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DEPARTMENT OF FOREIGN LANGUAGES

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Compiling a reading material for students of articulation program
at Haiphong Private University

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ABSTRACT

Language teachers are often faced with the responsibility of selecting appropriate reading passages or developing language tests for their classrooms and programs. Since the focus of EFL class is TOEIC – oriented in many universities in Vietnam, the selection of an appropriate reading material is critical. If the passage chosen is inappropriate for whatever reason, the chances of success for that particular lesson are substantially lessened. For students of Haiphong Private University (HPU), the issue is quite challenging because there are many English courses for different kinds of students such as college level, university level, articulation level. Each level has its own learning aims and needs. The books used vary in suitability, and teachers sometimes feel that they cannot be adapted to suit the needs of their classes. That is the reason why this study was carried out with the aim of compiling a reading material for students of articulation program at Haiphong Private University.

To do the research, questionnaires were used to reveal students' level of English and their needs. It was found that level of English in the classroom is varied and the lack of basic grammar is a problem. It was also revealed that most of them would like to be reviewed and consolidated what they learnt and equipped with knowledge of TOEIC – oriented exercises that is very necessary for their graduation exam.

This study aims at compiling reading materials for students of articulation program with TOEIC orientation. It also provides students with basic grammar in use and an overview of TOEIC reading test.

CHAPTER ONE: INTRODUCTION

I. RATIONALE

The English language is the predominant academic language around the world. For example, much of the research was conducted, written and expressed in English. People who are able to speak more than one language have international business opportunities as well as they can work in many fields related to foreign companies. Getting a great job will be so much easier if you can speak English.

With so many places putting such a strong emphasis on an ability to master the English language, taking Test of English for International Communication (TOEIC) has never been more beneficial. This recognition is from one of the most respected organizations and one that is known worldwide. It will show that you have more than just a passing knowledge of the English language or just a basic fluency; this certificate demonstrates that you have a high understanding and grasp.

Nowadays, more and more companies are turning to a TOEIC score to help them decide on whom to hire for a job. If you have already taken the test, you will be ahead of the curve and can show that you have the good communication skills that are often necessary in the job market today. Since many employers use this as an assessment tool for hiring, the test can help people gain employment.

To be aware of the importance of TOEIC for students' future job, Hai phong Private University decided to apply TOEIC-oriented program in curriculum. This program was applied 4 years ago for every level of English non-majors with a view to improving them knowledge needed for their career ahead. For students of articulation program, this program is also of prime importance because of their background, needs and wants. That's why this study is carried out in order to help them grasp the material involved in TOEIC grammar and vocabulary and be able to use English proficiently in a work environment. This

can give the students confidence needed to push them to get further training to move your career ahead.

II. AIM OF THE STUDY

The main aim of this study is improving students' reading skills by a wide range of reading texts and giving them chance to be equipped with reading skills, grammar consolidation, vocabulary improvement.

III. SCOPE OF THE STUDY

The target learners aimed at in the study are the students of articulation program whose accumulation of vocabulary, grammar and real life experience have been improved throughout the years at the University. However, as non English majors and TOEIC seems to be "new" to their awareness of learning foreign language, this study only focus on TOEIC – oriented reading as a starting point to help them improve reading skills.

IV. METHODS OF THE STUDY

Questionnaires were mainly used in this study as a needs analysis to reveal students' level of English and their needs as well as to help teacher choose the suitable reading text for their level. Pre-course questionnaires were give to both teachers and students to seek to answer to information about teaching experience in general and TOEIC in particular, their attitude towards the role of grammar teaching in class, students' English learning background, their knowledge of TOEIC learning, their expectation in this course. Post-course questionnaires were give to both teachers and students to seek information about teachers' and students' opinion of this reading material in terms of reading texts, grammar, the task assigned in every lesson and their suggestion for further study.

After analyzing the questionnaires, the researcher conducted her research by compiling a TOEIC –oriented reading material for students basing on the syllabus.

CHAPTER TWO: LITERATURE REVIEW

This chapter begins with an overview of reading skills. Then, one of the features of TOEIC – TOEIC reading – will be discussed. Next, several different approaches of materials development will be referred to.

I.   An overview of reading skills

Reading in GE is normally aimed at improving reading skills for learners. Ultimate aims for reading are that learners should be able to read general texts with comprehension, read flexibly according to the purpose, and be able to learn language and content from reading. However, students also need to learn how to read for meaning and it is not always possible to teach for both purposes at the same time. That is because many learners have specific needs.

