

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGOẠI NGỮ

Sinh viên : BÙI THỊ HÀ

Giảng viên hướng dẫn: Th.s NGUYỄN THỊ HUYỀN

HẢI PHÒNG - 2019

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

**EFFECTIVE METHODS FOR FURTHER READING
IMPROVEMENT OF FIRST YEAR ENGLISH MAJORS AT
HAI PHONG PRIVATE UNIVERSITY**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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Giảng viên hướng dẫn

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Đề tài tốt nghiệp:

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2. Những mặt còn hạn chế

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Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

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DECLARATION

I certify my authorship of the study report entitle “Effective methods for further reading improvement of first year English majors at HPU”.

This graduation paper is the result of my own research and the substance of this thesis has not been submitted for a degree to any other university and that if this declaration is found to be false disciplinary measures and penalties can be taken and imposed in accordance with university policies and rules.

Signature

Ha

Bui Thi Ha

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Finally, I wish to thank my readers for their interest and comments on this study.

Again I sincerely thank!

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PART 1: INTRODUCTION

1.1 Rationale for the study

Along with the development of society and the world' economy, the exchange between countries in the world is becoming more and more important. Therefore, studying foreign language is necessary. It is true that there are more and more people learning and speaking English these days. The most widely spoken English in the world, approximately 1.5 billion people around the world speak English in 53 countries either as their native tongue or as a foreign language, and this number is still growing.. This is not only as a global language but also as the language of science, technology and advanced research. That is reason why it is one of the most important foreign languages taught in universities in Viet Nam. Besides, development of reading skill opens up a wider perspective on foreign language teaching. Reading in English has become a critical skill in terms of learning and academic and career success. Moreover, with rapid development of technology and a vast amount of information on the internet available in English, reading skill is extremely important.

To sum up, the importance of reading in English involves its role in the development academic competence, interpersonal communication, exposure to culture, learning about technological development and scientific discoveries, providing input in the form of printed books and journals, computer and the internet, in non-academic contexts, the role of reading in English involves interpreting signs, directions, product labels, emails, and news. According to Carrel (1981:1), “for many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language”. As a consequence, research in the area of reading skill development in English is becoming increasingly important and is constantly growing.

Besides, realizing the importance of learning English, many students go to the foreign center which are opened everywhere. However, both teachers and students at Haiphong Private University do not feel satisfied with the results of the students in reading skill during the process of learning English. The teachers often find their students reading performance disappointing. And in fact, most of students read less understanding than on

e might expect them to. Many of them could not understand the meaning of reading text. Also, they could not complete the reading text in the course book. Why do students fail to learn reading English? What are the factors that affect them in reading? What are their difficulties in reading? How do we improve their reading?

For these reasons, I decide to choose the subject: Effective methods for further reading improvement of first year English majors at HPU. This study will propose some methods, especially that exploration of factors that may have adverse effects.

1.2 Aims of the study

Investigating reading difficulties of learners learning English as a foreign language and finding out appropriate techniques for students are the general aim of this study. To summarize the above, the aims of this study are:

- Cover background knowledge of reading skill
- Find out reality of teaching and learning English and factors affecting to English reading skill at HPU
- Giving some solutions for students to improve their reading skill

The fundamental concepts and result of this study will help them to improve their reading skill and to prepare for them to the basic knowledge of reading skill with higher requirement for the next graders.

1.3 Research questions

In studying period, to complete the aim of this study, there are some questions mentioned below:

- What's situation of students about reading skill?
- Which factors do students meet when dealing with a reading text?
- How do students improve their reading skill?

1.4 Methods of the study

1.4.1 Participants

Due to the limitation of resources, knowledge and time as well as other conditions I only focus on reading skills, common problems, some suggestions to improve learning of reading English. That is the reason why I chosen this topic:" effective methods for further reading improvement of first year English majors at Haiphong private university.

1.4.2 Instruments

This study has used the qualitative research method including questionnaire. The instruments utilized in the research study focused on strategies, and difficulties, as well as attitudes and motivation, viewed from the learners and the teachers at HPU with the hope to find out the causes of difficulties in reading skill in English experienced by them and some suggested solutions to their problems. Besides, to make the data survey is more reliable, qualitative, the study was applied other instruments: informal interview.

1.5 Scope of the study

The study is about effective reading improvement for first year student in English Faculty at HPU. Because of the limitations of time and knowledge, the shortage of reference materials, this study cannot cover the whole issue of reading skill. It only focuses on exploring common difficulties student get in reading skill.

1.6 Significance of the study

According to OCED's report on reading for change, program for International Student Assessment (PISA): "Reading for pleasure is more important for children's educational success than their family's socioeconomic status".(copy from A series of reports on the OECD's Program for International Student Assessment's (PISA) periodic testing program on student performance)

Not only speaking, reading skill is an important part of learning English. Because of most of the teaching - learning materials are at the written form, either in the form of books or computer based materials. So that present research aims to present a country case study of reading difficulties and factors causing them.

1.7 Design of study

The dissertation is divided into some parts above:

Part 1: Introduction: provides the ration able to the study, aims, research questions, methods, scope, significance and design of the study.

Part 2: Development: consists of three chapters:

Chapter 1: Literature review: theoretical background, it consists of two sections. Section one reviews literature review, and section two deals with things related to overview of reading comprehension such as definition, types, roles, factors that affect learner's reading.

Chapter 2: is named the study, it has 4 parts: participant, instrument, procedure of data

collection and data analysis and finding.

Chapter 3: some suggestions to improve students' reading skill

Part 3: Conclusion: conclusion of research, limitations of study, recommendations for further study.

PART 2: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1 Theoretical background

1.1.1 Definition of reading

Reading is a receptive skill - through it we receive information. It is the process of looking at a series of written symbols and getting meaning from them so that understanding the author's messages. There are so many definitions of reading that cause much confusion.

Traditionally, reading is a passive activity, but in fact, it should be active. According to Block (1992:319-343) mentions that "reading is such a hidden process that is often unnoticed in the language classroom. Teachers often believe that reading classes should be teacher – centered".

Another author Bedir (1998), however, teachers must focus not only on language development, but also on reading strategy practice. Learners are usually expected to tackle comprehension difficulties by themselves.

Water R. Hill (1979:4) briefly defines reading as "what the reader does to get the meaning he needs from contextual resources". And Hedge (1985:77) says: "through extensive reading learners advance their ability to guess the meanings of unknown words and phrases from clues in the context".

According to Harmer, it is the eyes and the brain to dominantly participate in the reading process. The eyes are on messages and the brain then have to identify the meanings of those messages (Hammer, 1992).

Reading means "reading and understanding", is a foreign language student says 'I can read it but I do not know what it means' this still does not reflect the true meaning of the word read. According to William (1984):

"The role of reading when learning a foreign language is as follows: learners are able to practice language that they have encountered through listening and speaking; language gained from reading can be reused in writing, or learners can learn how to make sense of text in order to get right information for them."

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.

Clark and Simanjuntak (Simanjuntak, 1988:15) define reading as an active cognitive

process of interacting with print and monitoring comprehension to establish meaning. Reading is instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. It means that when a reader interacts with print, his prior knowledge combine with and the visual information result in his comprehension the messages. Therefore, reading actually a conversation of sorts between a writer and a reader. Reading is a dynamic process in which the elements interact with other factors outside the text: in this case, most particularly with reader's knowledge the experiential content of the text (Nunan, 1991:70).

From the opinions above, the writer come to summary that reading is process to understand the messages available in the text. In other words, reading is process of getting meaning intended by the author from written information.

1.1.2 Definition of reading comprehension

Reading comprehension takes a really important part in teaching and learning reading a language as well as a foreign language. It is defined as the level of understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/ message.

According to Dechant (1991) cited by Macceca (2007,p4), it refers to understand what is read, so readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message.

According to Olson and Diller (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement it is supported by Harris and Sipay (1980:179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skill that permits people to acquire and exhibit information gained as a consequence of reading printed language. Grellet (1981:34) define reading comprehension or understanding a written text means extracting the required information from it as effectively as possible. The author focuses on reader's ability of understanding the meaning of written text base on the individual's background knowledge. Having the same point of view, a student is good at comprehension we mean that he can read accurately and efficiently, so as to get maximum information of a text with the minimum of understanding. So that the student can show their

understanding by answering questions or summarizing the main topic, etc. Other different definition of reading comprehension, Richards and Rodgers say that reading comprehension is the best described as an understanding between the author and the reader (Richards and Rodgers, 2001).

Consequently, reading is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. It plays an important part, and to improve these skills we need to increase reading motivation, be able to progress assignment faster and to retain more information, improving spelling, and grammar skills....

1.1.3 Process of reading comprehension skill

1.1.3.1 Bottom –up approach

Bottom-up strategies or process (in which the reader analyzes text in small pieces and builds meaning from these), incorporate the lower-level reading processes that teach students to construct meaning from the most basic units of language, including letters, letter clusters, and words. Students make meaning of a text by building on a foundation of analyzing the smallest units of meaning.

Bottom-up reading strategies begin with letter-sound correspondences (the bottom) to achieve comprehension (the top). Bottom-up processing begins with letters and sounds, building to morpheme and word recognition, and then gradually moving to grammatical structure identification, sentences, and longer texts. A phonics approach to teaching reading supports bottom-up processes. Phonics is a method to facilitate students' access to text to ultimately lead to comprehension.

1.1.3.2 Top-down approach

Top-down process (in which the reader makes "guesses" about the content of a passage), instruction focuses on activities that construct meaning rather than on mastering bottom-up skills. Students generate meaning by employing background knowledge, making predictions, and searching the text to confirm or reject the predictions that are made.

According to supporters of this approach, comprehension resides in the reader. The reader uses background knowledge, expectations, assumptions, and questions and engages in pre-reading strategies, such as previewing the text, predicting, and activating background knowledge.

1.1.3.3 Interactive approach

The interactive approach is considered the most comprehensive description of the reading process. The best readers use an interactive reading approach. An interactive approach to reading combines elements of both bottom-up and top-down reading processes simultaneously. For example, a reader may begin reading a text using top-down strategies to comprehend the text, and then shift to bottom-up strategies when he or she encounters an unfamiliar word. The reader then uses bottom-up strategies to decode the new word before moving on.

Another way to illustrate the interactive approach to reading is as follows: Recognition of letters (bottom-up processes) leads to recognition of words, which leads to comprehension (bottom to top). Conversely, context, inferences, and world knowledge (top-down processes) can influence lower-level processing strategies, affecting readers' expectations about words and meanings and thus helping readers recognize words faster (top to bottom).

1.1.4 Types of reading skill

1.1.4.1 According to purpose

Connecting the ideas on the page to what you already know is the purpose of reading. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. People do not read unless they have purpose for reading. According to reason, we have five types of reading: skimming, scanning, intensive, extensive, and detailed study reading.

