention ($M= 3.86$, $SD= 0.756$), I read better because I have reading in my schedule ($M= 3.71$, $SD= 0.854$),

I read better because I always see and read the caption in social media ($M = 3.86$, $SD = 0.97$), I read better because I repeat the subtitles in the videos ($M = 3.82$, $SD = 0.863$), I read better because I learn many ways of reading in social media ($M = 3.93$, $SD = 0.94$).

Finally, the sum of all items shows that the effect of common factors on male students' of NUCK toward reading fluency ($M = 3.7986$, $SD = .86625$). Comparing with the effect of common factors on female students' of NUCK toward reading fluency ($M = 3.9018$, $SD = .8399$), it can be seen that the female students are more effecting of common factors on reading fluency.

CHAPTER 5: DISCUSSION

5.1. Common factors toward reading fluency

Reading fluency is the ability to read out loud accurately, at a good pace (not too slow or too fast), and with expression. “Although it’s typically measured in school when students start reading on their own, such as at the end of first grade, reading fluency is something parents can start working on with them. Teachers often provide insufficient opportunities for learners to practice English in teaching reading. To make the situation worse, both teachers and learners frequently use language throughout English classes. There are two sets of skills that are particularly important to teach. The first set includes comprehension monitoring skills that involve readers' monitoring their continuing processing for possible comprehension failure and taking remedial action when failures occur. Comprehension failures can occur at various levels, including: particular words, particular sentences, relations between sentences, and relations between larger units. For each kind of failure, there are specific remedial actions readers can take. The second set of processing skills that can be taught involves using clues in the text to generate, evaluate, and revise hypotheses about current and future events in the text. Fluency is dependent upon the ability to decode the text (including phonemic awareness, phonics and vocabulary abilities), and fluent readers work with meaningful units such as phrases and clauses as they read. Readers become more fluent when they can quickly and accurately decode the text with ease. Once reading fluency is developed to an automatic/proficient level, readers can focus much less on decoding and more on the comprehension of text.

5.2. Summary of the findings

The current study was conducted at the National University of Cheasim Kamchaymear in Kampong Cham town, and found that female students of NUCK had high effect of common factors toward reading fluency. The report also revealed female students of NUCK were more effected toward reading fluency.

CHAPTER 6: CONCLUSION AND RECOMMENDATION

6.1. Conclusion

The present study was carried out in a university in Kampong Cham town, and it discovered that factors except for activities and books became more effective on female students than male students. The books that teachers and parents should give students as gifts should serve as good role models for them, they should be trusted and given autonomy if they are given books that appeal to them, and students should be assisted in the process of selecting the right friends and there was a significant difference in opinions between males and females regarding some effects, but social media has been shown to have positive effects on reading fluency.

6.2. Recommendation

Reading fluency play a big role in the student journey. There are different factors that students can be perceived for reaching this proficiency. Especially students usually effected by their teacher and friends. Using various techniques, teachers can fit reading fluency goals for every student as a whole.

Reading fluency plays a crucial role in language acquisition and comprehension. It refers to the ability to read effortlessly, accurately, and with appropriate speed, expression, and comprehension. Developing reading fluency in English is a gradual process that requires consistent practice and the implementation of effective strategies. In this article, we will explore a range of valuable techniques and suggestions that can help individuals improve their reading fluency in English.

1. Regular Reading Practice:

The key to improving reading fluency is regular practice. Dedicate a specific time each day to read English texts that match your current reading level. Start with shorter texts and gradually progress to more complex materials. Consistency is vital, as regular practice helps build reading speed, vocabulary, and comprehension skills.

2. Choose Appropriate Reading Materials:

Select reading materials that are suitable for your current proficiency level. Reading materials that are too challenging may lead to frustration, while those that are too easy may not provide enough room for improvement. Aim for texts that are slightly above your comfort zone to challenge yourself while maintaining comprehension.

3. Read Aloud:

Reading aloud is an effective method to improve both pronunciation and reading fluency. It helps develop a sense of rhythm, intonation, and natural flow in English. When reading aloud, focus on enunciating words clearly, paying attention to stress and intonation patterns. This technique enables you to engage multiple senses, reinforcing language acquisition.

