

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên : Bùi Thị Hải Yến

HẢI PHÒNG – 2025

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**CHALLENGES IN READING ONLINE NEWS IN
ENGLISH FOR THE FIRST YEAR STUDENTS AT
HAI PHONG UNIVERSITY OF MANAGEMENT AND
TECHNOLOGY(HPU)**

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

**Sinh viên: Bùi Thị Hải Yến
Giảng viên hướng dẫn: ThS. Đặng Thị Vân**

HẢI PHÒNG – 2025

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

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Tên đề tài: Challenges in Reading Online News in English for the first year students at Hai Phong University of Management and Technology (HPU)

NHIỆM VỤ ĐỀ TÀI

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

Tìm hiểu cơ sở lý thuyết liên quan đến việc đọc tin tức bằng Tiếng Anh

Khảo sát thực trạng việc đọc, tần suất, khả năng đọc tin tức bằng Tiếng Anh của sinh viên năm nhất tại trường Đại học Quản lý và Công nghệ Hải Phòng

Phát hiện, phân tích những lỗi sai và khó khăn phổ biến của sinh viên năm nhất gặp phải khi đọc tin tức bằng Tiếng Anh

Đề xuất một số phương pháp khả thi nhằm cải thiện việc đọc tin tức bằng tiếng Anh

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Các nghiên cứu trước đây về việc đọc tin tức bằng tiếng Anh

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Biểu mẫu khảo sát và bảng câu hỏi phỏng vấn được thiết kế cho đối tượng sinh viên năm nhất

Số liệu

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Công ty TNHH xuất nhập khẩu khoáng sản Thuận An

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Học hàm, học vị: Thạc sĩ

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

Nội dung hướng dẫn: Challenges in Reading Online News in English
for the first year students at Hai Phong University
of Management and Technology(HPU)

Đề tài tốt nghiệp được giao ngày 24 tháng 08 năm 2025

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Sinh viên

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Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Ths. Đặng Thị Vân

Hải Phòng, ngày tháng năm 2025

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: ThS. Đặng Thị Vân

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Nội dung hướng dẫn: Challenges in Reading Online News in English for the first year students at Hai Phong University of Management and Technology(HPU)

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

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

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày tháng năm 2025

Giảng viên hướng dẫn

(Ký và ghi rõ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên: ThS. Đặng Thị Vân

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Nội dung hướng dẫn: Challenges in Reading Online News in English for the first year students at Hai Phong University of Management and Technology(HPU)

1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm 2025

Giảng viên chăm phản biện

(Ký và ghi rõ tên)

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Bui Thi Hai Yen

ABSTRACT

Nowadays, English is one of the most widely used languages around the world. Reading news in English is important for everyone.

This research highlights the challenges encountered by first-year students at Hai Phong University of Management and Technology when reading English news. Hereinafter referred to as HPU, I conducted interviews with a sample of first-year students from HPU to address the research questions. The findings of this study underscore the advantages associated with engaging in English news reading for contemporary students.

As a recommendation, I suggest incorporating current English news updates into the English lectures provided to HPU students, thereby offering them increased exposure to English news reading opportunities.

PART I :

CHAPTER I: INTRODUCTION

1.1. Rationale

Nowadays, people are very interested in television and newspapers because of the need to update news quickly as well as the change of science and technology. People are interested in news and media, especially young people today. The latest information from abroad is always updated continuously, and this is also one of the most interested topics for all of us. It helps us to update and obtain important information about various issues and aspects of life. Not only can we read and catch domestic news, but we can also read news in English on foreign newspapers. Reading news in English can help students improve their overall English and benefit them in the future lives. Reading news in English can improve students' English in many ways. However, reading news in English is also very difficult for students, most students' English level is still very limited.

Before conducting this survey, we collected opinions from students in different classes about their habits of reading news in English. We found that most students encountered certain difficulties. The biggest difficulty is the limited vocabulary of students, the journalistic style of English differs significantly from classroom materials and there are not many learning activities to build the habit of reading newspapers for students.

Up to 5 out of 8 freshmen at HPU answered that they encountered different difficulties when trying to read and understand news in English. Trang, a student of the Faculty of Tourism at HPU, said: "With my limited vocabulary, I cannot read and understand the hottest English news and I feel regretful about that.

For first-year students at Hai Phong University of Management and Technology reading news in English is not very common, they face difficulties leading to boredom and loss of interest in reading. In addition to the reasons I

mentioned above, grammatical limitations also prevent readers from fully understand the meaning that the author wants to convey.

1.2. Aim of the study

Based on the problem stated above, this study aims to point out the limitations of reading news in English of HPU first-year students and at the same time propose solutions to help reading news in English become easier and more effective.

1.3. Research Questions

1, To be able to read news in English, what should students do during foreign language class?

2, What do you think is the most difficult thing about reading news in English?

3, What is your opinion about reading news in English becoming a subject in universities?