1.1.4.1.1 Skimming

It also known as rapid study reading; fastest type of reading; paying close attention to the illustrative aspects (such as headlines and titles) of the reading material to get a general understanding of the whole text. It is a rapid reading and you are only focusing on the TITLE, HEADINGS, TOPIC SENTENCE, SIGN POSTS to get the main idea. Grellet claims that “when skimming, we go through the reading material quickly in order to get its main points or the intention of the writer, but not to find the answer to specific questions” (Grellet, 1981:19). When seeing the text what is the most important information, useful or not, interesting or uninteresting.

1.1.4.1.2 Scanning

It also known as Search Reading; scanning reading that requires you to look for a particularly or specific information in the text. Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

This is important and useful as a study technique when reading is a requirement of finding particular words or phrase what task you need to do.

Moreover, skimming and scanning are sometimes referred to as *types of reading* and at other times, as *skills*. The author Brown suggested that "perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning" (1994, p.283). Using skimming and scanning are usually together when reading a text help the individual learns to read and select specific information without focus on information that is not important for meaning.

1.1.4.1.3 Intensive reading

It is a careful or in-depth reading, it also known as Word for Word Type of Reading; reading materials related to your course or research; exposes you to various sources of knowledge. From Brown (1989)'s point of view explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy.

And intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

1.1.4.1.4 Extensive

It also known as Light-Type Reading; reading as your way of spending leisure; read any reading material that you may find interesting to spend your free time more relaxing and enjoyable. It is reading for pleasure and the main purpose of this is to relax and enjoy. Extensive reading has been strongly recommended by Indian Education Commission (1964-66). This type of reading is also known as rapid reading or independent reading. The teacher plays the role of the supervisor while the students carry it out independently. Extensive reading to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without the help of the teacher and expand passive vocabulary. The main purpose of extensive reading is the cultivation of taste for reading and it seeks by encouraging the habit of visualizing what is read to make reading a form of visual instruction. As Long and Richards claims that extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." While Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text". From Nuttall's point of view, "intensive and extensive reading are not two just contrasting ways of reading but an infinitive variety of interrelated and overlapping strategies" (2000:38).

Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

It will be beneficial to compare intensive reading with extensive reading in order to have deeper understanding

(http://www.bhvirtualuniversity.com/slm/B.Ed_SLM/bedteb3u2.pdf)

Intensive reading	Extensive reading
1. It concentrates upon the language aspect.	1. It concentrates upon the subject matter.
2. The aim is to make a careful and minute study what is read.	2. The aim is only to grasp the meaning of what is read.
3. Words, phrases, and expressions are studied in detail.	3. Words, phrases, and expressions are not studied in detail.
4. Reading by the pupils is aloud and control by the teacher.	4. Reading by the pupils is silent and independent
5. New words and phrases occurring in the book pass into the pupils active vocabulary.	5. New words and phrases occurring in the book pass into the pupils passive vocabulary.
6. It requires intensive teaching.	6. No detail teaching is required.
7. The teacher plays an active role.	7. The teacher's role is reduced to that of a supervisor.

Table 1: Comparison between intensive and extensive reading

1.1.4.1.5 Detailed Study Reading

It is a serious type of reading to understand the content of the reading material by the SQ3R method (Survey, Question, Reading, Recall, Review); requires concentrated reading and proper note-taking making this type of reading best for research projects and academic study.

1.1.4.2 According to manner

Doff opinion (1988:70), there are two main types: *reading aloud* and *silent reading*:

1.1.4.2.1 Reading aloud

“*Reading aloud* involves looking at the text, understanding it and also saying it”. And the author considers reading aloud as a way to convey necessary information to the other person. A little people are required to read aloud as a matter of daily routine. Besides, reading aloud is an unpopular activity outside classroom.

In fact, aloud reading has both advantages and disadvantages. Reading aloud plays as an important aid for beginners to improve pronunciation. It helps students to know the correct pronunciation and method of reading. It develops the skill of speech and giving lectures. It trains the sensory organs – eyes, ears and mouth because in loud reading,

they work in coordination. And it helps them in eradicating the mistakes related to pronunciation.

However, there is contradictory opinion that is the purpose of “teaching pronunciation” through reading aloud. He asserts that students can be unable to focus on the text’s meaning while they concentrate on pronouncing words. In his point of view, there are also negatives that effects serious on the student. Some scholars, sharing the same the opinion that loud reading is not source of pleasure. Aloud reading does not help in penetrating the meaning. Moreover, the danger of too much reading aloud is that it may lead to the short circulating of the meaning, whereby the written word does not convey meaning but becomes merely a symbol for the collection of sounds and is translated straight in sound. Furthermore, in public places like library and reading – room only silent reading is allowed. Therefore, the teacher should identify the level of students and decide whether to apply reading aloud or not in teaching to their students.

1.1.4.2.2 Silent reading

This is considered to be the best kind of reading as the mind is fully engaged in this act. The children should be initiated into reading silently as soon as they have mastered some degree of fluency of reading aloud. The students are not only read but also to comprehend or understand things, ideas or meanings side by side. Someone has said that “loud reading by students should be followed by silent reading”. And other one has said “we all read faster than we speak and children must be initiated into the silent reading habit as early as possible”.

In short, silent reading is a rapid and effective skill what often used in both real life and classroom and “it is the method we normally use with our’ native language, and on the whole the quickest and most efficient”.

1.2. Importance of learning English reading skill

English is a vital language to be learner because English is the International language in the world. Everyone needs to learn English for following the globalization era. English is not only important for old people but also for everyone or infinite to the ages. There are some reasons why students need to studying English such as: to communicate internationally, to study in the best universities in the world and to get job.

The first reason is English to communicate internationally. Anywhere you want to go in the world you can find someone who speaks English. If we account only the country where the English language is the official language, U.S.A, United Kingdom, Canada, Ireland, New Zealand, Australia and the Caribbean countries, there are more than 400 million native English speakers. English language is able to knock down a lot of barriers, including cultural ones. Moreover, in Vietnam is often visited by tourist even they live in here for short or long time, it depends on their need. For this case, Vietnamese people have to speak English to communicate with tourist. That is why English is important to be learned by students.

Next, the second reason is English to study. Good English is not only classy but a possibility to continue studies and specializations in the best universities in the world, which are in fact, in countries where they speak English like Harvard at U.S.A. Furthermore, as we know that many sources of science books are written in English and it urges people to learn English indirectly. People do not like English, nor do they like to read English, they could not open the science. Not only science but also technology generally uses English. Technology in globalization era such as: all of the tools, applications and guide books of the technology using English as automatic English. It also urges the users of technology for learning English indirectly. All of us know that education is very important to improve yourself but learning English also improves the quality of life.

The last reason, English should be the medium of instruction at universities in Vietnam is that it helps students find a high quality jobs for students to find. In business life, the most important common language is obviously English. Then, especially, high-quality jobs need good understanding ability and speaking in English. Therefore, companies can easily open out to other countries, and these companies generally employ graduates whose English is fluent and orderly. For example, the student who is graduated from a university which takes English as a major language will find a better or high-quality job than other students who do not know English adequately. In other words, the students who know English are able to be more efficient in their job because they can use the information from foreign sources and web sites. Besides, many high-quality jobs are related with international communication and world-wide data sharing. University graduates who are in an international company and business

are needed to communicate with foreign workers. For instance, if their managers want them to share the company's data, they are expected to know English. Moreover, they will even have to go business trip for their company. Absolutely, all of these depend on speaking English; as a result, new graduates have to know English in order to get a high-quality job, and the others, who do not know English, may have lack of communication and be paid less money.

Besides, we cannot deny the importance of the reading. It plays an important role in helping students to read English books or to taking international certificates. Some of benefits follow:

- Reading is fundamental of function in today's society
- Reading is a vital skill in finding a good job
- It develops the mind
- It is how we discover the new things and develop imagination
- Good reading skills, especially in a phonics reading program and improves spelling
- Reading helps to expand the vocabulary
- Only by reading can we be armed in this never-ending, life-and-death struggle
- Improving writing skill - as it boosts the ability to think, it also improves the written expression.
- Reading is important because words – spoken and written – are the building blocks of life

In fact, reading for pleasure is more likely to determine whether a student does well at school than their social or economic background.

1.3 Difficulties in learning the reading skill

Based on my personal experience and on the basis of observation and gets opinion of friends and especially interviews a number of civilian freshmen at HPU, I have found four common difficulties that students often encounter when reading and understanding English documents.

1.3.1 Memory problem

Short-term and long term problem can be another aspect of reading comprehension issues. When a student does not fully understand what he or she just read or learn, student will have difficulties remembering the information and new words. Teachers

can identify student with memory problems before issue gets out of hand by using pop quizzes and mini-tests after reading sections.

1.3.2 Issues with decoding

Also known as sounding out words, decoding is when students are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a student continuous to struggle, there may be a specific learning difficulties present, or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language.

1.3.3 Poor comprehension

There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level.

However, reading also requires being able to pay attention to narrative. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading. If a student has problems staying focused, it can impact on comprehension.

1.3.4 Speed

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up.

If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy

instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

1.4 Factors affecting reading difficulties

Richek, List, and Lerner (1989) explained five keys elements of the reading problems. Environment is the first factors which affected to. Different environments such as home, school, social groups, and cultural have strong impact on their ability. Next is emotion, readers who are low self-esteem and depression, they will be lack of confidence and afraid of making a mistake. Third one is physical factor includes hearing problems, visual problems, as well as other physical problems. Intelligence is another factor. It depends on the level predicted by intelligence tests. Finally, language knowledge consisting of vocabulary and sentence structure is one factor which affected to read.

And according to Dennis (2008), reading skill is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading skill. These are complexity of the reading text, environmental influences, anxieties, during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems. In the following section, these factors are elaborated in detail.

The complexity of the texts is one of the factors that impacts learners' reading comprehension. This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabularies assist learners in explaining the unknown words through applying the opinions of context (Dennis, 2008). The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. When they are in safe environments, their reading comprehension ability will better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios.

The third factor is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put more pressure on readers'

reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task. The fourth factor is interest and motivation. According to Dennis (2008), learners' interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time. The fifth factor is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. She expressed that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context (Dennis, 2008). The last factor is concerned with the medical problems. Poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. Learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill.

In addition, Mourtaga (2006) pointed out the problems there are three main types: The first problem is the misunderstanding of the reading process. Frequently, teacher uses bottom-up approach or the grammar translation method when teaching reading and lets the student read loudly in class and put their index finger on the words they are reading. That makes reading slow because it tends to create tunnel vision, overloads short term memory. Second problem is insufficient linguistic competence in general and use of English. Thus, the result of this problem is students have insufficient

practice in reading and lack of exposure to English. The last is lack of vocabulary knowledge or struggling with unknown words is one the major problem of the students. Using dictionaries to search the meaning also interrupt the reading process and destroy the chance to comprehend much of the texts. Furthermore, there are many factors which affect to the students' reading such as too difficult text, no time to read, lack of background knowledge, and face with technical term, phrase, idioms, unfamiliar words, grammars, contents. This section will explain more detail about some main factors follow:

Motivation can be seem a reason or reasons in which leads an individual to act in a certain way. The phenomenon of motivation isn't limited to just humans, and occurs in every organism living. The reasons might not always be the same between two individuals acting in a certain way, however, almost every action is directed by certain motivation. The following are motivation definitions offered by some researchers:

"Motivation can be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)" (William, 1997 : 120).