4. Practice with Audiobooks:

Listening to audiobooks while following along with the printed text is an excellent way to enhance reading fluency. It allows you to hear native speakers' natural intonation, pronunciation, and rhythm, which can be challenging to grasp solely through reading. This technique also helps improve listening comprehension and overall language skills.

5. Use Reading Apps and Online Resources:

Leverage technology by utilizing reading apps and online resources designed to improve reading fluency. These platforms often offer a wide range of reading materials, interactive exercises, and progress tracking features. Some apps even provide pronunciation guides and word highlighting, assisting learners in following the text while listening.

6. Engage in Extensive Reading:

Extensive reading involves reading a large volume of materials for pleasure and information. This approach allows learners to explore various genres and topics while improving reading speed, vocabulary, and comprehension. Choose books, articles, or websites that interest you to make the reading experience enjoyable and motivating.

7. Focus on Phrasing and Chunking:

Rather than reading word by word, focus on grouping words into meaningful phrases or chunks. This technique helps improve reading fluency by promoting a smoother and more natural reading flow. By recognizing common word combinations and patterns, you can enhance comprehension and reduce reading hesitations.

8. Use Contextual Clues:

When encountering unfamiliar words or phrases, rely on contextual clues to infer their meaning. Understanding the context can help you grasp the overall message without having to look up every unknown word. This approach strengthens reading fluency and encourages independent reading.

9. Increase Reading Speed Gradually:

Reading fluency involves finding the right balance between speed and comprehension. Gradually increase your reading speed over time, but ensure that you maintain comprehension. Push yourself to read slightly faster than your comfort zone while monitoring your understanding of the text. Regular practice and exposure to various reading materials will help you achieve a suitable reading pace.

10. Develop Vocabulary Skills:

Developing vocabulary skills is essential for effective communication and academic success. A strong vocabulary enables you to express yourself more precisely, comprehend complex texts, and enhance your overall language proficiency. Here are some effective strategies to develop your vocabulary skills:

A. Read extensively: Reading is one of the most effective ways to expand your vocabulary. Read books, newspapers, magazines, and online articles on various topics. Look up unfamiliar words and make a note of their meanings. Contextual reading helps you understand how words are used in different contexts.

B. Use a dictionary: When you come across unfamiliar words during your reading or conversations, use a dictionary to look them up. Understand the meaning, pronunciation, and usage of the word. Consider using online dictionaries or mobile apps for quick and convenient access.

C. Keep a vocabulary journal: Maintain a separate notebook or digital document to record new words you encounter. Write down the word, its definition, and an example sentence. Review your vocabulary journal regularly to reinforce your learning.

D. Contextual learning: Instead of memorizing word lists, learn new words in context. Pay attention to how words are used in sentences and paragraphs. This helps you grasp their meaning and usage more effectively.

E. Use flashcards: Create flashcards with new words on one side and their definitions on the other. Review them regularly to reinforce your memory. You can also use vocabulary apps or online platforms that offer digital flashcards.

F. Play word games: Engage in word games like crossword puzzles, word searches, Scrabble, or online word quizzes. These activities not only make learning enjoyable but also reinforce your vocabulary skills.

G. Use vocabulary-building apps: There are numerous mobile apps available that focus on expanding vocabulary. These apps provide word quizzes, flashcards, and interactive exercises to help you learn and retain new words effectively.

H. Practice word associations: Connect new words with related words or concepts to deepen your understanding. For example, associate synonyms, antonyms, or words from the same word family. This technique improves retention and helps you use words more accurately.

I. Engage in conversations: Actively participate in conversations with native speakers or language learners. Engaging in discussions allows you to practice using new words in context and receive feedback on their usage.

J. Write regularly: Writing regularly helps you solidify your vocabulary skills. Practice writing short essays, journal entries, or blog posts. Challenge yourself to incorporate new words into your writing to expand your vocabulary range.

K. Use vocabulary in everyday life: Make a conscious effort to use new words in your everyday conversations and writing. This reinforces your learning and helps you integrate new vocabulary into your active vocabulary.

Remember that building vocabulary is a gradual process. Consistency and regular practice are key. By implementing these strategies and maintaining a curious mindset, you can steadily expand your vocabulary skills and become a more effective communicator.