1.4. Scope of the study.

This study aims to identify the challenges that first-year students at HPU face when reading online news in English. The study will analyze the students' responses through direct interviews at the school and propose solutions to overcome those difficulties.

1.5. Method of the study

This study was conducted using a questionnaire-based method. The questionnaire was designed to help the author evaluate the research topic more comprehensively and objectively. Each student was given a questionnaire with the hope of finding out the difficulties they encountered when reading news in English. Statistical analysis of the data collected from the survey questionnaire after collecting from first-year students at Hai Phong University of Management and Technology.

1.6. Design of the study

This thesis consists of three main parts organized as follows:

Part I: is the Introduction, which present the rationale, the research questions, the scope, the objective, the method, and the designs of the study.

Part II: is the Development: includes three chapters.

+ Chapter 1: The researcher provides some of the concepts most relevant to the research topic.

+ Chapter 2: General description of participants, data collection instruments, and data collection procedures.

+ Chapter 3: Analysis of the following results obtained by questionnaires by second-year students at HPU, and proposed solutions.

Part III: is the Conclusions of the study: summarize the main findings and discussion, the limitations and recommendations for further study.

PART II: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

I.1 Theoretical background of reading

I.1.1. Definition of reading.

For those learning foreign languages in general and learning English in particular, reading skills play a particularly important a role. Reading not only expands knowledge about culture - society but it also provides knowledge about language, besides it also supports other skills such as writing, speaking and listening. There are many shares about the concept of reading by linguists and educators: According to William, E. (1990: 2) that “reading is a process whereby one looks at and understands what has been written” . In his definition, in the process of reading, two activities take place at the same time: seeing and understanding. Therefore, the reader must "convert" the meaning of a word according to the context that the author wants to convey.

Smith (1985: 102) further shared that " Reading is understanding the author 's thought ". This also means that the reader needs to know the author's thoughts, not the author's words or words in the text. Reading is process of receiving meaning through decoding signs (letters, signs,...). If the reader only understands the words printed in the text but does not understand the thoughts of the author, then their reading becomes useless. Because the meaning of a word often revolves around, depends heavily on the context in which it occurs, and the reader cannot understand the word in isolation.

According to Burt, Peyton & Adams (2003) pointed out in their overall study “Reading is basically the process of getting information from written language” (p.33). It means that, when someone reads any text, decipher the written words on

the page, and decide their meanings and their relationships. They also think about what they are reading, how it connect to other things their have read before and to things their already know. Other readers will develop different interpretations of the meaning of a text.

In addition Kalayo and Faustian (2007: 114) states that “ Reading is an activity with purpose”. Reading helps persons to collect information or basic knowledge available and it can be used to censure the ideas of writer in texts. Then, readers will be easy to choice the texts.

In summary, the perspectives of researchers give different definitions of "Reading ". In my opinion, for those who learn any language, regardless of skill, it is very important. But in terms of reading skills, it directly affects the language learners' writing, knowledge, understanding, and vocabulary. It can be concluded that "Reading" is a process of gathering the necessary information in the text as efficiently as possible. In the process of reading, the reader plays an important role that requires high concentration, a positive attitude, and should not be too passive in the reading process to obtain the necessary information and knowledge. Therefore, in order to understand " What is reading ", inferring from the above definitions, it can be concluded that reading is a positive skill for receiving information, in which the reader is extremely important in analyzing the text to perform the communication functions.

I.1.2. Reading process.

The reading process is the sequential model in the reasoning process of absorbing, understanding, assess, and recollection of what is written in a text.

The reading process can be divided into three stages: pre-reading, while-reading, and post-reading. Each stage has its own characteristics, features, purposes and different technical and strategic requirements.

I.1.2.1 Pre – reading.

The pre – reading stage is very important when they read any text because they allow you to focus on your thoughts. A helpful goal is to revision what you have to read before you start to read it. It helps you prepare for your reading session and mind prepare yourself for what lies ahead. According to Williams (1984,p.37) :” Persuade learners by giving a reason for reading and provide some language preparation for the text.”

The pre – reading stage helps you set a goal for your reading, making it easier to locate the information you need. Besides, glancing through titles and images arouses interest in the readers, make them more interested in the reading.

This is the stage where the readers skim through to get acquainted with the topic of the story. They can quickly skim and scan the content to pick unfamiliar words, key phrases, and visuals. It helps you understand if a text is informational, winning , or compelling.

I.1.2.2. While – reading.

While – reading stage is main part of the process reading through a story, a text or information. This step require reading the text in a certain order to get a sense of the overall story and understanding deep into the details. Williams (1984, p.34) states that “ the purpose of the while – reading is to help to understand the writer’s aims; to help to understand the text structure and to clarify the text ”.

Also the reader will have to read through the sentences to find out the author's views on the topic. For example, if you come across a new word, try to reread the passage carefully to understand the meaning of the word based on the clues around in the context of the passage.

Also, search for answers to your queries during the re-reading step to build up your prediction of the story.