According to Brown's point of view, "motivation is some kinds of internal drove which pushes someone to do things in order to achieve something".

And "motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activities" (Dornyei, 2001:7).

Having researcher shared the view that "motivation is an internal state that arouses directs and maintains behavior. It's clear from above definitions that different scholars approach motivation definition differently. However, they all shared the same of view that motivation combines effort and desire plus favorable attitude and occur as a result of combination of external and internal influence.

Dornyei argues that motivation is a factor that determines "the direction and magnitude of human behavior or, in other words, the choice of a particular action, the persistence with it, and the effort expended on it" or, more precisely, it is responsible for "why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it". So that, this can be seen that

reading motivation plays a role in second language reading process. Through reading the students can gain most academic knowledge so students must read often throughout their school years. Reading motivation refers to the desire to read even when not required to do so and involves seeking out opportunities to read for curiosity, involvement and lot of knowledge. In most case, reading and understanding a text is often a challenging task for learner during a reading process if you do not have full background knowledge, the topics are unfamiliar, or you do not enough reading strategies in hand, etc., all of those difficulties lead to decrease their reading motivation.

Vocabulary and grammatical structure is very important for people who learn both as foreign language and as second language. Many students who have reading comprehension problems have problems with vocabulary and may fail after their peers. They often perform poorly on vocabulary tests as well as standard tests. These deficiencies can affect a student's self-esteem and make him tend to avoid speak out their weaknesses in the classroom in front of other students and teachers. Specifically, students find it difficult to understand and remember specialized words such as Library - Information such as catalogs, microfiche, alphanumeric, etc. or words in Economy such as import-export, foreign currency, transnational corporations, etc. Moreover, the idioms, verb phrases or noun phrases are more difficult than single words. Most of the children do not know the meaning or can hardly guess the meaning of these phrases in the text. Therefore, it is not easy to choose the meaning of words suitable for specialized texts, especially when the vocabulary of amateur students is still very limited. In addition, too many new words in the reading are too confusing for students when most words need to checked through dictionaries. And when students do not understand or vaguely understand the meaning of words in the text, it is difficult for students to understand accurately and fully the content of that text.

It is not only vocabulary but also grammar is a significant barrier for students to read reading materials. Sometimes students have difficulty understanding and using verb tenses, forms and verb phrases. Some students admit that they do not know how to identify verb or noun phrases. The problem of not mastering the grammatical characteristics of noun phrases or verb phrases causes many obstacles for students to

learn to read because in English documents, especially specialize books of the Department of Foreign language.

Thus, it is necessary for a reader to know vocabulary and structures in order to get meaning from the texts. This is especially true to L2 or foreign language readers because it is not all readers to process enough vocabulary and grammar to read what they want. Therefore, when the reader's limited knowledge of vocabulary and grammatical structures they will be unwilling to explore the text.

Lack of background knowledge: When learners deal with a reading text, they often face with the problem is unfamiliar topic. The content of the text is new and difficult to the leaners. This problem is lack of background knowledge. Alderson (2000:1-20) notes that the reader's knowledge affects what they understand. According to Rubin, background knowledge has a great impact on understanding the topic of the article. Learners understand the meaning of a text based on their social and linguistic knowledge and then guess its meaning based on context. It can be said that having background knowledge of culture, understanding of many different topics is also a way to guess the context of the text. Someone asserts that students who do not have a sufficiently large amount of cultural knowledge may have difficulty understanding the hidden meaning of sentences and more importantly they will lose their interest in reading the text.

Choosing reading materials also play important part to student in dealing reading text. Nuttall (1982:70) shared the view that "the texts that are considered suitable will tell the student things they do not know and introduce them to new and relevant ideas". There are many other types of reading materials that students can use to practice their developing reading skills. But reading materials should have suitable topics and contents, this mean the text should interest the students. We can divide into two groups of reading outcome like out of school and school.

School materials: availability of teaching materials, English books, equipment and technology use to support learning and teaching, good teacher qualification. Out – of – school: comprising out-of-school exposure to English through taking private classes, watching foreign TV programs (films, cartoons, series, and shows), using the internet (watching videos, playing video games, listening to music in

English), interacting with English-speaking people, reading English story books or comics, and practicing English with parents and older siblings.

From all of the opinions above, each factor reflects what reading difficulties are seen from their point of view. In this study, the factors of difficulties in reading skill experienced by first-year English majors at Haiphong Private University were identified.

Teacher reading methods Teachers play an important role in facilitating and in helping students achieve reading purposes and employ reading skill in reading process to make reading effective. Students usually do not know how to use the appropriate ways to read. They just look at single word and read slowly. Moreover, with the advanced characteristics of the new course books, teachers should have appropriate teaching methods. It is the fact that teacher should provide students a variety of activities before learning reading. These activities can help students prepare facilities for the reading lesson. Research points out that quality teaching tends to necessarily be student - central. It aims to help most and for all students learning. Therefore, focus should not only be pedagogical skills, but also learning environment that must address the students' personal needs. Students should also be aware as to why they are working so that they are able to relate to other students and receive help if required.

Some students also frankly said that sometimes the teacher's way of communicating is not interesting for them during specialized English reading classes. Perhaps the use of the same method for a long time by teachers makes it boring in reading lessons. In addition, teachers do not teach students reading skills and rarely give students sufficient practice in vocabulary and grammar. In fact, because the length of the subject is not allowed, teachers cannot have the ambition to systematically present these language knowledges to students.

In conclusion, from all of the opinions above, each factor reflects what reading difficulties are seen from their point of view. In this study, the factors of difficulties in reading skill experienced by first-year English majors at Haiphong Private University were identified.

CHAPTER 2: THE STUDY

In the preceding chapter, the literature was briefly reviewed for the theoretical basic of the whole study. This chapter was carried out with the participants, the instruments, as well as finding and discussion in detail.

2.1 Participants

The participants of the study consist of 32 students from Faculty of Foreign Languages of Haiphong Private University. They aged from 18 to 20. A large number of them have learnt English at least 7 years (4 years at secondary school and 3 years at high school) or more than 20 years. However, their English backgrounds are not similar because most of them come from different rural areas and under being influence of curriculum of English in the past.

Currently, the number of reading classes for foreign language students is 40,5 periods per semester with three periods per week, each periods 45 minutes, not much for a difficult subject like this. And their current syllabus is “SELECT READINGS INTERMEDIATE” by Linda Lee and Erik Gundersen (Oxford University Press, 2011). The syllabus consists of 14 chapters from a wide range of genres (newspaper, magazine article, personal essays, textbook chapters, book excerpts, and on-line discussion) with lots of useful topics such as answering interview questions, learning to speak, etc.,. Each chapter includes the eight sections the first section draws readers into theme and content of the chapter. Section 2 is to help students to better comprehend the reading passage by activating prior knowledge. Section 3 provides the support tools. Section 4 is to clarify their understanding of the text after reading. Section 5 is to increases their vocabulary base. Section 6 explains how to use reading skill. Discussion and writing is section 7 which provides students with a chance to broaden their views on other issues. And section 8 provides an efficient means for students to keep track of important new words of the chapter. The aims of this court book is to help students: exposing students to a variety of text types and genres help them develop more effective reading skills, reader become engaged with a selection when they are asked to respond personally to its theme, reader sharpen their reading, vocabulary-building, and language skill when skills work is tired directly to the content and language of each reading passage, reading also help students become good

writers and to illustrate how thinking in advance about topic of a reading prepares students to better comprehend with a text.

Haiphong Private University Foreign language students participate in the research they are less exposed to training in reading skill. The students do not know how to activate their schemata. Therefore, they encounter difficulties in comprehension. This problem results in poor mark in reading sections of their examination. The students complain about their mark and they do not know how to tackle in English.

2.2 Data collection instrument

In this study, the main instruments are survey questionnaires to collect data for this research. It was considered a useful tool to find out the factors of difficulties in reading skill because all participants answer the same questions in the same forms. And the participants' answers in questionnaires will display, describe, analyze, and interpreted in 14 questions to get needed information which covers main factors affecting student's difficulties in reading. Questions from 1 to 3 focus on student's interest and the importance of reading. Question 4,5,6 mentions student's difficult when dealing with the text. Some question from 7 to 13 about their attitudes toward learning English reading and their opinion on the current course book and technique used in lesson. And question 14 is some problems they encounter.

2.3 Procedures of data collection

The data was collected from 32 students from classes of K23, English Department of HPU. The writer came to these classes, introduced the questionnaires, explained them the questions and asks them to answer in 10 minutes. They can choose more than one option each question. All the answers made by participants were kept confidentially to serve for the data analysis.

2.4 Data analysis and Findings

After the survey was implemented, the statistic were totaled up and indicated though out the following charts. Each chart shows us the number of students who choose the most suitable answer for them in each question.

To find out the student's situation of learning English reading skill, I conducted a survey for 32 freshmen at HPU by some questions:

2.4.1 Students' interest in learning reading skill

Do you like learning of English reading?	Responses(%)	
	No	Yes
frequency	15	10
percent	65%	35%

Table 2: Students' interest in learning reading skill

Table 2 gives the frequencies of the obtained replies, showing that there are 35 percent of the learners reported very positive feelings towards learning English, while there are 65 percent answered they did not like learning English because reading is very difficult. It is becoming "alarming problem". So that why is reason for that? According to interview, a student shared that: "I like to read English texts which are not related to my work. When I read texts that related my work, I am not understanding and boring." Another person said: "I do not like, it is too difficult to understand the text"