Reading involves a variety of skills. A great deal of research effort has tried to identify the catalogue of reading skills and establish the relationships with one another, but the issues remain controversial. Grellet (1981: 4) has listed a number of reading skills taking from John Munby's *Communicative Syllabus Design*. Dudley-Evans & John (1998: 96), in terms of the balance between reading skills and language, also stress that "The reading component of an ESP course thus requires a balance between skills and language development". They have listed some of the key skills to be learnt or transferred into the new language as follows:

- selecting what is relevant for the current purpose

- using all the features of the text such as headings, layout

- skimming for content and meaning

-scanning for specifics

- identifying organizational patterns

- understanding relations within a sentence and between sentences

- using cohesive and discourse markers

- predicting, interfering and guessing

- identifying the main ideas, supporting ideas and examples

- processing and evaluating the information during reading

- transferring or using the information while or after reading

Mann (2003:3) focuses on a list of reading skills as follows:

- Distinguishing main concepts

- Understanding gist

- Deducing meaning

- Summarizing salient points

- Understanding implication

- Understanding logical cohesion

- Scanning for specific information

- Understanding text structure

- Grammar referencing

- Skimming for gist

- Lexical referencing

- Understanding fact and opinion

- Recognizing discourse markers

Nuttall, in another approach, considers reading skills as *word attack skills* and *text attack skills*. Nuttall (1996: 41) says that "Most students are well aware when they have problems with vocabulary, so they usually appreciate the need for *word attack skills*. Training in *text attack skills* involves making students aware of things they normally do not notice at all".

Nuttall (1996: 40) also emphasizes that "Whether it is one skill or many, reading is improved through practices". Therefore, identifying certain strategies which readers can make conscious use of when reading texts is of prime importance. Summarized in broad terms, the skills and strategies can be described as follows:

- Strategies involving flexibility of technique: variations in reading rate, skimming, scanning, study reading and so on.

- Strategies of utilizing information that is not part of the linear text: reference apparatus, graphic conventions, figures (diagram, etc)
- Word attack skills: tackling unfamiliar lexical items by using morphology, inference from context, a dictionary, structure clues.
- Text attack skills: understanding syntax, recognising and interpreting cohesive devices, interpreting discourse markers, recognizing text organization, recognizing the presuppositions underling the text, recognising implications and making inferences, prediction, using all the clues available for both top-down and bottom-up strategies, including cohesion and rhetorical structure.

<div align="right">Nuttall (1996: 172)</div>

It is difficult to point out which skill is the best one because most of these skills are composed of several processes. It can be said that *skimming* and *scanning* are useful for determining whether to read a document or which part to read carefully. For example, the students may have to select from his list those titles they feel are appropriate for their topic. This will involve skimming quickly through the list, matching titles with the topic. Or they may scan more slowly, read more thoroughly to extract the specific information they require. Also, they should be trained to use graphs and diagram to predict some of the content of a text. However, one of the teacher's main functions when training students to read is not only to persuade them of the advantages of skimming and scanning but also to make them see that the way they read is vitally important so as to get the message conveyed by the writers precisely and rapidly.

II. An overview of TOEIC reading

1. *What is TOEIC?*

Educational Testing Service (ETS) began developing the TOEIC test in 1978 as a way of measuring the communicative ability of business people. Their intention was that the test:

- Assess everyday English as used in a working environment
- Be easy to administer

- Allow large numbers of test takers to participate in a minimum of time
- Require no specific preparation

The first TOEIC test was administered in December 1979 and was taken by 2,773 people. The average score was 578. Since those early days the test has seen a dramatic increase in test taker numbers. It is currently used in over 60 countries and taken by more than 4.5 million people per year.

The Test of English for International Communication (TOEIC®), Listening and Reading Test is used to assess non-native English proficiency and is currently used in many countries as a standard measure of English ability.

2. *Test structure and timing (old and new versions)*

According to Trew (2007, p2), there is a clear distinction between old and new designed TOEIC as follow:

Part	Old name	New name	Old number of questions	New number of questions	Changes
Listening Section (45 minutes)					
1	Photographs	Photographs	20	10	Half the number of questions.
2	Question-Response	Question-Response	30	30	No change.
3	Short Conversations	Conversations	30	30	Some conversations are longer and each features 3 questions rather than 1.
4	Short Talks	Talks	20	30	10 more questions. Some talks are longer. 10 talks with 3 questions each.
Reading Section (75 minutes)					
5	Incomplete Sentences	Incomplete Sentences	40	40	No change.
6	Error Recognition	Text Completion	20	12	New part features questions similar to Part 5, but within a context. 12 questions: 3 reading texts with 4 questions each.
7	Reading Comprehension	Reading Comprehension (single and double passages)	40	28 based on single passages 20 based on double passages	New questions based on double passages. Some texts are longer.

3. Type of TOEIC reading

INCOMPLETE SENTENCES

In this multiple-choice section, you need to choose the best answer to complete a sentence. Your knowledge of grammar and vocabulary are both important in helping you understand the correct context of the sentence and in choosing the right answer. For example, you must be familiar with word forms such as nouns, adjectives, adverbs, etc. to know which one fits the sentence correctly.

TEXT COMPLETION (NEW TOEIC TEST)

Here, you will be asked to fill in the blanks, as in the incomplete sentences section above. The difference is that the blanks are part of longer pieces of writing such as a letter.

READING COMPREHENSION

The reading comprehension section presents texts taken from a wide variety of contexts such as bulletins, advertisements, reports, tables, announcements, memos, etc. A number of questions follow. Reading skills such as skimming, scanning and understanding vocabulary in context are all useful here.

- **Tips for part VII – Reading comprehension**

Part VII has 12 -15 short readings. Each reading is followed by two to five questions. There are four answer choices for each question. You have to choose the best answer to these questions according to information in the readings.