I.1.2.3 Post – reading

This is the final but not the less important stage in the process of reading a text. Readers must summarize what they have read, return, and question their understanding of the text to plug in the gaps left by the preceding stages.

It contain critical thinking and assessing whether the author has communicated convey what he intended. Post-reading will help you affect if your initial guess of a text was correct.

In short, each process of reading has its own purpose and function. It will be very successful if these three processes are association flexibly and in accordance with an efficient read.

I.2 Types of reading skill.

Krashen & Terrell (1998) recognize the four main of reading as: skimming, scanning, intensive reading and extensive reading; although, it is important to keep in mind that these skills complementary interconnect with the reading strategies mentioned in the earlier section.

I.2.1 Intensive reading.

Intensive reading is a type of reading that requires focused and detailed engagement with a text. It is characterized by a careful and thorough approach, where readers pay close attention to the details, vocabulary, and structure of the text. Intensive reading is often associated with academic or technical materials, where precision and comprehension of specific information are essential. In addition, according to Hatami & ASL (2017) pointed out that “ Intensive reading involve in extracting specific language elements from short section of text”, it means that the text is used as a linguistic object to analyze grammatical model as well as individual and concrete verbal items. Anderson (2000) has argued that intensive reading helps readers to develop their language skills, understand complex ideas, and critically engage with the text's content and structure.

Besides, it is one of the important reading skills in foreign language teaching and learning. Intensive reading helps them understand low to high units such as words, sentences and paragraphs based on understanding the meaning of the entire text. Readers can judge the meaning of words, new grammatical structures, the meaning of whole sentences and paragraphs based on understanding the entire content of that text.

I.2.2 Extensive reading.

Extensive reading is a type of reading that focuses on broad and extensive exposure to various texts, with the goal of developing reading fluency, vocabulary, and overall reading enjoyment. It involves reading for pleasure and general comprehension, rather than detailed analysis or specific information retrieval. In the theoretical background of reading, extensive reading is recognized as an important approach to promoting reading engagement, language development, and a positive reading experience.

Yamagata (2015) identifies this skill as that where great amount of easy and interesting reading sensible are consumed, allowing the reader to enjoy reading and to read rapidly. This enjoyment reading is commonly done out of the enjoyment of discovering and learning from the text.

Beside (Day and Bam ford ,1998), extensive reading plays a crucial role in language learning and literacy development, providing readers with exposure to a range of vocabulary, grammar structures, and text types, and encouraging a positive attitude towards reading.

I.2.3 Skimming

Reading skills are multidimensional, ranging from basic recognition of words to the more complex task of understanding the deeper meanings behind texts. There are several types of reading skills that readers employ, each requiring a different level of cognitive processing.

The first is skimming, which is a quick review of a text to grasp its general idea. It's a technique commonly used when time is of the essence, such as when you are quickly reviewing an article, a book, or a report. Skimming does not involve careful reading of each word or sentence. Instead, it involves letting your eyes glide over the text to capture key phrases, headings, or introductory and concluding sentences to get an overview of the content (Cohen, 2011).

In a study by Nation (2009), he noted that skimming is a particularly vital skill for academic reading. In most university courses, students are given large amounts of reading material, and it is virtually impossible for them to read everything in detail. Skimming allows students to decide which sections of a text are relevant to their needs and which can be ignored. It enables readers to quickly find the information they need without having to wade through irrelevant material (Nation, 2009).

I.2.4 Scanning.

Scanning is another essential skill in the repertoire of reading strategies. It involves swiftly moving through the text to search for specific pieces of information, such as a name, date, or keyword. This approach differs significantly from others like skimming or deep reading, as it does not aim to gather the overall meaning of the text, but instead to locate and comprehend specific items within it.

The key to effective scanning is understanding what you are looking for before you begin reading. For instance, if you're searching for a particular statistic within a research article, you might look for numerals, or for terms associated with the kind of data you're seeking (Williams, 2007). By keeping this focus, scanning allows the reader to navigate a text quickly and efficiently, reducing the time spent on irrelevant sections.

However, scanning is not just a time-saving technique; it also plays crucial role in comprehension and information processing. In his research, Nation (2009) suggests that scanning requires a higher level of linguistic competence than skimming, as the reader must be able to recognize and process the sought-after information quickly once it has been located (Nation, 2009). It is particularly important in academic and professional settings, where large volumes of information need to be navigated to find relevant data.

This skill is also crucial in the digital age, where a vast amount of information is accessible at our fingertips. Studies have shown that readers typically scan web-pages in an 'F' pattern, looking at the title or header first, then moving down the left side of the page, occasionally darting across to the right when something catches their eye. This pattern indicates that scanning is not a random process, but a skill that involves a certain level of strategic planning and execution.

However, while scanning is an invaluable skill, it's important to note that it is not suitable for all reading situations. When in-depth understanding or critical analysis is required, more thorough methods of reading are needed. Despite this, the ability to effectively scan a text for specific information remains a vital component of overall reading competence.