2.4.2 Students' attitudes toward the importance of English reading skill

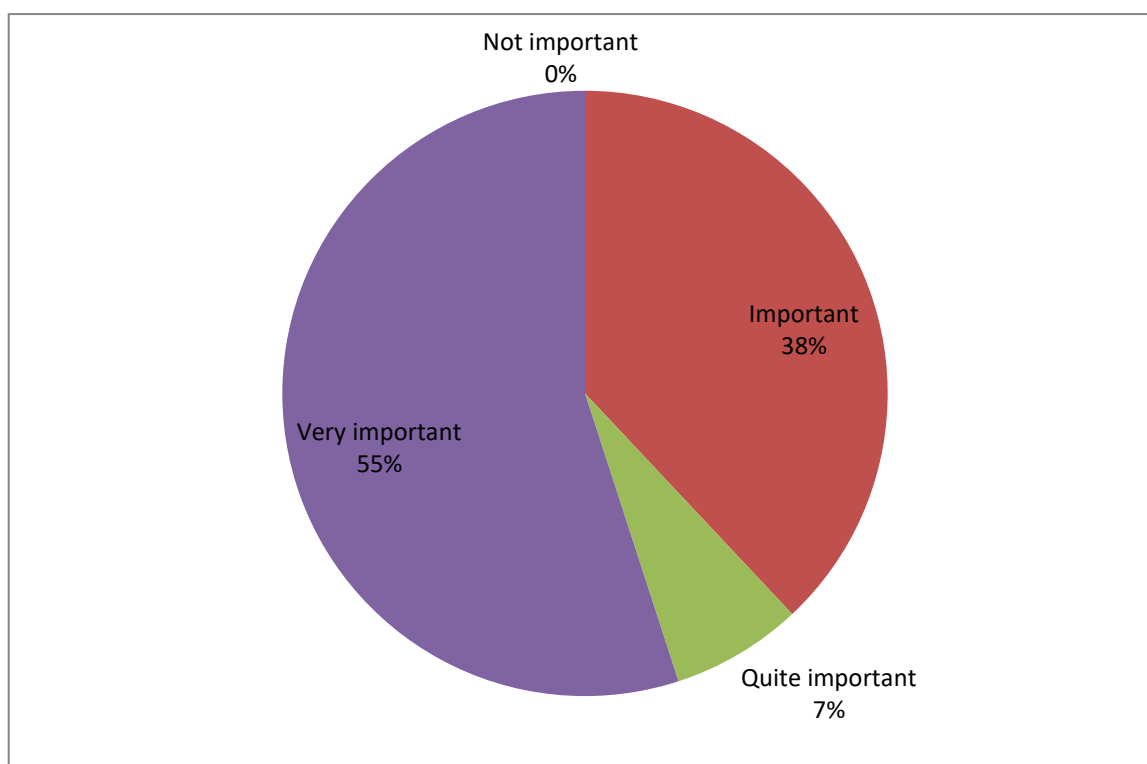


Chart 1: Students' attitudes toward the importance of English reading skill

It can be seen clearly from the chart most of the students agree that learning reading skill is very important and important (55% & 38%). Meanwhile, there are only 7% of

them reckoning that it is quite important and nobody says that it is not important. This chart shows that most of students at Faculty of Foreign Language, HPU share the view that English reading skill is necessary and it has an important role in learning English with a lot of field in life.

As a result, the students should learn English for getting ease anything and anywhere. At this time, globalization era requires people for learning English because people will meet English in many aspects. Therefore, nowadays English is important to be learned, contemplated and applied in daily life.

2.4.3 Students' attitudes towards the benefits of reading

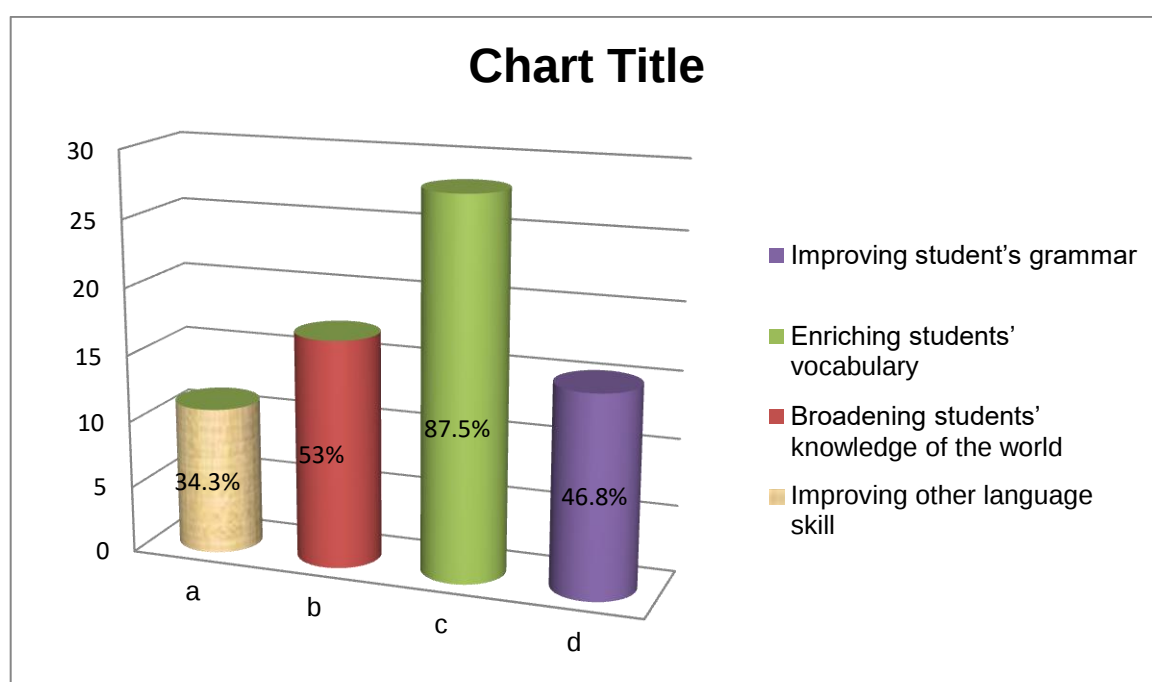


Chart 2: Students' attitudes towards benefits of reading

As can be seen from chart 2 reading is beneficial to students in any ways, especially for their vocabulary, 28 students (87,5%) admit that reading can help them enrich many new words. Reading can help 17 students (53%) broaden their knowledge of the world and 15 of 32 students (46,8%) improve their grammar. 11 students (34,3%) said that they can improve other language skills through reading. This could reflect the fact that reading cannot be taught separately. All the four skill ought to be combined to reinforce one another. Therefore, it is very important for teachers to know how to integrate these skills in teaching a language.

2.4.4 Students' difficulties in reading process

2.4.4.1 Students deal with unknown words

The result of the question “what do you do when you meet unknown words when in your reading text?” will show student's problem concerning to the vocabulary:

How students deal with unknown words	Answer
1. Stop reading and look up new words in the dictionary	30/32 (93%)
2. Guess the meaning of the words	12/32 (37%)
3. Ignore the new words	13/32 (38%)
4. Ask for its meaning	11/32 (34%)

Table 3: How students deal with new word

The table shows that a large number of the students (93%) stop reading when they faced with the unknown words. There are 30 participants used dictionary. This causes them difficult to concentrate on the flow of the text. Looking up takes time and interrupts their reading. This process may make student forget the idea they get before. Another way that students (38%) treat the new words is that they ignore new words. One participant said that:” I ignore to read difficult parts and start to read other sentences. If I still do not understand, I will ask my classmates or teacher to know its meaning”. That takes 34% agreement of students. Sometimes, this strategy is effectively, however, they can ignore the important information to help them understand the text. The best way for the students is guessing its meaning. This way is suggested by only 37%.

2.4.4.2 Student's reading skills

How do you read the text?	Answer
Read slowly every words	28/32 (87%)
Skimming	4/32(12%)
Scanning	6/32 (19%)
Reading aloud	9/32 (28%)
Silent reading	13/32 (40%)
Reading and Translating	30/32 (94%)
Read topic sentences	12/32 (37%)
Read title of the text	5/32 (16%)
Other	0%

Table 4: Student's reading skills

There is 12 percent of students skim the text to get quickly the main idea, and only 19% of them choose scanning to get specific information through the text as the way of reading. A large number of students about 80% are in the habit of reading slowly and try to understand every word. Most of the students (94%) choose reading and translating the text into Vietnamese the approach while reading. Reading aloud and reading text in silence is chosen by lots of students with 28% and 40%. It is sure that the students read effectively or not partly depend on the read strategy they use. However, the result found in the table confirms that most of the students appear to be inefficient readers.

To conclusion, the students utilize inappropriate reading strategies when dealing with the reading text in the course books. They apply the most is translating the text into Vietnamese while reading, that is why they read slowly and try to understand important and unimportant words either. It is inappropriate reading strategy partly cause inefficient reading.

2.4.5 The student's attitudes towards the present course book taught in the class.

Options	No. of student	Percentage
Difficult and boring	13	40%
Difficult but interesting	15	47%
Interesting but long	6	18%
Easy but boring	3	8%

Table 5: The student's attitudes towards the present course book taught in the class.

This table indicates student's evaluation on the present course book used in the class to find out if it motivates or demotivates in EFL at HPU. It is shown in table 5 that 40% of the students found the course book difficult and boring. 47 percent of students believed that the materials are difficult but interesting. And there are 18 students think that is interesting but too long. If the content is too hard to understand, the students will become lazy or show their rebellious behavior. These factors make reading periods become ineffective and bring about a lot of troubles for students in learning reading skills. From the result, the students faced with material problem, so to makes the material become less difficult, it is a real need for the teachers to simplify the reading text in terms of vocabulary, structures, and text organization.

2.4.6 Students' remarks on the reading lessons

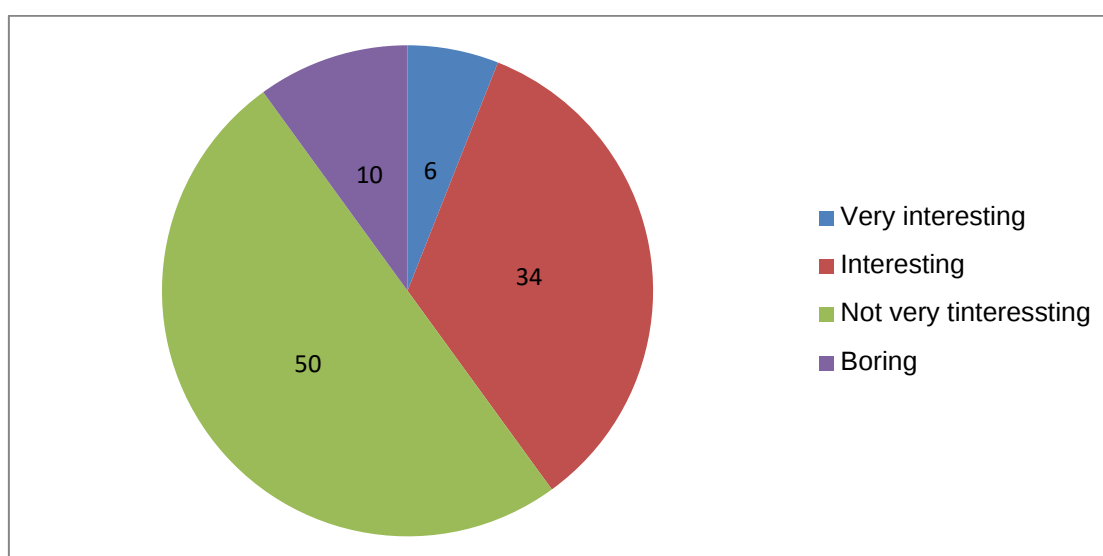


Chart 3: Students' remarks on the English lessons

Chart 3 reveals that the majority of the students are not very interested in their reading lessons in the class. 50% of the students had low interest. Not many students (34%) thought that the classroom activities were interesting and a small number of students said that they are very interesting. Just only 6% of students agrees very inrteresting. And 10% of students said that the lessons are boring. Normally, they practice English reading skill not very often and without right methods. So that, the result they get is not high and good. This leads to a status like that students do not pay attentions to the lesson and loose many knowledge. This result strengthens the researcher's assumption that a large number of students felt bored with English lessons because they have not found the effect of it in learning yet.

