BỘ GIÁO DỤC VÀ ĐÀO TẠO

**TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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ISO 9001:2015

# KHÓA LUẬN TỐT NGHIỆP

## NGÀNH : NGÔN NGỮ ANH - NHẬT

**Sinh viên**        **: NGUYỄN THỊ NHƯ QUỲNH**

**Giảng viên hướng dẫn: Th.S NGUYỄN THỊ HOA**

**HẢI PHÒNG 01– 2021**

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# HOW TO IMPROVE READING SKILL FOR THE FINAL

# YEAR OF ENGLISH MAJOR STUDENTS AT HPU

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY**

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**Sinh viên          : NGUYỄN THỊ NHƯ QUỲNH**

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# NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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**Lớp**:        NA1902N

**Ngành**:      Ngôn Ngữ Anh - Nhật

**Tên đề tài**:  How to improve  reading  skill  for the final year of English major

students at HPU

# NHIỆM VỤ ĐỀ TÀI

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

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**2. Các tài liệu, số liệu cần thiết**

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# CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

**Họ và tên**                    :

**Học hàm, học vị**          :

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

**Nội dung hướng dẫn**:

Đề tài tốt nghiệp được giao ngày       tháng      năm 2020

Yêu cầu phải hoàn thành xong trước ngày       tháng      năm 2020

Đã nhận nhiệm vụ  ĐTTN                    Đã giao nhiệm vụ  ĐTTN
*Sinh viên*                                      *Giảng viên hướng dẫn*

*HảiPhòng, ngày      tháng      năm 2021*
**TRƯỞNG KHOA**

## PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: ............................................................................

Đơn vị công tác: ............................................................ ..........................

Họ và tên sinh viên: .............................. Chuyên ngành: ............................

Nội dung hướngdẫn: .............................. .....................................

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

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**1.    Đánh giá chất lượng của đồ 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**

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*Hải Phòng, ngày ... tháng ... năm ......*
**Giảng viên hướng dẫn**
*(Ký và ghi rõ họ tên)*

QC20-B18

## PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ...................................................................................

Đơn vị công tác: .......................................................... .......................

Họ và tên sinh viên: ................................... Chuyên ngành: .............................

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**1. Phần nhận xét của giáo viên chấm phản biện**

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**3. Ý kiến của giảng viên chấm phản biện**

Được bảo vệ ☐    Không được bảo vệ ☐    Điểm phản biện ☐

*HảiPhòng, ngày ... tháng ... năm ......*
**Giảng viên chấm phản biện**
*(Ký và ghi rõ họ tên)*

QC20-B19

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# ACKNOWLEDGEMENTS

First of all , I would like to express my sincere thank to Hai Phong Management and Technology University , an ideal environment , which gave me the chance to learn and practise during the last 4 years .

A complete study would not be done without any assistance. I would like to express my sincere thanks to Mrs.Nguyen Thi Hoa ,my supervisor. This thesis could have probably not completed without her patient , enthusiastic and instructive supervision and encouragement . I used to have many difficulties during my research but my supervisor always stood by me and supported me .

Besides ,I want to give my sincere thank all the teachers in Foreign Language Department of Hai Phong Management and Technology University who helped me with the preparation of all my knowledge today.

I would like to thank my friends at class NA1902N for their helps and giving me motivation to complete this graduation papar .

Last but not least , I would like to give my heartfelt thanks to my family . Without their helps and supports , I can not finish this graduation paper well.

# PART A : INTRODUCTION

## 1. Rationale.

It could not be denied that English language in the whole world has become more and more important. English even becomes the international language, is used in many countries in a popular way and is the mother tongue of many countries over the world. In fact, English is the native language of more than 350 million people .English is primary language.Therefore ,it is easy to understand why most economical ,cultural, financial associations have English name ; also why all enterprises, companies require employees' foreign languages especially English . And the reality solves this. English becomes one of main subject in almost school in the world .