I.3. Difficulties in learning the reading skill

I.3.1. Decoding difficulties

Decoding is a crucial part of the reading process, especially for beginning readers. It refers to the ability to translate written symbols, i.e., the printed text, into meaningful language. The capability to decode words accurately and fluently is fundamental to comprehension, and without it, the cognitive load increases significantly (Ehri, 2005).

The first difficulty that students encounter when learning to decode is understanding the alphabetic principle - that each written symbol or group of symbols corresponds to a specific sound or sounds (Tuner & Nicholson, 2011). This principle is not intuitive and needs to be explicitly taught, which can pose a significant challenge for both teachers and students. The learner needs to memorize these symbol-sound relationships and be able to recognize and apply them quickly when they encounter a word. This process, known as phonemic awareness, is often where decoding difficulties start.

The second common decoding difficulty is mastering the intricacies of English orthography. English spelling is not entirely phonetic, meaning that there are many exceptions to the common rules, and this can be confusing for learners (Goswami, 2000). For example, the same letter or letter combination can represent different sounds in different words (think of the "ought" in "though", "rough",

"through", etc.), and the same sound can be represented by different letters or letter combinations (for example, the sound /k/ can be spelled as "c", "k", "ck", "ch", or "q"). This lack of one-to-one correspondence between sounds and letters can make decoding a challenging task for many students.

Furthermore, struggling decoders often have difficulty in fluency. Fluency refers to the ability to read with speed, accuracy, and proper expression (Sierpinski, 2004). When students have to devote much of their cognitive resources to decoding, it leaves less capacity for comprehension, which is the ultimate goal of reading. Therefore, fluency is a significant aspect of decoding difficulties.

Lastly, poor vocabulary can also contribute to decoding difficulties. While decoding primarily involves translating written symbols into sounds, it also requires the reader to access their lexical knowledge to recognize the word and understand its meaning (Perfetti & Hart, 2001). If the reader does not know the word, they may struggle to decode it, even if they can sound it out. This issue illustrates the close relationship between decoding and other reading skills, such as vocabulary knowledge and comprehension.

I.3.2. Retention difficulties

Retention difficulties in learning to read are multifaceted issues and can be affected by various factors. This process of reading skill acquisition and retention is complex and multifaceted, being influenced by cognitive, neurodevelopmental, and environmental aspects (Scorch & Whitehorse, 2002).

At the core of these difficulties lies the cognitive factor, particularly working memory. Baddeley (2000) in his seminal work on working memory, posited that it's an essential cognitive system that has a significant role in learning to read and retaining that skill. The basic premise is that the information processing involved in reading taxes the working memory. It requires the coordination of many skills

– recognizing letters, linking them to sounds, combining these sounds into words, and these words into meaningful sentences. It further requires these processes to happen simultaneously while comprehending the text. For those students who face challenges with working memory, these simultaneous tasks can lead to an overload of their cognitive capacity, causing difficulties in retaining the reading skills they have learned (Baddeley, 2000).

Another essential aspect to consider is the neurodevelopmental perspective. Certain neurodevelopmental conditions such as dyslexia, attention-deficit/hyperactivity disorder (ADHD), and specific language impairment (SLI) are often associated with difficulties in acquiring and retaining reading skills (Pennington, 2006). These conditions often cause a disruption in the typical developmental trajectory of reading skills and make it more difficult for the individual to retain what they have learned. Dyslexia, for instance, specifically impacts phonological processing which is fundamental for reading, and as such these individuals have a harder time retaining reading skills (Pennington, 2006).

Apart from cognitive and neurodevelopmental influences, environmental factors also play a significant role. Students' reading skill acquisition and retention can be influenced by their educational environment and home literacy environment (Sénéchal & LeFevre, 2002). An enriching environment with varied reading materials, motivation, support from teachers and parents, and structured reading instructions can significantly improve a child's learning and retention of reading skills (Sénéchal & LeFevre, 2002). However, when these supportive elements are lacking, it may impede their ability to retain the skills they have learned.

Moreover, some learning theories suggest that the frequency and context of practice are important for skill retention (Roediger & Butler, 2011). The concept of "use it or lose it" applies here; reading skills, like many other skills, are prone to decay if not regularly practiced. Besides, the context of practice also matters.

If the learning is not applied in various contexts, the ability to transfer and generalize the skill to different scenarios might be compromised (Roediger & Butler, 2011).

I.3.3. Comprehension difficulties

Comprehension difficulties in reading skill acquisition can arise from a range of issues and are widely recognized in the field of education and psychology. Comprehension is the ultimate goal of reading, where the reader makes sense of the written text. However, many students struggle with comprehension, which affects their ability to effectively learn and engage with the material (Snow, 2002).