Most of the readings are quite short. Some are only three or four sentences long. However there are some longer passages. The longest ones are about 300 words. The readings cover a wide variety of topics. Most of the double passages (paired readings) consist of two different types of readings.

There are 2-5 questions for each single reading passage and there are five questions for each Paired Reading. There are four main types of questions asked

1. Overview questions

2. Detail questions

3. Vocabulary questions

4. Inference questions

Overview questions occur after most of the passages. To answer overview questions correctly, you need a "global" (overall) understanding of the passage. The most common overview question asks about the purpose or the main topic of the passage:

> *What does this article mainly discuss?*
>
> *What is the purpose of this letter?*
>
> *Why was this notice written?*

Some ask about the best title or heading of a passage:

> *What is the best heading for this announcement?*
>
> *Which of the following is the best title for the article?*

Other overview questions ask about the writer of the passage, the readers of the passage, or the place of publication:

> *In what business is the writer of the passage?*
>
> *What is the author's opinion of?*
>
> *Who would be most interested in the information in this announcement?*
>
> *For whom is this advertisement intended?*
>
> *Where was this article probably published?*

Detail questions, the most common type of Part 7 question, ask about specific points in the passage. You will usually have to scan the passage to find and identify the information. Sometimes the answer and the information in the passage do not look the same. For example, a sentence in a passage may read "This process is not as simple as it once was." The correct answer may be "The process is now more complex."

Some detail questions are **negative questions.** These almost always include the word NOT, which is printed in **uppercase** (capital) letters:

Based on the information in the passage, which of the following is NOT true?

Negative questions usually take longer to answer than other detail questions.

<u>Vocabulary questions</u> ask about the meaning of a word or phrase in the reading passage. You can use the context (other words in the passage) to help you decide which one of the four answer choices is closest in meaning to the word in the passage. This is what vocabulary items look like:

Which of the following is closest in meaning to the word in paragraph 2, line 4?

The word in paragraph 2, line 4 is closest in meaning to…

You will see vocabulary questions only when there are five questions after a reading.

A few questions in Part 7 are <u>inference questions</u>**.** The answers to these questions are not directly stated in the passage. Instead, you must draw a conclusion about the information that is given. Some typical inference questions:

Which of these statements is probably true?

Which of the following can be inferred from this notice?

- The **PSRA** strategy

An important strategy for reading comprehension is learning to approach a passage in an organized way. First make a Prediction about the passage, then

Scan it, next Read it, and finally Answer the questions. We can abbreviate this strategy to PSRA.

Strategies for reading comprehension

Predict
Look at the introduction line

Look at the question and answer options

Scan the passage
Look for Key Words from the question

Look for Key Words from the answer options

Answer questions (in your head, NOT on answer sheet)

Read the passage
Read quickly, but carefully. Don't stop if you don't know a word

Confirm your predictions

Answer the questions on the answer sheet
Answer the easy question first

Guess if you don't know

- **Reading types**

1. Advertisements
2. Form
3. Report
4. Letters
5. Fax
6. Memo
7. Table
8. Index
9. Chart
10. Announcement
11. Notice
12. Instruction/ guidelines/ rules
13. Article
14. Schedule
15. Calendar
16. Email
17. Web page
18. Computer language
19. Invitation
20. Menu
21. Pamphlet
22. Questionnaire
23. Label

In the _double passage_ section, you will likely find any combination of the above. You can have:

A letter and an email

An invoice and an email

An email and an email

A schedule and a memo

An article and a letter

There can be any combination of types of passages. Whatever the type, you should still use your **PSRA** reading strategies.

- **Tips for Part VII**

1. Look at the reading quickly. Try to get a general idea of what the reading is about.

2. Look at the questions quickly. Don't read the answer choices at this time, just read the question. Try to keep these questions in roar mind while you read.

3. Read the passage. Try to read quickly, but read every word. Look for answers to the questions that you read earlier.

4. Answer the questions. When necessary, go back to the reading to rind the information that need.

5. If you are not sure of the correct answer, try to eliminate choices that you think are wrong.

6. Don't spend too much time on any one question. You should spend a total of about 45 minutes working on Part VII. This means that you should spend an average of about one minute per question. (This includes time you spend reading.) If a question or a reading is confusing, guess the answer or answers, and come back to these items later if you have time.

7. When there are only a few minutes left, read the questions that you have not answered. Don't to read the passages carefully. just skim them (read them quickly). Choose the answers that seem best even if you are not sure.

Since its relatively humble beginnings in 1979, test taker numbers have steadily increased and today the TOEIC test is one of the most common internationally recognized English proficiency exams in the world. The reason for this is that TOEIC is increasingly being seen as a reliable standard measure for making both employment and academic decisions.

III. Materials development in language teaching

Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. (Tomlinson, 1998, p2).

III.1. Evaluating ELT materials

According to Tomlinson (1998, p3), this term refers to attempt to measure the value of materials. It comes to conclusion that for materials to be valuable the learning point should be useful to the learners and that the learning procedures should maximize the likelihood of the learners actually learning what they want and need to learn.