Among the four language skills, reading is possibly the most extensively and intensively studied skill by experts in the field of language teaching. The results of the studies conducted for many decades on the nature of reading how people learn to process textual information have contributed contrasting theories about what works best in the teaching of reading. As a result, language educators should choose among a wide variety of teaching methods and techniques for students learning to read in their second language (SL) or foreign language (FL).

For students who are learning English in an SL/FL context, reading is the most crucial skill to master due to several reasons. According to Harmer (2007), reading is crucial because of two main reasons. First, it is beneficial to the students' personal life. Reading English texts may have a positive impact on students´ further studies and carriers or it may simply play the role of joyful reading. Second, it is beneficial to their language acquisition for reading improves students´ writing abilities, spelling and vocabulary knowledge.

Realizing how crucial reading is for our students, we can see the great importance of developing their reading ability. To achieve it, we should improve our reading lessons by implementing the best method and techniques provided by theories. This article aims to describe principal theories of reading and examine some tips and guidelines for implementing a theory of reading which will help us develop our learner's abilities.

You probably know that even in your own language reading is regarded as important because it can be entertaining and educational , can open up new worlds and enrich your life , and improve hand -eye co-ordination and enhance social skills.

But for learning a foreign language , in this case English , reading in that language has additional important benefits that can help you learn the language faster and more completely .

Reading is an essential skill for language learners .When your reading skills improve , your listening, speaking and writing skills improve too.

In the process of teaching and learning English as a foreign language in Vietnam in general, and at Haiphong Management and Technology University (HPU) in particular, reading has always been paid a great deal of attention from both teachers and students. Like many other universities in Vietnam, English at HPU is learnt and taught in a non-native environment, therefore, reading is not only considered as a means to gain knowledge but also a means by which further study takes place. For the final year of English major students although they have been learning English for at least several years, it is still often difficult for them to understand text or a passage in English, since they still lack of vocabulary, grammar, reading skills and poor background knowledge. Besides, the teachers sometimes have to face with difficulties in dealing with the students' learning demand and newly introduced sources of materials. In addition, teaching methods and teaching techniques in general, are still below the international standard of education.

Therefore, identifying the methods to motivate students to learn English reading skill is necessary. It is hoped that the study will make some contributions to improve learning English in general, and reading in particular among the final year of English majors at HPU. The author also hopes that it will be possible to make useful suggestions for the teachers to improve the situation of teaching and learning English reading at HPU.

## 2 .Aim of the study

As an English department student, the main purpose of this study is to identify the majors causes of difficulties reading skill by first-year English majors students at Haiphong Management and Technology University. Besides, the study is expected to suggest some solutions to improve reading skill for students. In order to gain this aim, the specific objectives of the study are:

- Firstly, the study focuses on the theory related to reading skill, the awareness of the importance of reading and learning reading methods.

- Secondly, the study explores the real situation and problems which students have to encounter in learning reading.

- Finally, the main purpose of this study is to suggest some effective and productive methods that can be applied and suited for first year English majors students at Haiphong Management and Technology University.

## 3 .Scope of the study

The present study focuses on improving the final year English majors' reading skill at  HPU. In fact, there are lost of various techniques to study English reading .However , there are many different material resources and researches while the author's personal experience is limited . Therefore in this graduation article , I would like to focus on finding out some solutions for improving reading skill for final year student of HPU .

## 4. Methods of the study

The study is carried out on the basic of qualitative and quantitative research methods including questionnaires and class observation.

Questionnaires are designed as a means to make the researcher's evaluation more objective. The questionnaires are given to the first year students at HMTU with the hope to find out the causes of difficulties in reading skill by them and some suggested solutions to their difficulties.

Analyzing statistics from the survey questionnaires on reading activities is conducted with the cooperation of both teachers and students at HMTU. All comments, remark recommendation assumptions, and conclusion provided in the study are based on the data analysis.

Besides, more information needed for the study is gathered through other methods such as informal interviews and discussions with teachers and students at HMTU.

## 5 .Significance of the study

The result of this expected to be useful for:

First one , help Students :

To motivate and make enthusiasm the students in the learning process especially in reading teaching and helpful for students will be able to create more enjoyable and meaningful learning.