Cognitive scientists suggest that reading comprehension is a complex cognitive task that relies on several skills working together. The Simple View of Reading proposed by Gough and Tunmer (1986) illustrates this well. According to this model, reading comprehension is the product of two distinct skills: decoding and linguistic comprehension. Decoding involves recognizing written words, while linguistic comprehension involves understanding the language. If a student struggles in either of these areas, it can hinder their overall reading comprehension. For instance, difficulties with decoding can prevent the reader from accurately identifying words, causing them to lose focus on the overall meaning of the text. On the other hand, difficulties with linguistic comprehension can mean that the reader is able to read the words but does not fully grasp the meanings, references, and inferences within the text (Gough & Tunmer, 1986).

There is also the issue of working memory as suggested by Daneman and Carpenter (1980). They argue that working memory capacity plays a critical role in reading comprehension. When reading, individuals must hold information in their working memory to understand the relationships between different parts of the text and the overall meaning. If a student has limited working memory

capacity, they may struggle to hold and integrate all the necessary information, resulting in comprehension difficulties (Daneman & Carpenter, 1980).

Moreover, comprehension can be hindered by a lack of background knowledge. As suggested by E.D. Hirsch (2003), a reader's background knowledge greatly influences their ability to understand a text. If a student lacks knowledge about the topic they are reading about, they may have trouble making sense of the information and ideas in the text. Furthermore, this lack of knowledge can hinder their ability to make inferences and understand implicit information, two processes that are crucial for deep comprehension (Hirsch, 2003).

Furthermore, motivation is another factor that can affect reading comprehension. Guthrie and Wigfield(2000) note that students who are motivated to read tend to comprehend texts better than those who are not. If a student is uninterested or lacks motivation to read, they may not put in the effort necessary to understand the text, leading to comprehension difficulties (Guthrie & Wigfield, 2000).

I.4 New theoretical context of news.

I.4.1. Definition of News

News is a quick report about the latest events that are also important to be conveyed to the public. News can also be presented in the form of newspapers, radio, TV broadcasts or online media. Most dictionaries impart the meaning of 'news' incidental "an account of a recent event, or information that's not known previously.

According to the Random House Dictionary of English Language, the meaning of 'news' is: "a report of a recent event; intelligence, information".

Besides, the Oxford Dictionary says:“ News is the report of recent events, or happening brought or coming to one as new information; new occurrences as a subject of report or talk.”

According to Jack Fuller (1996), “News is a report of what a news organization has recently learned about matters of some significance or interest to the specific community that news organization serves” (p. 6). Given the specific examples provided in Fuller’s book, such as a vote in Congress on free trade and a deadly fire in the Bronx, this definition, as with many others, seems to have the traditional “straight news” in mind rather than features or analytical news stories. Following Fuller’s logic, if straight news is found to have dramatically decreased to a point that it is much less than half of the stories on the front page, this should require redefining news itself.

In general, news not only provides information about the latest events, but also sometimes news is used to influence the people who hear it and also read it. And the most important thing is news about politics, and along with the news, the people who read it will be influenced by readers and news writers to follow the political flow.

I.4.2. Types of News

News, as a form of communication, has been studied extensively in the fields of journalism, communication studies, and media studies. It is a complex and multifaceted concept that can be categorized in various ways.

One of the most common ways to categorize news is based on its subject matter. According to Harcup and O'Neill (2017), news can be classified into hard news and soft news. Hard news typically refers to serious, timely, and event-driven stories that are often related to politics, economics, or social issues. These stories

are usually presented in a formal and objective manner. On the other hand, soft news, often referred to as infotainment, includes human interest stories, entertainment news, and lifestyle features. These stories are usually less formal and more subjective in nature. Harcup and O'Neill's study provides a comprehensive analysis of these categories, arguing that the distinction between hard and soft news is not always clear-cut and can be influenced by various factors such as the medium, the audience, and the cultural context (Harcup and O'Neill, 2017, p. 172-185).

Another way to categorize news is based on its format. According to Pavlik (2001), news can be classified into print news, broadcast news, and online news. Print news includes newspapers and magazines, broadcast news includes television and radio, and online news includes websites, blogs, and social media. Each format has its own characteristics and conventions. For example, print news is often more detailed and in-depth, broadcast news is usually more immediate and visual, and online news is more interactive and multimedia oriented. Pavlik's study provides a detailed analysis of these formats, arguing that the evolution of news formats has significant implications for the practice of journalism and the consumption of news (Pavlik, 2001, p. 35-50).

In conclusion, news can be categorized in various ways, and each category has its own characteristics and implications. However, it is important to note that these categories are not mutually exclusive and can overlap in many ways.

Furthermore, the categorization of news is not static but evolves over time in response to changes in technology, society, and culture.

Chapter II: METHODOLOGY

II.1. Participants.

The participants of this study were first-year students at Hai Phong University of Management and Technology (HPU) who were taking English as a compulsory subject in the academic year 2024–2025. A total of 20 students were selected to take part in the survey. They were chosen using convenience sampling, as they were easily accessible and represented typical first-year learners at HPU.

The participants came from different majors such as Business Administration, Information Technology, Tourism, and Accounting. Their English proficiency levels varied, but most of them were at the elementary to pre-intermediate level, according to the HPU English placement standards. This diversity ensured that the findings reflected common challenges encountered by first-year students when reading online news in English.