2.4.6.1 The students' opinions on teachers' techniques in pre-reading used in reading lesson.

About pre-reading stage, more than one choice is acceptable.

Activities	Students (Percentage)
Giving some pre-reading questions	36%
Making students ask questions about the text	10%
Using games to introduce the topic	90%
Pre-teaching new vocabulary	24%
Giving a brief introduction	24%
Predicting the content of the text basing on the topic	16%
Making students brainstorm words, ideas related to the topic	44%
Using visual aids to introduce the topic	83%

Table 6: The students' opinions on techniques in pre-reading used in reading lesson

The table 6 find out at this stage, in a lot of activities teacher apply there are 36% students of the respondents preferred pre-reading questions. Making students ask questions about the text just have 10% and pre-reading new vocabulary and giving a short discussion about the text are the same figure 24%, because students are familiar with these techniques – traditional teaching methods.

For using game to introduce the topic activity, most of students (90%) want their teachers to apply it. Students want to play to learn so as to lessen the tension of the difficult reading text they are dealing with, and to remember better with the help of the game. It is strange, but in limited reading lesson this activity spends much time, that only some teachers chose this as a good technique for the pre-reading stage.

The next activity – making students brainstorm words, ideas related to the topic drew the attention 44% of learners. This shows that words and structures are of importance in avoiding reader's misunderstanding unfamiliar texts. However, it is not necessary to apply this technique because sometimes the students may read and prepare the texts before class time.

Using visual aids to introduce the topic is an activity of 83% of students' attention. This is easy to understand that students are now well aware of the benefits of information technology in their learning. The teachers take advantages of visual aids in teaching reading for students in the content field.

2.4.6.2 The students' opinions on techniques in while-reading used in reading lesson.

Activities	Percentage
1. Reading and looking for new words and terms	29%
2. Working with friends about topic	70%
3. Predicting the main information based on content	36%
Look quickly at the exercises	15%
Others (1+2+3)	13%

Table 7: The students' opinions on activities in while - reading

The table prevents having 70% of the students focus on working in pairs to discuss about topic and that mean they want to work with their friend to make sense of difficult things instead of tend to learn individually. Reading and looking for new words and terms, 29% of students showed their opinion they want to understand as many new word and terms with the teacher's help while reading. Only 36% of the students choose predicting the main information based on content, the reason for this that is limited vocabulary and background knowledge in the content field even though

the students themselves knew that it is a useful technique to understand the text quickly.

2.4.6.3 The students' opinions on techniques in post-reading used in reading lesson.

Activities	Percentage
1. Discussing about the text in the group	27%
2. Translate into Vietnamese	17%
3. Doing exercise (multiple choice, T-F question...) to check student's understanding	33%
4. Summary the text	8%
5. Others (1+2+3)	15%

Table 8: The students' opinions on techniques in post-reading used in reading lesson

The table indicates that only 8% students want to summarize the text after reading because they recognized the usefulness of summarizing work. Only 17% agrees the teacher translates texts into Vietnamese. Most of the students expose they can develop their communicative abilities by discussing in pairs or small groups so that they can have thorough comprehension of the text (27%). And doing exercises are agreed by 33% of the students. When asked what reading activities attract you most? The students gave their opinion in following table:

Form of practice	Student (%)
Class discussion	20%
Presentation of student	8%
Individual learning	6%
Pair work	15%
Small group work	39%
Lockstep	23%
Other:	0

Table 9: The students' opinions on form of practice

The students expose that they can enhance their communicate abilities by discussing in pairs or small groups. Most of students are interested in work in small groups of 3 or 5

people (39%). Still 23% of them want to be controlled by teacher. Only 8% want to present before the class, 6% prefers individual learning, 20% enjoys class discussion and 15% likes work in pair. They said working in a group can offers opportunities for them to integrate, to share experience, to learn cooperate in order to complete an actual learning task.

2.4.7 Reading-related problems faced by students

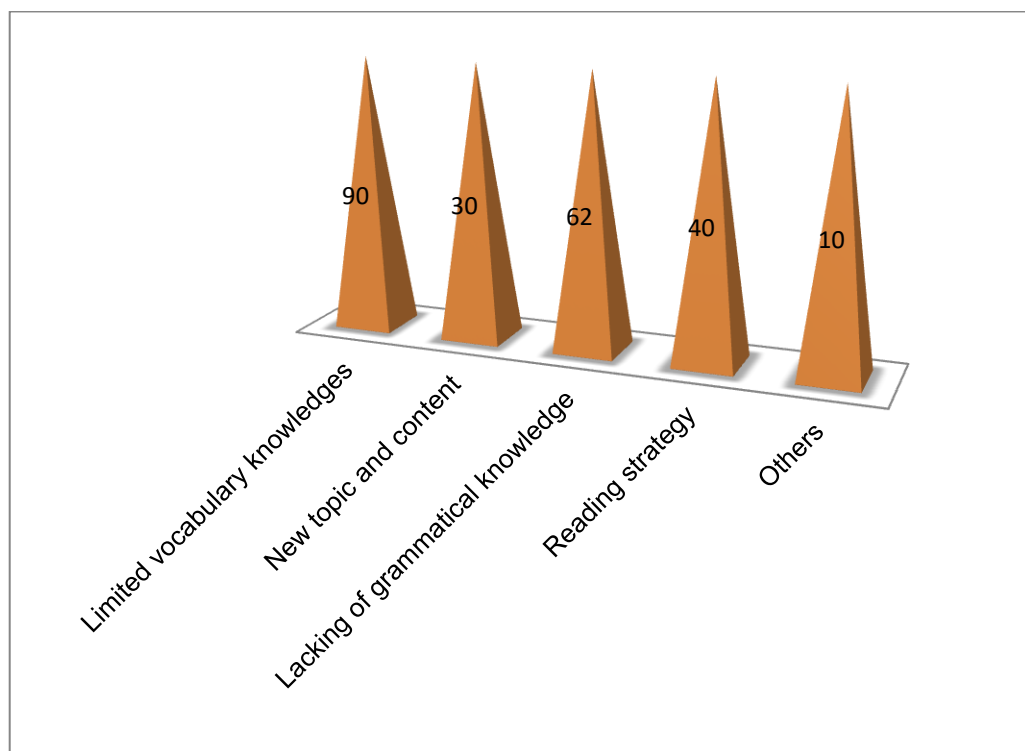


Chart 4: Reading-related problems faced by students

The majority of the students ((90%) found reading difficult because they have limited vocabulary knowledges. New topic and content are 30%, with 62% of students for lacking of grammatical knowledge and inappropriate reading strategies is 40% because lacking of background knowledge and do not know how to use reading skill. For other option, 10% of the students believed that types of reading text make them feel difficult because of their limited vocabulary knowledge and grammatical knowledge as well. Basing on the chart, it is clear that the great priority the students give to is likely to be the most difficulty they encounter in learning reading process – that is vocabulary.

2.4.8 The students' expectations toward teachers' reading techniques.

Options	Percentage (%)
Encouraging to activate your previous knowledge into reading text	61
Creating comfortable environment for you to exchange information before reading	49
Offering you as many chances to read the passage as you expect	15
Providing you with certain key words	57
Explaining clearly about reading contexts	9
Suggesting you essential reading strategy needed for each reading task	71
Exploiting different kinds of reading materials suitable to your interest and ability	65

Table 10: The students' expectations toward teacher reading techniques

As can be seen from the table, the students wish to get a great idea of support from their teacher to overcome difficult in learning reading. The majority, 71% of all students expect to get essential reading strategies, which reveal that students lack sufficient reading strategies. They need to be provided with more strategies to become effective reader. 65% of student in the survey wish to have more different kinds of reading materials suitable to their ability and really interest. It is true that student want to read what they like and what they are relevant to them. 61% of student would like to be encouraged by their teacher to activate previous knowledge into reading text. 57% desire to acquire new key words needed for reading text, so that they can deal with reading task easily. Offering students may chance to read passage just accounts for 15% and only 9% want their teacher explains clearly about reading contexts. It is hope that teachers are supported to be instructors that need to be flexible in teaching techniques so that they can help students overcome difficulties in reading tasks.

2.5 Findings

As mentioned above, learning time for first year students at HPU is only 40,5 periods which is too short to acquire a specialized field like English. And the current court book is too long, most of topic are boring and difficult. So that to go through all parts in each unit carefully takes the teachers most of time so they rarely have time to review and help their students recall or practice. This is really a challenge for not only the students but also the teachers to fulfill their learning and teaching task. At the pre-reading stage, there are many activities carried out by teacher and students such as using games to introduce the topic, making students brainstorm words related to the topic...after warming up the class by these activities, teacher ask students discuss with colleges about topic or predicting the main information based on the content at while-reading. At the post-reading, discussing about the text in group, summary the text and doing some of exercises to check their understanding are carried out by teacher in reading lesson.

From survey, the researcher realized that many students lose a lot of knowledge of vocabulary, grammar and even “take root” in English since high school, and it makes serious now. Students often listen and take notes passively. Questions are rarely raised in the lesson if they do not encounter new words or structures. That leads to lack of motivation for students to recall knowledge as well as practice speaking English during the lesson. In other words, they are largely dependent on their teachers or dictionaries. They want teacher explaining unfamiliar vocabularies by translating into Vietnamese and becoming lazy and passive person in the classroom. It is clearly from data analysis that students’ limitation of vocabulary and grammatical structures, their lack of appropriate reading strategies and their background knowledge are students’ main factors which influence their motivation for reading as well as their understanding. Most of students understand the importance of English learning as well as reading skill, however, not all of them know how to effective learning as appropriate strategy. So that they expect their teacher integrate different useful approaches for more interesting lessons. The majority, students expect to get essential reading strategies which reveal students lack sufficient strategies. They wish to have more different kinds of reading materials suitable to their abilities and interests such as using games during lesson or using visual aids to create an interesting lesson. Lots of

them wish teacher provide new key words needed for the reading text to deal with reading task easily. However, some of student still said that they want their teachers to explain clearly about the content. Although, most of them hoped that teachers help them have in hands useful techniques for improving reading skills.

In conclusion, the number of students being effective readers is modest while the rest of students seem to be ineffective ones. Thus, it is time the teacher and the student do something to overcome the difficulties reading. The techniques suggested hereafter hopeful improving their reading skill. In order to achieve this target, some suggestions are to be made in next chapter.