10. Motivation:

Motivation from teachers, peers, parents, and friends can definitely have a positive impact on improving students' reading skills. These sources of encouragement and support play crucial roles in fostering a love for reading and enhancing literacy development. Here's how each group contributes to the growth of students' reading abilities:

A. Teachers: Teachers are instrumental in creating a motivating learning environment. They can inspire students by introducing captivating literature, discussing the importance of reading, and demonstrating their own passion for books. Teachers can also provide guidance and individualized instruction, helping students develop critical reading strategies and comprehension skills. By offering constructive feedback and recognizing students' progress, teachers boost their confidence and encourage them to explore new genres and challenging texts.

B. Peers: Peer interactions greatly influence students' reading motivation. Engaging in book clubs, reading circles, or group discussions allows students to share their thoughts, recommendations, and insights about various texts. Collaborative activities foster a sense of community around reading and create opportunities for peer support and encouragement. Seeing their friends excited about reading and discussing books can inspire students to explore different genres and expand their reading horizons.

C. Parents: Parents play a vital role in developing a child's reading skills. By reading aloud to their children from an early age, parents instill a love for stories and language. Encouraging regular reading habits at home, setting aside dedicated reading time, and providing access to a diverse range of books create a supportive reading environment. Parents can also engage in discussions about books, ask questions, and show genuine interest in their child's reading progress. When parents actively participate in their child's reading journey, students feel valued and motivated to improve their skills.

D. Friends: Peer influence extends beyond the classroom, and friends can be powerful motivators in a student's reading journey. Sharing book recommendations, discussing favorite authors, or even engaging in friendly reading challenges can create a sense of excitement and healthy competition. When friends express genuine interest in each other's reading accomplishments and discuss books together, it fosters a positive reading culture and motivates students to read more frequently and explore new genres.

In conclusion, motivation from teachers, peers, parents, and friends significantly enhances students' reading skills. By creating an environment that celebrates reading, offering guidance and support, and fostering a sense of community around books, these influential figures help students develop a lifelong love for reading and improve their literacy abilities.

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Appendix 1

A Bachelor's Degree Questionnaire for Data Collection

Dear student participants,

This is a study on **Common factors affecting Cambodian university students' reading fluency: A case study of the first-and-second-year students at NUCK**. This study is the requirement of a bachelor's degree of arts in English education at **National University of Cheasim Kamchaymear**. The researcher values your input to the study. The questionnaire contains ten parts as shown below, and it will take you only around 20 minutes pick up your choices. Please be assured that your responses are the strictest confidence, and will be used in this study only. With respects to your privacy, you are not required to fill in your name. Besides, your information will be destroyed in five years after the study.

Please be aware that your honesty is the only best way you can contribute to educational development in your country and to solve the existing problems. Thus, please think critically before choosing each choice.

Part I. Demographic Information

1. Please choose your gender

☐ 1. Male ☐ 2. Female

2. Please choose your age range

☐ 1. 16-20 ☐ 2. 20-22 ☐ 3. 22-Over

3. Please choose your grade

☐ 1. Year 1 ☐ 2. Year 2 ☐ 3. Year 3

Part II

Please note that from part II, you are required choose the most appropriate numbers by ticking under only one choice: 1 2 3 4 or 5. The rating scales are 1. Strongly disagree, 2. Disagree, 3. Not decided, 4. Agree, and 5. Strongly agree.

Parents	1	2	3	4	5
1. I read better because my parents love me when I read. (ខ្ញុំអានបានល្អជាងមុនព្រោះឪពុកម្តាយខ្ញុំស្រឡាញ់ខ្ញុំពេលខ្ញុំអាន)					
2. I read better because my parents help me to deal with unfamiliar words. (ខ្ញុំអានបានល្អជាងមុនព្រោះឪពុកម្តាយខ្ញុំជួយខ្ញុំពេលជួបពាក្យពិបាក)					
3. I read better because my parents give me a reward. (ខ្ញុំអានបានល្អជាងមុនព្រោះឪពុកម្តាយខ្ញុំផ្តល់រង្វាន់ដល់ខ្ញុំ)					