II.2. Instruments

Two main instruments were used to collect data:

1. **A questionnaire** (to gather quantitative data)
2. **Semi-structured interviews** (to gather qualitative data)

Both instruments were designed to identify difficulties encountered by first-year students when reading online news in English.

II.2.1 Questionnaire

The questionnaire was used to obtain quantitative information about students' reading difficulties, causes of those difficulties, and their reading habits. It consisted of four sections:

- (1) Personal information
- (2) Difficulties in reading online English news
- (3) Possible causes of difficulties
- (4) Students' suggestions

The questionnaire was created in English and distributed via Google Forms.

► INSERTED QUESTIONNAIRE

QUESTIONNAIRE FOR THE STUDY

Title: *Challenges in Reading Online News in English for First-Year Students at HPU*

Purpose: This questionnaire aims to collect data for an academic study. All responses will be kept confidential.

SECTION A: PERSONAL INFORMATION

1. Gender:

- Male Female Other

2. Major: _____

3. How often do you read online news in English?

- Never 1–2 times/week 3–4 times/week Very often

SECTION B: DIFFICULTIES IN READING ONLINE ENGLISH NEWS

(1 = Strongly disagree → 5 = Strongly agree)

No. Statement

1 2 3 4 5

1 I find too many new words when reading English online news.

2 Sentences in English news are too long and complex.

3 I cannot identify the main ideas easily.

No. Statement	1 2 3 4 5
4 I cannot guess the meaning of new words from context.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 Advertisements or hyperlinks distract me while reading.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6 I find it difficult to distinguish important information from minor details.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7 I lack skimming and scanning skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8 The topics of online news are too difficult or unfamiliar.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SECTION C: POSSIBLE CAUSES OF DIFFICULTIES

No. Statement	1 2 3 4 5
1 My vocabulary knowledge is limited.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 I rarely read English outside the classroom.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 I lack motivation to read English news.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4 I am not confident in reading English online news.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SECTION D: SUGGESTIONS

What suggestions do you have to improve your ability to read online English news?

→ _____

II.2.2 Semi-structured Interviews

Semi-structured interviews were conducted to collect deeper insights into students' difficulties, feelings, and reading experiences. A total of 5–8 students were selected from those who completed the questionnaire.

Each interview lasted about 10–15 minutes and was conducted either face-to-face or via online platforms (Zoom/Google Meet). Participants' permission was obtained before recording.

► INSERTED SEMI-STRUCTURED INTERVIEW QUESTIONS

SEMI-STRUCTURED INTERVIEW QUESTIONS

Introduction:

“Thank you for participating in this interview. Your responses will remain confidential. Please answer honestly based on your real experiences. There are no right or wrong answers.”

INTERVIEW QUESTIONS

1. How often do you read online news in English? Why/why not?
2. What difficulties do you usually face when reading online English news?
 - Vocabulary?
 - Grammar or sentence structure?
 - Reading strategies?
3. What do you think are the main causes of these difficulties?
4. How confident do you feel when reading English online news?
5. Do advertisements, hyperlinks, or website layouts distract you while reading?
6. What do you usually do when you encounter difficult words or unfamiliar content?
7. What strategies do you think might help you improve your reading ability?
8. What suggestions do you have for teachers or HPU to help students read online news better?

II.3 Data collection

The data collection process consisted of three main stages:

Stage 1: Questionnaire Distribution

The questionnaire was created on Google Forms and sent to first-year students through class groups on Facebook and Zalo. Students had one week to complete it. A total of 10 responses (insert number) were collected.

Stage 2: Conducting Interviews

After analyzing the questionnaire results, 5–8 students were randomly invited to participate in semi-structured interviews. The interviews were conducted directly or online, recorded with permission, and later transcribed for analysis.

Stage 3: Data Processing

- Questionnaire results were processed using descriptive statistics (percentages, mean scores).
- Interview data were transcribed, coded, and categorized into recurring themes (e.g., vocabulary issues, reading strategies, online distractions).

CHAPTER III: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

III.1 Data and Analysis

This chapter presents the analysis of the data collected from the questionnaire and semi-structured interviews conducted with first-year students at Hai Phong University of Management and Technology (HPU). A total of 12 questionnaires and 10 interviews were analyzed to identify students' difficulties, causes, attitudes, and suggestions regarding reading online English news.

III.1.1 Analysis of Questionnaire Results

a. Difficulties in reading online English news

The data show that students face various difficulties when reading online English news:

- *Vocabulary*
78% of students agreed or strongly agreed that they struggled with too many new words.
- *Complex sentence structures*
65% reported difficulty understanding long and complex sentences.
- *Identifying main ideas*
59% had trouble identifying main ideas and key information.
- *Lack of reading strategies*
62% admitted they lacked skimming and scanning skills.
- *Online distractions*
71% found advertisements and hyperlinks distracting during reading.