The ability to evaluate teaching materials effectively is a very important professional activity for all EFL teachers. (Mc Donough & Shaw, 1993, p63). For some teachers the selection of a good textbook can be valuable. They may, for example, be having to work with materials which they find very limiting, and will probably need to resort to adapting these materials as best they can to suit the need of their particular context. No textbook or set of materials is likely to be perfect and teachers may be interested in the evaluation exercise for its own sake.

Materials evaluation is one part of a complex process and that materials once selected can only be judged successful after classroom implementation and feedback.

III.2. Adapting the materials

It is more realistic to assume that, however careful the design of the materials and the evaluation process, some changes will have to be made at some level in

most teaching contexts. "Adaptation, then, is the process subsequent to, and dependent on, adoption" (Mc Donough & Shaw, 1993, p82).

Effective adaptation is a matter of achieving 'congruence' (Mc Donough & Shaw, 1993, p83). The good teachers should be aware of several related variables: teaching materials, methodology, students, course objectives, the target language and its contexts, the teachers' own personality and teaching style.

III.3. Compiling the materials

In today's schools textbooks are the main teaching material used in the classroom. They can and should be accompanied by other means of presenting information to students but still remain the most important medium in the teaching process. That is why special attention needs to be paid to their choice or in our case to their compilation.

The need for a specialized course book is not a new notion. Such a need was already felt for a long time. We often searched the bookshop's shelves in the hope to find something suitable. Unfortunately even with the abundant number of course books on the market we were unlucky in finding the one fulfilling our teaching needs. And so every teacher was trying his or her best in selecting supporting materials to present the ESP vocabulary and phraseology to the students. This was not only a time-consuming activity, but also a technically difficult task to make enough copies on not always sufficiently working copier and the school management urging the teachers to cut down the cost of the photocopied material by cutting down the number of copies made.

CHAPTER THREE: THE SURVEY

I.   Description of target learners

In this study, 15 teachers of English, 200 students of articulation at some departments of Business Management, Electric and electronics, Civil engineering, Tourism and Culture are involved in the research.

The 15 teachers of English are very young, aged between 27 and 35 and their experience of teaching at HPU ranges from 5 to 12 years. Most of them are MA degree holders. They are very enthusiastic in teaching and bringing fresh knowledge to their students as well as very motivated in their study and work and in making acquaintance with new teaching materials, methods and techniques. However, none of them have been trained in teaching TOEIC, so they find it difficult to handle the lessons. They have to involve in material selection and preparation by collecting texts from a number of books to teach. They have to identify the current language level of the learners and set tasks that are appropriate in level as well as content. They usually collect exercises which they think interesting and useful from other materials for further practice. It leads to the fact that what is taught is different from one class to another, depending on not only the teachers but the students' level as well.

200 students are studying at some departments according to credit- based learning. They have just graduated from college and continue to higher education, i.e. university. Many of them have got jobs and go to work so they find it difficult to balance learning and working. Many of them are not much interested in learning English. After some years at college, they have already obtained basic knowledge of English including basic structures and common vocabulary. However, due to some reasons such as time, interest, ect, their knowledge of English seem to be lessened.

II.   Description of data collection instrument

Questionnaires were chosen as a data collection in this study because "they are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze" (Richards, 2001:60). They can be seen as a useful tool for "providing the participants' personal details, educational background, and previous language learning experience" (Ellis, 1994:73). Among the three ways of administering a questionnaire suggested by Kumar (1996:113) such as the *mailed questionnaire* (send the questionnaire to respondents by mail), *collective administration* (obtain a captive audience such as students in a classroom, participants of a program), *administration in a public place* (shopping centre, health care, hospital, pub, etc.), the second way is chosen by the researcher.

The researcher intends to send questions to the students, teachers of English at HPU. The way would ensure a very high response rate because very few people refuse to participate in her study. Also, the researcher can have personal contact with the study population so she can explain the purpose, relevance and importance of the study and can clarify any questions that respondents may have.

In order to get information on the target needs and learning needs, the pre – course questionnaires were designed for students (*see Appendix 1*). It consists of several questions. The researcher wants to get information on general personal data, education background, their English learning situations in terms of grammar, their opinions of learning grammar successfully as well as sub skills the syllabus help to develop in reading. The pre – course questionnaires were also designed for teachers (*see Appendix 2*) to gather information on teaching background, their opinion of TOEIC test and their experience about English teaching.