Teachers	1	2	3	4	5
4. I read better because my teachers give me a chance to read. (ខ្ញុំអានបានល្អជាងមុនព្រោះគ្រូបស់ខ្ញុំផ្តល់ឱកាសឱ្យខ្ញុំអាន)					
5. I read better because my teachers have good techniques of teaching reading. (ខ្ញុំអានបានល្អជាងមុនព្រោះគ្រូបស់ខ្ញុំមានវិធីសាស្ត្របង្រៀនអំណានល្អ)					
6. I read better because my teachers try their best to teach. (ខ្ញុំអានបានល្អជាងមុនព្រោះគ្រូបស់ខ្ញុំខិតខំអស់ពីលទ្ធភាពរបស់ពួកគាត់)					
School	1	2	3	4	5
7. I read better because my school's library has many books. (ខ្ញុំអានបានល្អជាងមុនព្រោះបណ្ណាល័យសាលារៀនរបស់ខ្ញុំមានសៀវភៅជាច្រើន)					
8. I read better because my school always has reading competitions. (ខ្ញុំអានបានល្អជាងមុនព្រោះសាលារៀនខ្ញុំមានការប្រកួតអំណាន)					
9. I read better because I have to read a lot to do my school assignment. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំត្រូវតែអានឱ្យបានច្រើនដើម្បីធ្វើកិច្ចការសាលា)					
Friendship	1	2	3	4	5
10. I read better because my friends introduced me a good book. (ខ្ញុំអានបានល្អជាងមុនព្រោះមិត្តភក្តិរបស់ខ្ញុំណែនាំសៀវភៅល្អៗដល់ខ្ញុំ)					
11. I read better because my friends like to read. (ខ្ញុំអានបានល្អជាងមុនព្រោះមិត្តភក្តិរបស់ខ្ញុំចូលចិត្តអាន)					
12. I read better because my friends help me to read. (ខ្ញុំអានបានល្អជាងមុនព្រោះមិត្តភក្តិរបស់ខ្ញុំជួយខ្ញុំក្នុងការអាន)					
Yourself	1	2	3	4	5
13. I read better because I like to read. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំចូលចិត្តអំណាន)					
14. I read better because I want to achieve my goals. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំចង់សម្រេចគោលដៅរបស់ខ្ញុំ)					
15. I read better because I feel motivated in reading. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំទទួលបានការលើកទឹកចិត្ត)					
16. I read better because I read a lot. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំអានបានច្រើន)					
Society	1	2	3	4	5
17. I read better because a lot of people around me can read. (ខ្ញុំអានបានល្អជាងមុនព្រោះមនុស្សជាច្រើនជុំវិញខ្ញុំចេះអានច្រើន)					
18. I read better because people in society should be able to read. (ខ្ញុំអានបានល្អជាងមុនព្រោះមនុស្សនៅក្នុងសង្គមគួរតែចេះអាន)					
19. I read better because society values people who can read.					

(ខ្ញុំអានបានល្អជាងមុនព្រោះសង្គមផ្តល់តម្លៃឱ្យបុគ្គលដែលចេះអាន)					
Resources	1	2	3	4	5
20. I read better because I have many books. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំមានសៀវភៅច្រើន)					
21. I read better because I have money to buy audio books. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំមានថវិកាដើម្បីទិញ audio books)					
22. I read better because I have a lot of things around me to read. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំមានអ្វីៗជាច្រើនជុំវិញខ្ញុំដើម្បីអាន)					
Time	1	2	3	4	5
23. I read better because I read so often. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំអានបានញឹកញាប់)					
24. I read better because I have enough time to pay attention. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំមានពេលវេលាគ្រប់គ្រាន់ដើម្បីផ្តោតអារម្មណ៍)					
25. I read better because I have reading in my schedule. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំកាលវិភាគអាន)					
Social-media	1	2	3	4	5
26. I read better because I always see and read the caption in social media. (ខ្ញុំអានបានល្អជាងមុនព្រោះ ខ្ញុំតែងតែឃើញ ហើយអានចំណងជើងផ្សេងៗក្នុង បណ្តាញសង្គម)					
27. I read better because I repeat the subtitles in the videos. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំថាតាមអក្សររត់ពីក្រោមនៅក្នុងវីដេអូ)					
28. I read better because I learn many ways of reading in social media. (ខ្ញុំអានបានល្អជាងមុនព្រោះខ្ញុំបានរៀនពីវិធីអានជាច្រើនក្នុងបណ្តាញសង្គម)					

Thank you for your cooperation!