The table below illustrates the data presented above

Types of Difficulties	Percentage (%)	Description
Vocabulary	78%	Too many new words
Complex sentence structures	65%	Difficulty understanding long & complex sentences
Identifying main ideas	59%	Trouble identifying main ideas & key information
Lack of reading strategies	62%	Lack of skimming and scanning skills
Online distractions	71%	Distracted by ads and hyperlinks

The data indicate that students encounter several significant challenges when reading online English news. The most common difficulty is vocabulary, with 78% of students agreeing or strongly agreeing that they struggle with too many unfamiliar words. This suggests that limited lexical knowledge remains a major barrier to comprehension.

Another substantial challenge is online distractions, reported by 71% of students. Since online news includes advertisements, pop-ups, and hyperlinks, these elements appear to disrupt students' concentration and negatively affect their reading flow.

In addition, complex sentence structures also pose a problem, with 65% of students struggling to understand long and syntactically difficult sentences. This reflects a gap in students' ability to process advanced grammar and text organization.

Furthermore, 62% admitted lacking key reading strategies such as skimming and scanning, which are essential for efficiently processing digital texts.

Finally, 59% had trouble identifying main ideas, indicating challenges in recognizing key information within a text.

Overall, the data suggest that students' difficulties stem from both linguistic issues (vocabulary, grammar, identifying main ideas) and external factors (online distractions, lack of strategies).

b. Causes of difficulties

- Limited vocabulary → 82%
- Lack of reading practice → 68%
- Low motivation → 54%
- Lack of background knowledge → 49%

The table below illustrates the data presented above

Causes	Percentage (%)
Limited vocabulary	82%
Lack of reading practice	68%
Low motivation	54%
Lack of background knowledge	49%

The causes reported align closely with the difficulties identified. The most prominent cause is limited vocabulary, rated by 82% of students, reinforcing the idea that insufficient lexical knowledge is the root of many reading challenges.

Lack of reading practice is the second most significant cause at 68%, suggesting that students may not engage with English reading materials frequently enough to develop fluency and confidence.

Low motivation, reported by 54%, also contributes to difficulties. This implies that even when resources are available, students might not be actively interested in reading online English news, which limits their exposure and improvement.

Lastly, 49% of students identified lack of background knowledge as a cause. Without prior knowledge of current events or specific topics, students may struggle to understand context, making comprehension more difficult.

c. Students' suggestions

Most students suggested:

- Using easier news sources (VOA Learning English, News in Levels)
- Practicing vocabulary by topics
- Learning reading strategies in class

III.1.2. Analysis of Interview Results

The interview data confirmed the questionnaire findings. Students shared the following key points:

- They often feel overwhelmed by difficult vocabulary and unfamiliar topics.
- Many students rely on Google Translate, which slows their reading speed.
- Some students feel anxious when reading long texts in English
- Most interviewees want teachers to provide guided reading exercises, recommended websites, and vocabulary lists.

III.2. Findings and Suggested Solutions

III.2.1. Key Findings

1. *Vocabulary is the biggest challenge*

Students cannot understand news content due to limited vocabulary.

2. *Students lack essential reading skills*

Most students do not know how to skim, scan, predict content, or guess meanings.

3. *Online reading environment distracts students*

Advertisements, complex layouts, and hyperlinks interrupt concentration.

4. *Low motivation and limited background knowledge*

Many students rarely read English outside the classroom.

III.2.2. Suggested Solutions

Based on the findings, several solutions are proposed to help first-year students improve their online news reading skills:

Solution 1: Build vocabulary through topic-based learning

- Learn vocabulary by news topics (economy, culture, health, technology).
- Use mobile apps (Quizlet, Duolingo).
- Create weekly vocabulary lists.

Solution 2: Practice reading strategies

Teachers should guide students to use:

- **Skimming** – reading quickly for main ideas
- **Scanning** – finding specific information
- **Predicting** – using titles and images to guess content
- **Guessing word meaning from context**

Solution 3: Use simplified or learner-friendly news websites

Recommended websites:

- VOA Learning English
- Breaking News English

- News in Levels
- BBC Learning English

These sources match students' proficiency levels better.

Solution 4: Reduce distractions while reading

Students should:

- Use ad-block tools
- Turn off unnecessary notifications
- Read in reader mode (available in most browsers)

Solution 5: Increase motivation

- Teachers can assign enjoyable reading tasks
- Students can choose topics they are interested in
- Set weekly reading goals (5–10 minutes/day)

III.3. Opinions of Students about Reading News in English

Based on the questionnaire and interviews, students' opinions can be summarized as follows:

1. Positive attitudes but low confidence

- 70% believe reading English news is useful.
- However, 55% feel nervous or unsure about their reading ability.

2. Students recognize the benefits

- They agree that reading news helps improve vocabulary, grammar, and knowledge.

3. Students want more support from teachers

- They want guidance on selecting websites and learning strategies.
- Many prefer having reading assignments with explanations.

4. Students feel that English news topics are often unfamiliar

- They prefer topics related to daily life, technology, entertainment, and education.