To evaluate the material, post-course questionnaires were designed for both teachers and students. The researcher wants to get information on the contact between teachers and students during the learning time, the topics in the material used, the grammar content in the book and the feasibility of applying this material in this course. The problem is that their English level varies a lot. The proficiency level in English of students coming from rural area and the cities, in general, is different. Mixed ability causes many difficulties in learning and teaching because it is hard for teachers to find a suitable method to teach English to different levels of students.
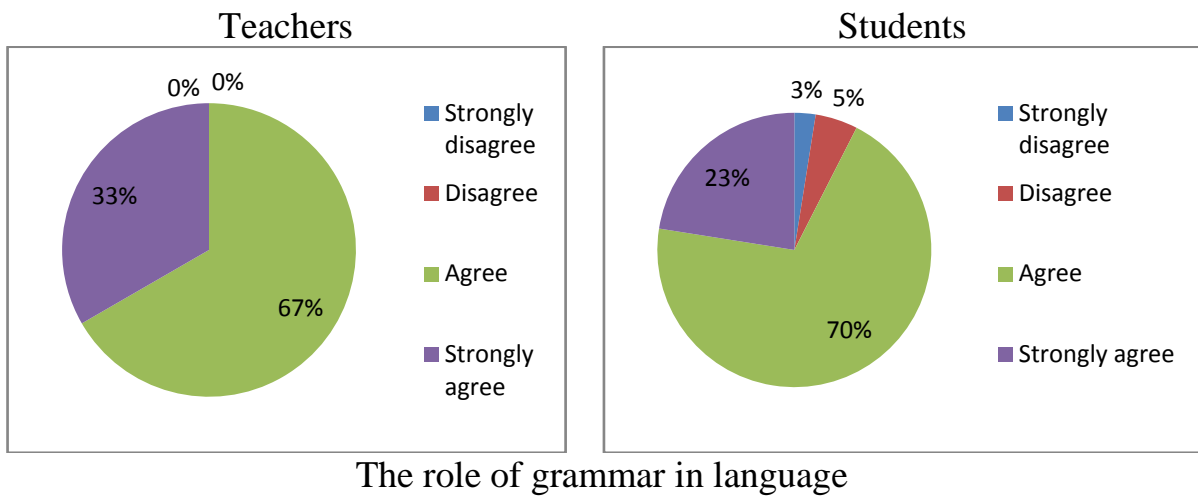
III. *Results collected from questionnaires*

III.1. Pre-course questions for students and teachers

Question 1 for students intends to find out their understanding about TOEIC test format. Most of the students (160) said that they knew TOEIC because they have learnt it at college level. 10 confirmed they knew just a little, 30 said that they have never known about it because they came from other college with different curriculum.
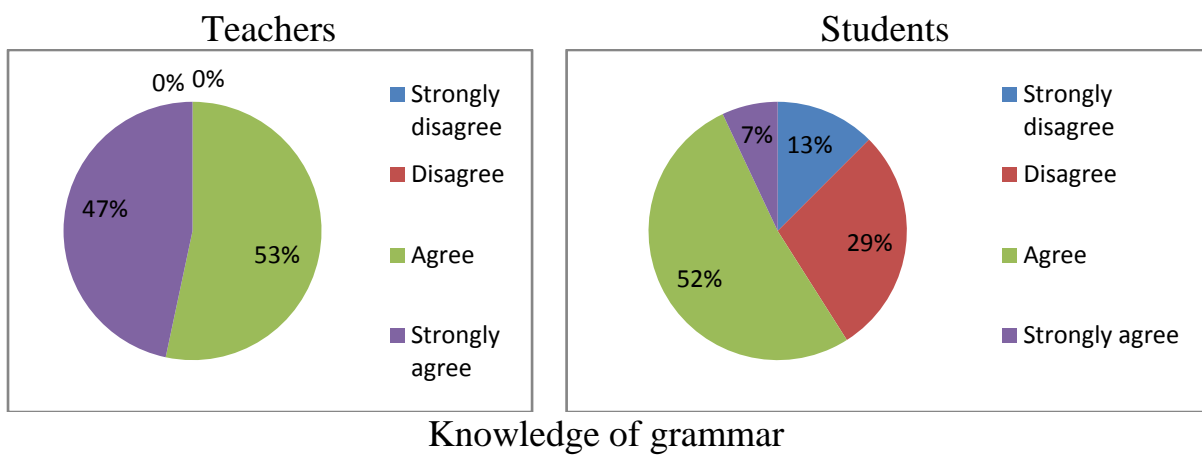
Question 1, 2 for teachers try to find out their background, their opinion of TOEIC taking purposes. Most of them (12 out of 15) said that they have taken the TOEIC once, 3 never took it and plan to go to HN to have the test taken. They also expressed their opinion on the purpose of taking today's TOEIC test. All agreed that it is for English language program because it is the suggestions of Ministry of Education and Training, most admitted that TOEIC is a certificate for a job application and for graduation needs.