Appendix 2

Letter of Permission for This Study

The letter of permission (the following page) for this study was issued by **National University of Cheasim Kamchaymear** after the request was submitted by the students (authors). The study entitled **Common factors affecting Cambodian university students' reading fluency: A case study of the first-second- and third-year students at NUCK**. The letter was then taken to **National University of Cheasim Kamchaymear, Kampong Cham Town** before the study was started for the agreement from school principal.

Upon seeing the letter taken to be shown by the authors, the school principal asked about what the letter was, and then the authors told him about it as well as informed him about the aims of the study and what the study was. After having understood the request and the aims of the study, the school principal agreed with the study and allowed the authors to collect the data from the target students who were studying in Year 1, Year 2 and Year 3

The first author started collecting the data from the participants based on a random sampling technique. Simple random sampling was employed in this study. Of around 200 participants, 100 were randomly selected to participate in the study. All the participants were asked for their consent before filling in the questionnaires given by the first author. Finally, the data collection process finished three hours after the start. One day, the first author collected the data from Year 1.

All the 100 questionnaires delivered were collected back. After checking all the questionnaires, the authors found out that 7 out of 10 had some problems with data completion or the respondents did not fully intend to fill them in, so the three authors decided not to consider those questionnaires for data analysis. Finally, questionnaires from the student respondents were used in the data analysis process.



ព្រះរាជាណាចក្រកម្ពុជា
KINGDOM OF CAMBODIA
ជាតិ សាសនា ព្រះមហាក្សត្រ
NATION RELIGION KING

សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

លេខ.....១៥៨.....សជជក

ថ្ងៃអង្គារ ៥ រោច ខែពិសាខ ឆ្នាំថោះ បញ្ចស័ក ព.ស ២៥៦៧

កំចាយមារ ថ្ងៃទី៩ ខែឧសភា ឆ្នាំ២០២៣

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ

ជម្រាបជូន

លោកនាយកប្រតិបត្តិសាខាសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ខេត្តកំពង់ចាម

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ: **សេង វិសាល, ឈាន ម៉ាសេរី និង សៀង អភិ** ជានិស្សិតឆ្នាំទី៤ ជំនាញ **ភាសាអង់គ្លេស** បានចុះសរសេរបាយការណ៍បញ្ចប់ការសិក្សានៅសាខាសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ខេត្តកំពង់ចាម ចាប់ពីថ្ងៃទី ២២ ខែ ឧសភា ឆ្នាំ២០២៣ ដល់ថ្ងៃទី ៧ ខែ កក្កដា ឆ្នាំ២០២៣។

សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោកនាយកមេត្តាជ្រាបថា៖ និស្សិតដូចមានឈ្មោះខាងលើ បានសិក្សាចប់ផ្នែកទ្រឹស្តីលើកម្មវិធីសិក្សា របស់មហាវិទ្យាល័យសិល្បៈ មនុស្សសាស្ត្រ និងភាសា នៃសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ប្រកបដោយជោគជ័យ។ ប៉ុន្តែកម្មវិធីសិក្សាតម្រូវឱ្យនិស្សិតទាំងបីរូបនេះធ្វើកម្មសិក្សាប្រតិបត្តិដើម្បីសិក្សាស្រាវជ្រាវ និងសរសេរបាយការណ៍លើប្រធានបទស្តីអំពី "COMMON FACTORS AFFECTING CAMBODIAN UNIVERSITY STUDENTS' READING FLUENCY" សម្រាប់បញ្ចប់ការសិក្សាកម្រិតបណ្ឌិតជំនាញ **ភាសាអង់គ្លេស**។

ខ្ញុំសូមបញ្ជាក់ថានិស្សិតដូចមានឈ្មោះខាងលើមាន :

- អត្តចរិក : ល្អ
- ការគោរពវិន័យរៀនសូត្រ : ល្អ
- កិរិយាមារយាទ : ល្អ
- ការសិក្សា : ល្អ

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលឱ្យនិស្សិតទាំងបីរូបនេះបានចុះធ្វើកម្មសិក្សាប្រតិបត្តិ និងសរសេរបាយការណ៍ តាមសំណើសុំខាងលើដោយក្តីអនុគ្រោះ ។

សូមលោកនាយកមេត្តាទទួលនូវការគោរពរាប់អានអំពីខ្ញុំ ។



សាកលវិទ្យាធិការ

បណ្ឌិត សិរី ខន