CHAPTER 3: SOME SUGGESTIONS TO IMPROVE STUDENTS' READING SKILL

In this chapter, the author of the study will suggest some techniques for improving the student's reading skills.

3.1 Suggestions for teachers

By organizing specialized English reading classes in three stages: pre-reading, while-reading, and post-reading; especially the pre-reading phase to activate students' background knowledge about the topic of the reading text teachers can help students to be good readers through teaching procedures as follow:

3.1.1 Pre-reading stage

By pre-reading activities, we mean activities that students do before they jump into the text in detail. The purpose of this stage is the process of skimming a text to locate key ideas before carefully reading a text. In this early stage, pre-reading phrase often spends from two to ten minutes depending on each lesson.

3.1.1.1 Brainstorming web

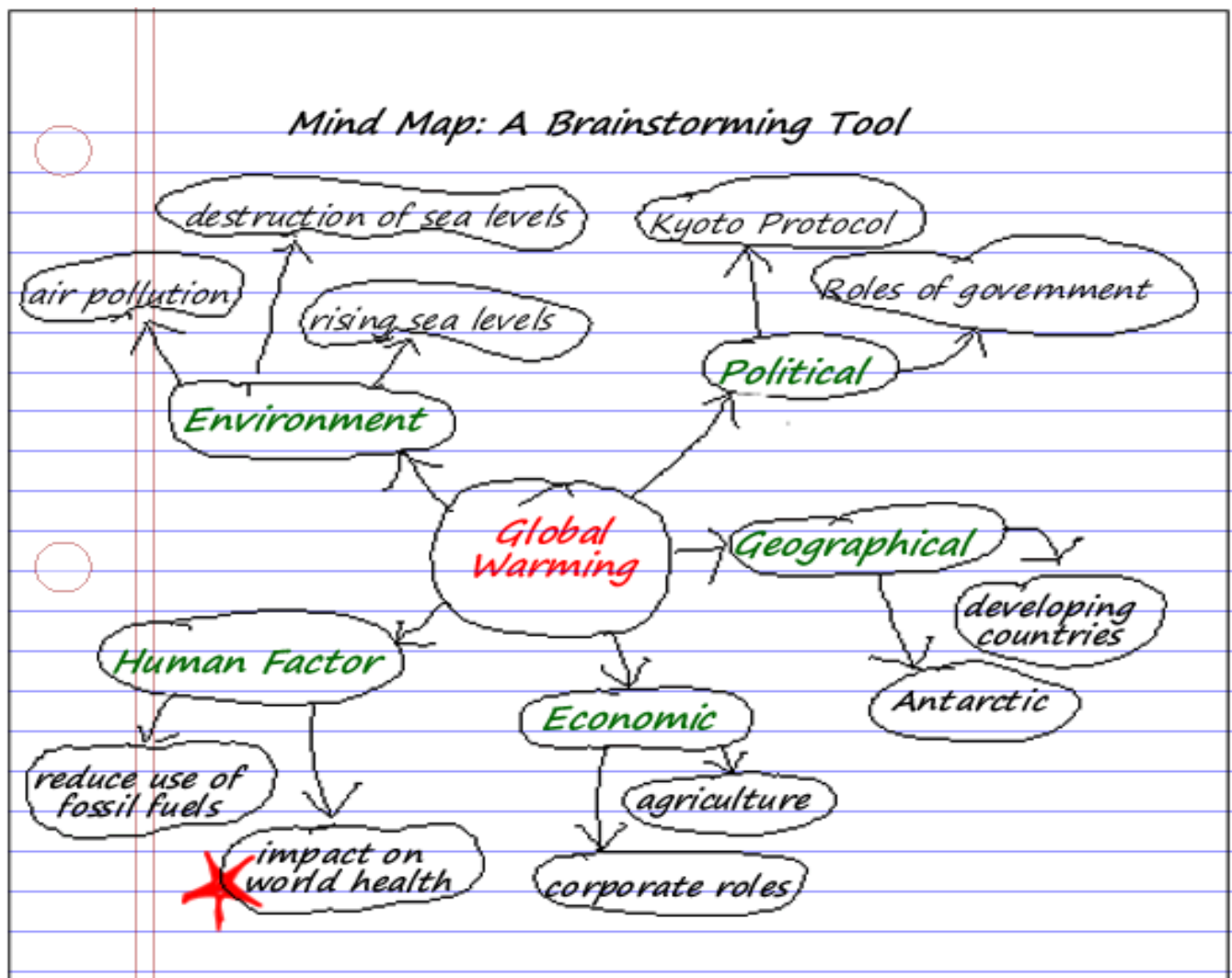
This activity can be work in group activity. Each group must take a brainstorming web and write the title of article in the center. Then they must be appointed as so to complete following duties: only speaking English, make sure everyone in the groups contributes. They will write all of the information about the topic and sure what they have already known and get their minds ready to take new information as well.

Brainstorming motivates the students to think a lot in logical way and using their imagination as quickly as possible to get ideas.

Teachers give a phrase which related to the subject and ask students to find things related to the given words

- Example given: "Global warming"

- Teacher divides the class into groups and each group will discuss in 5 minutes to brainstorm about “global warming”. The students can work in groups or together as a class to think of words and associations relating to the topic.



3.1.1.2 Discussions

Encourage the learners to have a discussion about the topic of the reading. Teacher gives some of questions related to the next topic then ask them share their opinion together. Class discussions help to improve the students' critical thinking skills and get the students thinking about what they know about the subject and what they want to know. This activity also helps them so much in learning speaking, student become more confident and excited in lesson.

- Example: About healthy habits
- Teacher will give list of word related to topic as follow:

Giving questions: Which habits are good for your health? Which are bad for your health? Write G (good) and B (bad) in the above habits and explain:

1. Eating fast food 2. Getting up early 3. Nose/ mouth picking 4. Beer drinking 5. Becoming an —owl at night 6. Exercise in the morning 7. Smoking 8. Wearing high hill shoes 9. Fruit and vegetable eating 10. Skipping breakfast 11. Nail biting 4 hours a day 12. Drinking a glass of water in the morning 13. Ignoring sex life 14. Drinking cold water in the summer 15. Sleeping 16. Swimming regularly	
--	--

- Students will work in group, list 5 good habits and 5 bad habits and explain why they are good or bad. The purpose of this activity is stimulating student's thinking, helping them express their attitude and giving them the main theme of the chapters.



3.1.1.3 Vocabulary review

This is a communicative way of pre-teaching tricky but essential vocabulary. Make a list of words that appear in the text that students need to know in order to understand the text. Write simple definitions for the words. Vocabulary review is applied to provide student with the vocabulary which helps students absorb the reading text easier. If only depend on the chapters and reading texts with and unfamiliar vocabulary, it will difficult for students to understand them. Students will understand the meaning of each word to finish quickly the requirement of reading and enrich their vocabulary if the definition is given.

The final stage is to check that all students understand all the words with a quick team game that reviews all the new words.

- Example: about “Law field”

A number of definitions and new words are given to matching:

A	B
a. Judge	1. person who makes a legal complaint against another
b. Plaintiff	2. person who represents people in court
c. Defendant	3. people who listen to a case and decide who is innocent or guilty
d. Lawyer	4. process in which court decides a legal matter
e. Witness	5. person in charge of court and take decisions
f. Jury	6. person who has seen a crime and can describe what happened
g. Case	7. legal issue that has to be decided in court
f. Rail	8. person accused of wrongdoing

3.1.1.4 Using games

Games are used to increase student's attention. After doing these activities, the student will be active and ready to start the lesson. Moreover, the content of games related to vocabulary in the lesson will guide them directly to the reading text.

- Example given 1: "Around the world crossword puzzle"

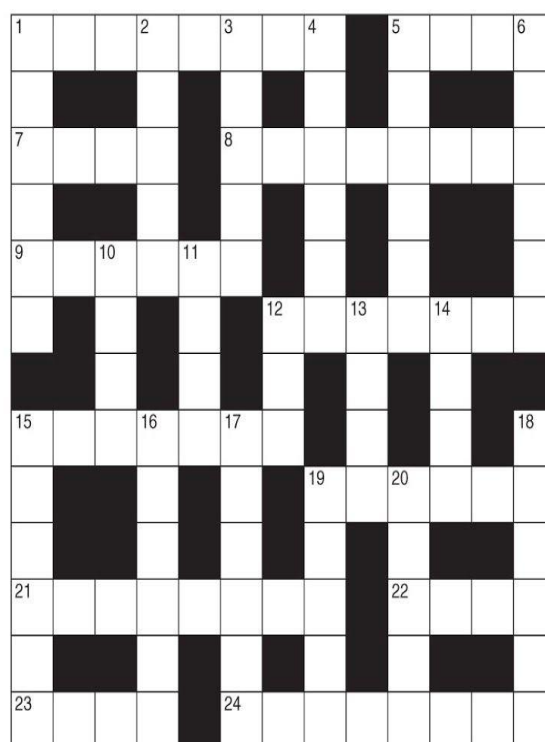
Around The World

ACROSS

1. US volcano,
Mount ... (2,6)
5. Supersonic planes
7. Taj Mahal city
8. Cambridge & Oxford
universities
9. Treeless Arctic zone
12. Coniferous tree
found in Europe
15. Vienna is there
19. Croatian capital
21. Peninsula in
southwest England
22. Manchurian river
23. Central attraction of
Piccadilly Circus
24. Region that includes
Japan, China and
Korea (4,4)

DOWN

1. Roughly built
settlements, ... towns
2. Large African antelope
3. Nasty disease named
after a river in the
Democratic Republic of
the Congo, ... virus
4. Underground
train system
5. City of northwest India
6. People from Stockholm
10. Scotland's monster
lake, Loch ...
11. German industrial
region
12. Washington-based
spy group (1,1,1)
13. Italy's Leaning
Tower of ...
14. Kuwaiti ruler



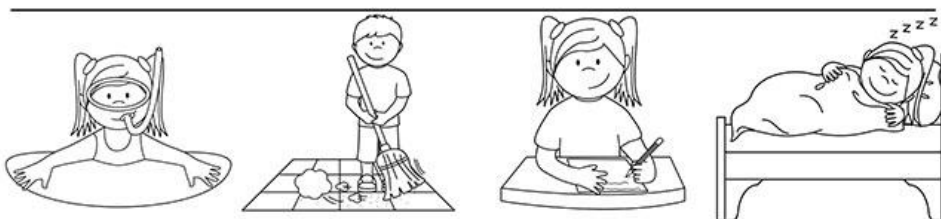
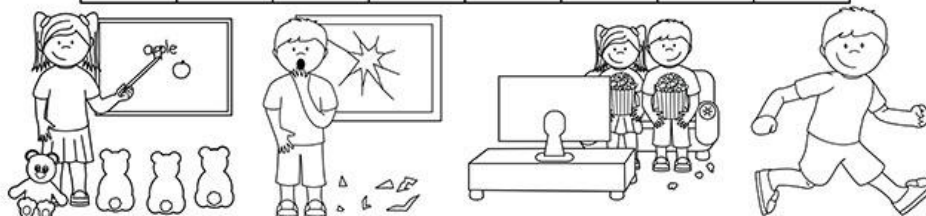
- | | | |
|----------------------------------|-------------------------------------|-------------------------------|
| 15. Native
American tribe | 17. Earth's glacial
period (3,3) | 19. Bantu peoples
of Natal |
| 16. Sport played
at Wimbledon | 18. Portugal and
Spain | 20. West African
nation |

- Example given 2: "Word search"

verb word search

1. Write the verb in the space provided.
2. Find the word in the word search puzzle.
(Words only run across and down.)

t	e	a	c	h	b	e	w
g	a	o	t	n	r	e	r
s	l	e	e	p	e	s	i
w	b	n	g	a	a	t	t
x	s	n	e	d	k	r	e
s	w	e	e	p	n	u	d
a	i	o	d	i	g	n	b
g	m	b	w	a	t	c	h



- Example 3: Twenty questions

This is a fun game for intermediate and advanced students. It is an easy way to review questions and vocabulary. To play 20 questions, one person (the player) thinks of an object, and the rest of the class can ask 20 questions in an effort to guess what it is. The player must tell the class the category (person, place, or thing). Optional: The object must be in sight.