Question 2 to 5 and question 3 to 6 for students and teachers respectively refer to grammar and vocabulary learning and teaching.
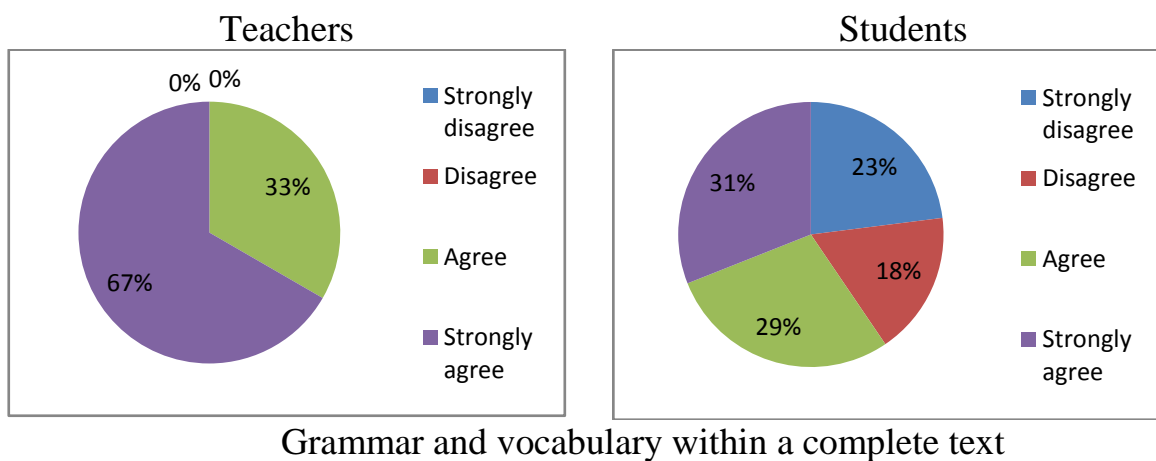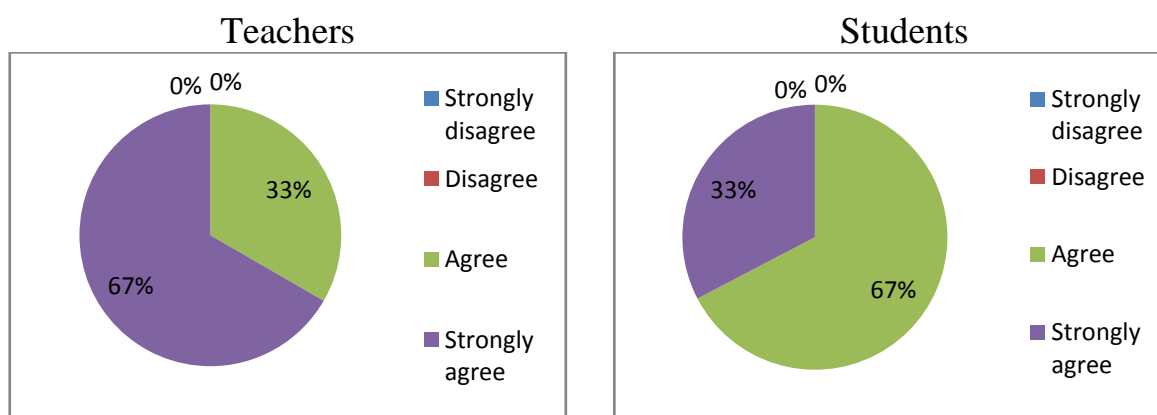
Question 2:

Teachers	Students

The role of grammar in language

Question 3

Teachers	Students

Knowledge of grammar

Question 4

Teachers	Students

Grammar and vocabulary within a complete text

Question 5

Grammatical accuracy and vocabulary through frequent practice of structures.

Generally, it can be seen from all the pie charts that most of the teachers and students highly appreciate the importance of grammar and vocabulary in learning English and one of the best ways to improve and master them is by practising.

Question 7 is designed for teachers only to find out the most appropriate reading skills needed for students. When being asked about this, most of the teachers are favour of such skills as skimming and scanning, Guessing word meaning from context. That is because these skills are needed in TOEIC test in particular and English learning in general.

III.2. Post-course questions for students and teachers

No	Contents	Teachers	Students
1	selected carefully	95%	97%
2	related your area of interests	98%	86%
3	updated and useful motivate	90%	92%
4	arouse interests	85%	80%
5	are not interesting	5%	8%

the topics in the material

Question 2:

| Teachers | Students |

The grammar content in the book
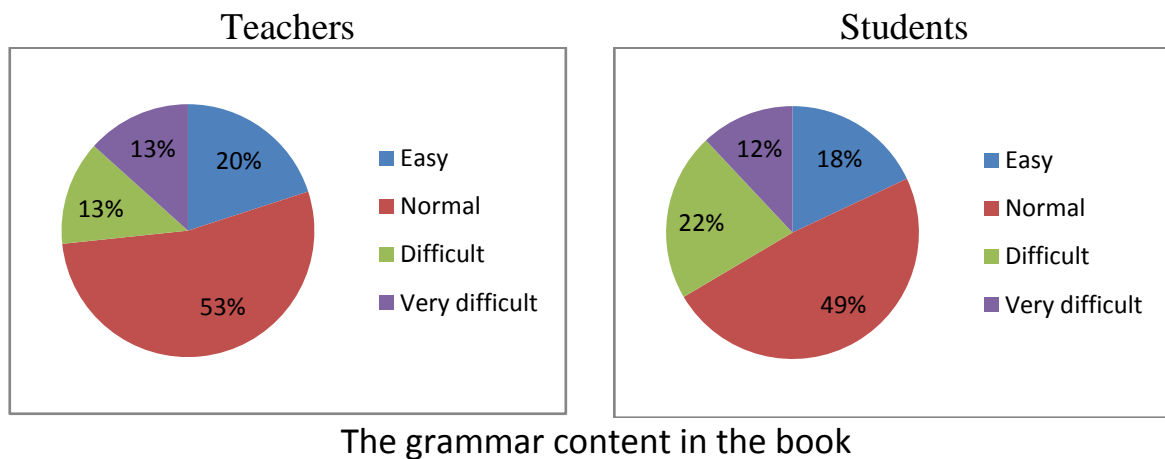
As seen above, both teachers and students share the same views of the interest of topics chosen for this course. Although, there is a little bit difference between the opinion of difficult level in the grammar content, the material meet the need of students to some extent. For question 3 on the tasks followed the reading texts and opinions on the materials, both of them totally agreed that it is of their need help improve reading skills.