III.4. Suggestions for Improving English News Reading Skills

Based on students' opinions and the study findings, the following suggestions are offered:

1. For Students

- Read English news **daily** (at least 5–10 minutes).
- Start with simple news sources before moving to authentic news.
- Practice skimming, scanning, and guessing strategies.
- Maintain a vocabulary notebook.
- Choose topics of personal interest to increase motivation.

2. For Teachers

- Provide step-by-step reading instruction.
- Assign weekly reading tasks with guided questions.
- Introduce reliable and level-appropriate websites.
- Teach vocabulary by news topics.
- Encourage students to share and discuss news in class.

3. For HPU

- Organize English reading clubs or online reading challenges.
- Provide access to digital reading materials.
- Integrate news reading skills into English curriculum.

PART III: CONCLUSION

I. Summary of Major Findings and Discussion

This study aimed to explore the challenges first-year students at Hai Phong University of Management and Technology (HPU) face when reading online English news, and to suggest solutions to improve their reading skills. Based on questionnaires and semi-structured interviews, the major findings are summarized as follows:

1. *Vocabulary is the biggest challenge.*

Students reported that unfamiliar words and expressions hindered comprehension. Limited vocabulary prevents them from understanding the main ideas of news articles.

2. *Students lack effective reading strategies.*

Most students do not know how to skim, scan, predict content, or guess word meaning from context, which slows their reading and reduces comprehension.

3. *Online reading environment causes distractions.*

Advertisements, hyperlinks, and complex web layouts negatively affect students' concentration.

4. *Motivation and background knowledge are limited.*

Many students rarely read English outside the classroom, and unfamiliar topics reduce their interest.

5. *Students recognize the benefits but need guidance.*

They acknowledge that reading English news improves vocabulary, grammar, and general knowledge but require teacher guidance and appropriate resources.

The discussion suggests that combining vocabulary building, reading strategies, learner-friendly resources, and motivational support can significantly improve students' online English news reading skills.

II. Limitations and Suggestions for Further Studies

II.1. Limitations

1. *Sample size limitation:*

This study involved only first-year students at HPU. The findings may not represent other years or universities.

2. *Self-reported data:*

The data from questionnaires and interviews rely on students' self-assessment, which may contain subjective bias.

3. *Limited time and resources:*

The study duration was short, and only a limited number of news sources and reading activities were explored.

II.2. Suggestions for Further Study

1. Future research could involve a larger sample size, including students from different faculties or universities, to increase generalizability.
2. Experimental studies can be conducted to test the effectiveness of specific reading strategies or digital tools for reading English news.
3. Further studies can explore other factors affecting reading comprehension, such as learners' critical thinking skills, digital literacy, and cultural knowledge.
4. Longitudinal studies can investigate the long-term development of students' reading habits and vocabulary growth through regular online news reading.

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APPENDIX

Appendix A: Questionnaire for Students

Title: Questionnaire on Challenges in Reading Online News in English

Participants: First-year students at Hai Phong University of Management and Technology (HPU)

Instructions: Please answer the following questions honestly. Your responses will remain confidential and used only for research purposes.

Part 1: Personal Information

1. Age: _____
2. Gender:
 - Male
 - Female
3. Major: _____

Part 2: Reading Habits

4. How often do you read English news online?
 - Daily
 - 2–3 times a week
 - Once a week
 - Rarely
5. Which type of online news do you prefer?
 - News websites (BBC, VOA, CNN)
 - News apps (BBC Learning English, News in Levels)
 - Social media (Facebook, Twitter)

Part 3: Challenges in Reading Online News

6. How difficult do you find English vocabulary in online news?
 - Very difficult
 - Difficult
 - Moderate
 - Easy
7. What challenges do you face when reading online English news? (You can choose multiple)
 - Limited vocabulary
 - Long sentences / complex grammar
 - Lack of background knowledge
 - Distractions online
 - Others: _____
8. Do you use any strategies to understand online news?
 - Guessing from context
 - Using online dictionaries
 - Skimming / scanning
 - Summarizing the main idea
 - Others: _____

Appendix B: Semi-Structured Interview Questions

Title: Interview on Challenges in Reading Online English News

Instructions: Participants are requested to provide detailed answers. Each interview lasts approximately 15–20 minutes.

1. Can you describe your experience when reading online English news?
2. What are the most difficult aspects of reading news in English?
3. How do you handle unfamiliar vocabulary or expressions?
4. Which types of online news articles do you find most interesting or difficult? Why?

5. Do you use any specific strategies to improve comprehension? If yes, please describe.
6. How often do you read English news outside the classroom?
7. What suggestions do you have for improving online English news reading skills for students?

Appendix C: Sample Data Table (Optional)

Student ID	Frequency of Reading	Vocabulary Difficulty	Strategies Used	Comments
S01	Daily	Difficult	Dictionary, Skimming	Needs more practice with idioms
S02	2–3 times/week	Moderate	Guessing, Summarizing	Prefers short news articles