The class asks the player questions that can be answered with "yes", "no", "sometimes", or "I don't know." Students can guess the mystery object at any time, but that counts as one of the 20 questions. The winner is the student who correctly guesses the object, or if nobody correctly guesses, then the player wins.

3.1.1.5 Using visual aids

We can use them to make lessons more effective and interesting for students, and we can increase the reliability, make student remember information easily and quickly when using photos, charts, videos, or power point presentation, etc. related to topic... These activities will help the learning atmosphere become more comfortable, helping students gain more confidence and excitement in learning in the next stages of the lesson.

- Example given 1: “Shopping”

Teacher show students some photographs to describe and check more deeply their idea about the topic.

What can you see in these paragraphs?



Teacher divides into 2 or 3 groups and ask them talk what they see about these pictures

- Example given 2: The teacher can use video to introduce about reading text.



3.1.1.6 Quotation

Teacher finds a quotation related to the topic, students discuss in pairs or groups the quotes to share their ideas. What does it mean? Do they agree with it? Why/Why not?

- Example: “Love at First Sight”

Teacher asks student work in group. What do you think these quotes mean? For each quote, write a short explanation in the chart below. Then compare ideas with the other groups in your class.

Quote	Explanation
Love is a great beautifier; Louisa May Alcott (1832-1888), American writer	Love makes a person more beautiful. When you are in love you are happy. When you are happy, you are look beter.
Love makes the world go round. French Proverb.	
Love is blind. William Shakespeare (1564-1616)	
Love conquers all things. Virgil (70-19 B.C, Roman poet	

3.1.1.7 Charts completion

The purpose of this chart is to encourage students to make a habit of using simple previewing strategies before they read anything. Before reading text students are

asked to use scanning and find out specific information such names, places, date, symbol, formula, words or phrase to have general about the text.

- Example:

A. Scan the article e on pages 55-56 and complete the Previewing Chart below:

PREVIEWING CHART	
Title of the article _____	
Names of professions and places in the article _____ _____ _____	Key words (what words appears several time?) _____ _____ _____

B. Based on the chart above, what do you think make circle one or more ideas.

Example: I think this article is about...

- a. communication problems
- b. the possible dangers of cell phones
- c. why people use cell phones
- d. the future of cell phones
- e. _____

3.1.2 While-reading stage

- At this stage, teachers ask the students to discussion questions and make summaries, predict and clarify the text in groups. The teacher help their students check previous predictions and draw conclusions are accurate or not.

- Students are asked to find main idea in a paragraph or whole text with their partners or in groups. This activity to identify and distinguish the important information from the less important things in the text, summarize the concept and understanding the content. So the students can avoid misunderstanding about the topic by sharing ideas with their partners. Besides, students can practice more how to use the skills they have learned effectively in some of exercises follow:

3.1.2.1 Making inference

Researchers have confirmed that thoughtful, active, proficient readers are metacognitive; they think about their own thinking during reading. They can identify when and why the meaning of the text is unclear to them and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text.

Proficient readers use their prior knowledge and textual information to draw conclusions, make critical judgments, and form unique interpretations from text. Inferences may occur in the form of conclusions, predictions, or new ideas.

So that, in this activity teacher will give some statements from paragraphs or text. And ask students to make their opinion. Making an inference involves using what you know to make a guess about what you don't know or reading between the lines. Here is an example:

What can you infer from these sentences from the reading? Circle the correct word(s) in parentheses to complete the inferences.

1. "In most African countries more than 90 percent of the population lives without electricity. And if you've been to Africa, you know that almost that many people play soccer whenever they get the chance."

Inference: You can infer that soccer (is / isn't) very popular in Africa.

2. "Kids can play a game, then bring the ball home and charge an LED lamp, cell phone, or battery. They no longer need to use unhealthy and expensive kerosene lamps or walk three hours to charge their cell phones."

Inference: You can infer that an LED lamp is (more expensive / healthier) than a kerosene lamp.

3. "In second grade, Stephanie Cohen read an article about a baby manatee injured by a boat's propeller as it came up for air—an accident that claims the lives of many manatees every year. An article like that would affect most 8-year-olds. But how many would dedicate their lives to the issue? At least one."

Inference: You can infer that Stephanie Cohen is a (passionate / creative) person.

3.1.2.2 Completing tables

You will be provided with an incomplete table which summaries or paraphrases information given in the reading text. The information in table form may be organized differently from the way in which it appears in the text, for example chronologically instead of in order of importance. The task is to complete the gaps in three words or fewer. Students read the title and skim necessary information from this text and cannot read every word in the text.

- Example given:

Questions 1–6 Complete the table below Choose NO MORE THAN THREE WORDS from the reading passage for each answer.						
Features	Coat	Body	Legs	Head	Nose	Eyes
Persian longhairs	luxuriant and long	cobby	1	round	very short	round
British shorthairs	dense and plush	2	short	round	rather short	round
American shorthairs	dense and plush	less rounded	slightly longer	less round	3	
Foreign shorthairs	4	slim and supple	long	5	long	6

3.1.2.3 Summarize

Students will see a paragraph with missing words. They will skim to looking for words/ideas from the list that collocate with words in the text and try to complete the spaces with their own words. This exercise help student understand content of the reading text.

- Example given 1: Summarize without wordlist

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 24–26 on your answer sheet.

How children acquire a sense of identity

First, children come to realise that they can have an effect on the world around them, for example by handling objects, or causing the image to move when they face a
24 This aspect of self-awareness is difficult to research directly, because of
25 problems.

Secondly, children start to become aware of how they are viewed by others. One important stage in this process is the visual recognition of themselves which usually occurs when they reach the age of two. In Western societies at least, the development of self awareness is often linked to a sense of 26 , and can lead to disputes.

- Example given 2: Summarize with a wordlist

Questions 9–12

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

Write the correct letter, **A–I**, in boxes 9–12 on your answer sheet.

The language debate

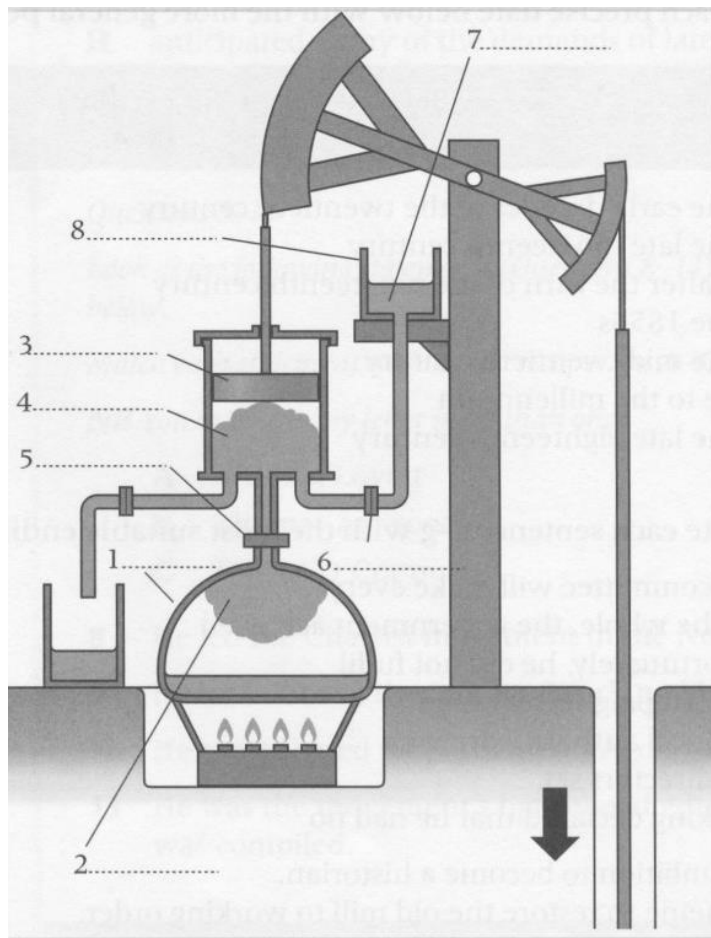
According to 9 , there is only one correct form of language. Linguists who take this approach to language place great importance on grammatical 10
Conversely, the view of 11 , such as Joseph Priestley, is that grammar should be based on 12

- | | | |
|---------------------------|---------------------------|-------------------------|
| A descriptivists | B language experts | C popular speech |
| D formal language | E evaluation | F rules |
| G modern linguists | H prescriptivists | I change |

3.1.2.4 Labelling a diagram

This is not a test of student's technical knowledge but a test of their reading skills. You should try to understand generally what is happening in the diagram, but the relationship between the text and the diagram is more important. Students need to use scanning to identify which section describes the information in the diagram and read really carefully and complete the gaps.

- Example given:



2 Look at the diagram and answer questions a and b.

- a What does the diagram show?
- b What types of words are needed to label the diagram? Make some predictions.

3 Label the diagram using no more than TWO words from the passage below for each blank space.

Thomas Newcomen's steam engine was one of the first devices to use the power of steam for mechanical work. It was originally used to pump water from mines. A boiler, encased in brick and sitting over a coal fire, generated steam, which drove the

piston in the open top cylinder above the boiler. When the steam built up, the pressure opened a valve allowing the steam to fill the cylinder and push the piston up. When the piston reached the top of the cylinder, the first valve was closed and the second valve opened. This second valve sprayed cold water into the cylinder from a cistern, condensing the steam and creating a vacuum. The air pressure from the open-top cylinder pushed the piston down again, thus pulling the rod down with it. The cycle then repeated itself all over again.