Based on their needs and suggestions, the researchers decided to compile the content of the materials. This process was carried out in terms of many factors, she intends to get an overview of basic grammar and vocabulary, then selects the suitable reading texts for each item of grammar to help students improved their reading skills and enrich vocabulary.

CHAPTER FOUR: THE STUDY

I. Compiling a TOEIC-oriented reading material for students of articulation program

On the basis of the questionnaires for the subjects mentioned in chapter 3, the findings of the study will be summarised in terms of information on the target needs and learning needs as follows:

I.1 Objectives of the course

The main objectives of the course are to consolidate basic grammar, equip students with reading skills and familiarize with the terminology relevant to their working areas. After the end of the course, learners must be able to:

- consolidate basic grammatical structures
- comprehend basic vocabulary
- understand a wide variety of reading texts
- improve reading skills
-

I.2. Design of the course

Grammatical and structural aspects of language form are one of the most basic factors for learners to master foreign languages.

The choice of reading texts will base on three main criteria suggested by Nutall (1996) as follows:

- Suitability of content: it means reading text should interest the readers by providing new and interesting information through natural and learnable language.

- Readability refers to the combination of structural and lexical difficulty. The teacher or course designer should know what language proficiencies their students are in order to balance the language of a text for students to understand.

- Exploitability means the facilitation of learning. It is necessary for the course designer to exploit the text according to different kinds of tasks in order to help students develop their reading skills.

I.2.1. The topics

The following topics should be included in the syllabus are: Business letter, Email, Memorandum, Notice, Advertisements, Article, Instructions.

I.2.2. Grammar and vocabulary:

The following points of grammar should be in this course are: Main verbs, verbals, nouns, determiners, pronouns, modifiers, preposition, conjunction, adj/noun clause, vocabulary

I.2.3. Reading skills

Skills have traditionally been a central focus in language teaching. As discussed in *2.4.3* and based on the specified objectives of the course, the results of the survey questionnaire, the micro reading skills should be included as follows:

- Skimming to get general content of the text
- Scanning to locate specifically required information
- Guessing the meaning of unknown words
- Identifying the main ideas, supporting ideas and examples
- Predicting, interfering and guessing
- Interpreting graphic information

I.2.4. Kinds of exercises

One of the reading purposes is that learners can have further practice of language. One of the ways to improve reading skills is by practising doing exercises. The researcher of this study hopes to equip students with some following kinds of exercises in order to improve their reading skills.

① Grammatical exercises

    a/ Preposition exercises

    b/ Sentence building

    d/ Passive voice

    e/ Conditionals

② Vocabulary exercises

    a/ Guessing the meaning of unknown words

    c/ Guessing the meaning of symbols, abbreviation

    g/ Set expression

③ Other exercises

    c/ Analyzing data and diagram

    e/ Filling in the table with the information from reading passage

    g/ Reading comprehension questions

    h/ Multiple choices

II.   The materials

Please find the course in the attached documents.

CHAPTER FIVE: CONCLUSION

With the aims of compiling a reading material for students of articulation programs, the author of this study has reviewed relevant literature on relating areas in terms of reading theories, materials evaluation and adaptation. These considered the theoretical foundation for the process of compiling an appropriate material for the students' needs and the objectives of the course.

By analysing the results collected from questionnaires, the findings also pointed out that the students have understood about their role of readers, that they appreciate the needs to orientate themselves to the specific requirements of the reading tasks. Above all, the finding helps course designers and the developers of the teaching and learning materials aware of the ways to specifically focus English courses on the fields of works and design particular types of exercises to students. The finding into the types of exercises also revealed that the development of reading techniques and glossaries should be focused on in the reading syllabus.

However, this thesis limited itself to compiling a reading material but not all skills. To be successful in learning English, students need to use integrated skills besides reading skills.

This study may also encourage further teachers at the Foreign Language Department to think of the way involving in improving all skills needed for students to learn English effectively.

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APPENDICES

QUESTIONNAIRE 1

PRE-COURSE INFORMATION QUESTIONNAIRE FOR TEACHERS

Đối tượng: Giảng viên tiếng Anh trường Đại Học Dân lập Hải Phòng

Mục đích: Câu hỏi khảo sát này nhằm phục vụ cho đề tài nghiên cứu: "Compiling TOEIC - oriented reading materials for students of articulation program at Haiphong Private University."