3.1.2.5 Heading matching

Headings are short sentences that summary the information in a paragraph. You have to pick the one that best summary the information in a paragraph. Students will be given between 5 and 7 headings and asked to match each paragraph in the reading text to one heading. There are always more headings than paragraphs. At this exercise, you need to pay attention to repeated words, identify and underline the organizing words in the headings. Look for connections and logical ordering between the organizing

words. Make predictions about paragraph each heading related to. Skim read the paragraphs to check your predictions again.

Questions 28-32

Raiding Passage 3 has 6 paragraphs (A-F) Choose the most suitable heading for each paragraph from the list of headings below Write the appropriate numbers (i-ix) in boxes 28 32 on your answer sheet Paragraph D has been done for you as an example.

NB There are more headings than paragraphs so you will not use all of them You may use any heading more than once.

List of Headings	
i	The politics of tourism
ii	The cost of tourism
iii	Justifying the study of tourism
iv	Tourism contrasted with travel
v	The essence of modern tourism
vi	Tourism versus leisure
vii	The artificiality of modern tourism
viii	The role of modern tour guides
ix	Creating an alternative to the everyday experience

28 Paragraph A

29 Paragraph B

30 Paragraph C

<i>Example</i>	<i>Answer</i>
Paragraph D	ix

31 Paragraph E

32 Paragraph F

3.1.2.6 Identification of information

True / False / Not given question:

Reading true false not given exercise will help you to improve your ability to answer these types of question. In true, false, not given questions you are given some 'factual' statements taken from the reading and you have to decide if they match what is actually stated in the reading. An important part of doing this is making sure that you read in detail the part of the text where you think the answer is.

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8–13 on your answer sheet, write

TRUE *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information on this*

- 8 Methods for predicting the Earth's population have recently changed.
- 9 Human beings are responsible for some of the destruction to food-producing land.
- 10 The crops produced in vertical farms will depend on the season.
- 11 Some damage to food crops is caused by climate change.
- 12 Fertilisers will be needed for certain crops in vertical farms.
- 13 Vertical farming will make plants less likely to be affected by infectious diseases.

Yes / No / Not given exercise: is similar to True-False-Not given but they are used in passages where the writer is presenting an opinion. Example:

Questions 32–35

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 32–35 on your answer sheet, write

YES *if the statement agrees with the claims of the writer*
NO *if the statement contradicts the claims of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

- 32 Helium chooses to be on its own.
- 33 Helium is a very cold substance.
- 34 High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world.
- 35 The US Congress understood the possible consequences of the HPA.

3.1.2.7 Multiple choices

This type of question follows the order of the text. So when you have found one answer, you know that the next one will be below, and probably not too far away.

Predict the likely location of the answer in the passage and using what information you know from previous questions. You should underline key words in the question stem to help you find the answers in the text. Look at the reading multiple choice questions again - as you will see, key words have been highlighted. You can use these to help you scan the text to find the answers more quickly.

Example:

Questions 36–40

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

36 We are all present hedonists

- A** at school
- B** at birth
- C** while eating and drinking

37 American boys drop out of school at a higher rate than girls because

- A** they need to be in control of the way they learn
- B** they play video games instead of doing school work
- C** they are not as intelligent as girls

3.1.2.8 Short-answer questions

Questions or statements are not simply copied from the text. But they keep the initial meaning and contain some key words, so you could find the answers in the text.

When tackling short-answer questions, you have to pay attention to the word limit. Note that if you are asked to complete sentence with no more than two words, you can write one or two words, a three-word answer will be automatically wrong. To solve this exercise, you need to skim over the text and find the answer, check if it doesn't exceed the word limit.

Answer the questions below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Write your answers in boxes 8-13 on your answer sheet.

- 8 Before Perkin's discovery, with what group in society was the colour purple associated?
- 9 What potential did Perkin immediately understand that his new dye had?
- 10 What was the name finally used to refer to the first colour Perkin invented?
- 11 What was the name of the person Perkin consulted before setting up his own dye works?

3.1.3 Post-reading stage

Students often finish a reading, close the book, and don't think about it again until they arrive in class. After reading a text, students can integrate the skills by talking or writing about it or could focus on specific language in the text. This stage is part to make students understand texts further. Through summarize what they have read by integrating writing and speaking and even listening skills. Teacher draws the students' attention on grammar which supports student writing, and practices speaking much. The following activities can be used after a reading to help students analyze concepts for a deeper understanding of ideas and organize information for later retrieval:

3.1.3.1 Quiz questions



After students read a chapter or section of a chapter in the course textbook, ask them to develop questions for a quiz. (This can also be done with other reading materials.) This activity forces them to analyze the information in the chapter and decide on the most important concepts to remember. It can be extremely useful to play small game by breaking students into two or more team and to have the students formulate the questions that will be posed to the opposing team. This helps to reinforce their learning, encourages them to identify important ideas in the text and gives them practice generating questions. There is one caveat, however—they must know the answers to their own. (for example, “wh-question”).

3.1.3.2 Summary writing

Writing a good summary indicates that you clearly understand a text and that you can effectively communicate that understanding to your readers. It’s a technical skill that demonstrates reading comprehension and writing ability. When you summarize, you retell the most important information in your own words. Summarizing something you read can help you remember information. Depending on the level of the class, teacher might need to teach them how to paraphrase or how to write in their own words or ask the students to work together with their partner. A summary can be tricky to write at first because it’s tempting to include specific details, but by rewriting the content it become easily to understand. Students are asked find out main points and then write a short story summary of paragraph.

3.1.3.3 Graphic Organizers

Encourage students to use graphic organizers (charts or maps) to help them visualize concepts and key relationships between ideas from their readings. These should be started right after students have completed a reading, whereas revisions and additions can be done after class discussions.

It's a good idea to show students several examples of graphic organizers and explain which ones work well with different text patterns. Many reading skills texts have examples of various graphic organizers with explanations of how they might best be used. Here is an example of one type of graphic organizer for comparing two concepts:

Name: _____ Date: _____

A Close Look at the Topic

Write important details about the topic.

Name: _____ Date: _____

Graphic Organizer: Problem Solution

Problem: _____

Choice #1: _____ Choice #2: _____ Choice #3: _____

Pros:	Cons:	Pros:	Cons:	Pros:	Cons:
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Solution: _____

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3.1.3.4 Retelling the story



Retelling the story would help learners to talk about the content of the passage. It is an opportunity for the teacher to integrate the speaking skill within the reading activity. Readers have two jobs in this activity. One is to figure out the words and the other is to think about what they are reading. Retelling is a strategy readers use to think about what they are reading. When we retell a story, we tell the important parts, in the right order. This helps us to understand the story better and remember it longer. By this way, their speaking skill will be enhanced.

3.1.3.5 Roleplay

Role plays can help students to find connections with the text. Here is an activity to challenge the students' reading skills at intermediate level and give them controlled speaking practice in a role play. I am sure you've been using role plays to consolidate new functional language, to prepare for a real life task and to practice exam situations. Combining reading and role play is an excellent way to activate background knowledge, contextualize the text and to explore the setting. It is a great way to use new vocabulary and have real-life speaking practice. Teachers point out how acting and dramatization help students remember certain phrases, passages, situations and ideas for a long time.



PART 3: CONCLUSION

The present study aimed to investigate reading strategies and reading problems for solving problems when reading English texts of the first year English language students at HPU. This chapter will deal with conclusion of research, limitations of study and recommendations of the further study.

1. Conclusion of research

In conclusion, reading is one of important skill which students can expand their knowledge more than other skills, because anyone wants to get information, to accumulate knowledge, to develop communitive competence, etc., they need to read as much as they can. However, the fact that it is really difficult and more challenge than other subjects. Basing on helping of the first year English major students at Haiphong Private University, the research paper was divided into three chapters. The first briefly covers the theories related to the study and explored the factors of impacting the College student's reading learning. The second is research procedure and findings. The last chapter gave some suggestions in order to tackle all their problems related reading skill.

2. Limitations of study

The study has certain strong points such as collection methods namely interview, survey questionnaires, due to limited time, lack of sources and researcher's ability, there are a number of related areas which the researcher cannot cover in this study.

First of all, due to limited time research cannot conduct other methods such as classroom observation which can make the obtained results more reliable.

In addition, that is the limitation of scope, the study only focus on the small number – first year in FFL at HPU. Therefore, the results of the study can't be generalized.

Besides, the researcher could not cover all the aspect of difficulties.

3. Recommendations for further study

From above limitations, I hope the further research on the topic might include more students and extend to other aspects to get better result. The researcher can use survey questionnaires, interview, discussion and classroom observation are also necessary to get more persuasive conclusions.

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APPENDIX

Questionnaire for students

Dear students,

The purpose of survey questionnaire is designed for my graduation paper namely “Effective methods for further reading improvement of first year English majors at HPU”.

Please tick and make circle the answer that best describes your ideas and write down your ideas in the blanks or add your comments if you wish.

Thanks for your help!

1. Do you like learning English reading in general?

- ☐ Yes ☐ No

2. In your opinion, how important is English reading skill?

- ☐ Very important ☐ Important
☐ Not very important ☐ Not important

3. What are the benefits of reading?

- ☐ Broadening knowledge of the world ☐ Improving grammar
☐ Improving other language skill ☐ Enriching vocabulary
☐ Others

4. What do you do when you meet unknown words?

- ☐ Stop reading and look up new words in the dictionary
☐ Guess the meaning of the words
☐ Ignore the new words
☐ Ask for its meaning

6. How do you read the text?

- ☐ Read slowly every words
☐ Skimming
☐ Scanning
☐ Reading aloud
☐ Silent reading
☐ Reading and Translating
☐ Read topic sentences

- ☐ Read title of the text
- ☐ Other

7. What do you think about your English reading lessons?

- ☐ Very interesting
- ☐ Interesting
- ☐ Not very interesting
- ☐ Boring

8. What do you feel about current course book?

- ☐ Difficult and boring
- ☐ Difficult but interesting
- ☐ Interesting but long
- ☐ Easy but boring

9. In reading lesson, which of the following activities does your teacher often use and which do you like?

In pre -reading.....

In while-reading.....

In post-reading.....

10. What reading activities attract you most?

- ☐ Class discussion
- ☐ Presentation
- ☐ Individual
- ☐ Pair work
- ☐ Small group work
- ☐ Lockstep
- ☐ Other

11. Which of the following reasons make it difficult for you to learn reading skill?

- a. Limited vocabulary
- b. New topic and contents
- c. Lack of grammatical knowledge
- d. Inappropriate reading strategies
- e. Others

12. What are your expectations from teacher?

- ☐ Encouraging to activate your previous knowledge into reading text
- ☐ Creating comfortable environment for you to exchange information before reading
- ☐ Offering you as many chances to read the passage as you expect
- ☐ Providing you with certain key words
- ☐ Explaining clearly about reading contexts
- ☐ Suggesting you essential reading strategy needed for each reading task
- ☐ Exploiting different kinds of reading materials suitable to your interest and ability

Thank you very much for your cooperation!