Biên soạn tại liệu giảng dạy kỹ năng đọc theo định hướng TOEIC cho sinh viên liên thông đại học tại Trường Đại học Dân Lập Hải Phòng.

Anh (chị) hãy vui lòng đánh dấu (√) vào ô □ mà các bạn lựa chọn. Tôi xin chân thành cảm ơn.

1. How many times have you taken the TOEIC test?

□ Never

□ Once

□ Twice

□ Three times or more

2. What is your main purpose for taking today's TOEIC test?

□ For a job application

□ For promotion

□ To assess the effectiveness of an

□ Englishlanguage program

□ To assess future learning needs

□ To graduate from a course of study

3. The role of grammar in language is as a framework for the rest of the language – a basic system to build everything else on.

□ Strongly disagree

□ Disagree

□ Agree

□ Strongly agree

4. Students need a conscious knowledge of grammar in order to improve their language

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

5. Students learn grammar and vocabulary more successfully if it is presented within a complete text

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

6. Students can improve their grammatical accuracy and vocabulary through frequent practice of

structures.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

7. In your opinions, which sub-skills did TOEIC exam-based syllabus help students to develop in reading?

    ☐ control reading speed

    ☐ understand task demand

    ☐ master reading strategies

    ☐ Skimming skills

    ☐ Scanning Skills

    ☐ Making inference

    ☐ Guessing word meaning from context

    ☐ Analyzing grammatical structure

    ☐ Realizing coherence

    ☐ Realizing language function

    ☐ Others

QUESTIONNAIRE 2

POST-COURSE INFORMATION QUESTIONNAIRE FOR TEACHERS

Đối tượng: Giảng viên Tiếng Anh trường Đại Học Dân lập Hải Phòng

Mục đích: Câu hỏi khảo sát này nhằm phục vụ cho đề tài nghiên cứu: "Compiling TOEIC – oriented reading materials for students of articulation program at Haiphong Private University."

Biên soạn tại liệu giảng dạy kỹ năng đọc theo định hướng TOEIC cho sinh viên liên thông đại học tại Trường Đại học Dân Lập Hải Phòng.

Anh (chị) hãy vui lòng đánh dấu (√) vào ô □ mà các bạn lựa chọn. Tôi xin chân thành cảm ơn.

1. In your opinion, the topics in the material used for these terms are :
□ selected carefully
□ related your area of interests
□ updated and useful motivate
□ arouse interests
□ are not interesting

2. What do you think about the grammar content in the book?
    □ Easy
    □ Normal
    □ Difficult
    □ Very difficult

3. What is your point of view on the tasks followed the reading texts?
    □ Various and useful
    □ Of the same type and boring

4. Overall, you think that the material
    □ helps you to improve your reading skills
    □ widens your vocabulary
    □ can apply for students of articulation program
    □ does not come up to your expectations.
    □ is too easy and not interesting to you.

QUESTIONNAIRE 1

PRE-COURSE INFORMATION QUESTIONNAIRE FOR STUDENTS

Đối tượng: Sinh viên liên thông trường Đại Học Dân lập Hải Phòng

Mục đích: Câu hỏi khảo sát này nhằm phục vụ cho đề tài nghiên cứu: "Compiling TOEIC – oriented reading materials for students of articulation program at Haiphong Private University."

Biên soạn tại liệu giảng dạy kỹ năng đọc theo định hướng TOEIC cho sinh viên liên thông đại học tại Trường Đại học Dân Lập Hải Phòng.

Các bạn hãy vui lòng đánh dấu (√) vào ô □ mà các bạn lựa chọn. Tôi xin chân thành cảm ơn.

8. How much do you know TOEIC test format?

   □ Very much

   □ Just a little

   □ Not at all

   □ Don't know

9. The role of grammar in language is as a framework for the rest of the language – a basic system to build everything else on.

□ Strongly disagree

□ Disagree

□ Agree

□ Strongly agree

10. Students need a conscious knowledge of grammar in order to improve their language

□ Strongly disagree

□ Disagree

□ Agree

□ Strongly agree

11. Students learn grammar and vocabulary more successfully if it is presented within a complete text

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

12. Students can improve their grammatical accuracy and vocabulary through frequent practice of structures.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

QUESTIONNAIRE 2

POST-COURSE INFORMATION QUESTIONNAIRE FOR STUDENTS

Đối tượng: Sinh viên liên thông trường Đại Học Dân lập Hải Phòng

Mục đích: Câu hỏi khảo sát này nhằm phục vụ cho đề tài nghiên cứu: "Compiling TOEIC – oriented reading materials for students of articulation program at Haiphong Private University."

Biên soạn tại liệu giảng dạy kỹ năng đọc theo định hướng TOEIC cho sinh viên liên thông đại học tại Trường Đại học Dân Lập Hải Phòng.

Các bạn hãy vui lòng đánh dấu (√) vào ô □ mà các bạn lựa chọn. Tôi xin chân thành cảm ơn.

1. In your opinion, the topics in the material used for these terms are :
□ selected carefully
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□ are not interesting

2. What do you think about the grammar content in the book?
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□ can apply for students of articulation program
□ does not come up to your expectations.
□ is too easy and not interesting to you.