❖ Second ,help teachers :

This method makes the teacher easy in teaching reading and this expect to give useful contribution in teaching reading and give another way for the teacher develop student's reading.

❖ Third , help school HPU :

This research useful to improve the quality of education and develop English language teaching of the school

❖ Finally , help researcher :

The researcher will improve his knowledge in teaching reading method and have experience in observation and apply with classroom action research at school.

## 6. Organization of the study

The research work has three main parts :

Part A - Introduction provides ratonale , the aims , scope , methods , significance and organization of the study

Part B - Development consists of three chapters :

> Chapter 1 : Theoritical Background
> Chapter 2 : Survey questionaire
> Chapter 3 : Suggestions to improve the reading skill for the final year English major student at HPU .

Part C - Conclusion summarizies what is given in previous chapters and limitation of the study as well as recommendations for further study .

# PART B : DEVELOPMENT
# CHAPTER 1 : THEORITICAL BACKGROUND

## 1.1. The difinition of reading .
## 1.1.1. What is reading ?

Reading is a receptive skill - through it we receive information. It is the process of looking at a series os writing symbols and getting meaning from them so that understanding the author's massages. There are so many definitions of reading that cause much confusion. Traditionally, reading is a passive activity, but in fact, it should be active. According to Block (1992:319-343) mentions that "reading is such a hidden process that is often unnoticed in the language classroom. Teachers often believe that reading classes should be teacher – centered".

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

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

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

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

## 1.1.2. The purpose of reading .

Reading is a mental process. There are many definitions of reading. Reading is when someone looks into a written text and starts to absorb the

information from the written linguistic message. In Longman Dictionary of Applied Linguistic, reading is said as:

*"Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension. ''*

Reading is an interactive , Brunan W.K (1989) for instance defines reading as a two way interaction in which information is exchange between the reader and the author". Smith (1973) also shares the same attitude. This is proved by his line:

"Reading is an act of communication in which information is transferred from a transmitter to a receiver"

As for students, they define reading which cited from Jensen and Petty (1918) as:

"where words go into your eyes and out of your mouth. They said that books are written with many adventures and time and time again there are spots where they say 'I know it!' it is interesting to them as they open the book, words flow out and float across the mind"

In order for a person to be able to read, there is in need of other skill to support the reader while reading. Reading is a mental process as mentioned earlier so it needs other skills to be integrated with such as listening, speaking and writing.

## 1.1.3. Differences between reading and spoken language .

### * Reading and Speaking :

It comes without much debate to say that reading and speaking are both important skills to have. We need both to communicate, but they do seem to be different. After all, almost all people will learn to speak on their own, given time. The same is not true of reading, and in fact, the majority of people throughout history were illiterate. So, for a long time people assumed that these two skills were not fundamentally connected. However, modern researchers are questioning that idea. Now, it is believed that reading and speaking skills have a

reciprocal relationship. As one increases, so does this other. Reading improves speaking skills, and speaking skills improve reading. Now, this is important for early childhood education, but also for adults. See this guy? This is Juan Estudia. He's a fully-grown, highly-educated adult from the fictional, virtual country of Estudiantina, where they speak Estudiañol. So, he's just now learning English, and how he learns to both speak and read will impact his success.

## 1.2 . Reading Skill .

It is necessary for the students to be aware of the purpose and goals for reading a particular piece of written text. The important notice for both the teachers and learners is that the purpose of reading related to the types of reading skills. The subjects will attain their goals quickly and efficiently if they apply appropriate reading skills. Kenneth Beare, an ESL trainer and developer, points out that there are 4 main types of reading skills.

- ❖ Skimming: reading rapidly for the main points.
- ❖ Scanning: Reading rapidly to finda specificpieceof information.
- ❖ Intensivereading:readingashorttextfordetailed information.
- ❖ Extensive reading: reading a longer text, often for pleasure with emphasis on overall meaning.

### 1.2.1 Skimming

Skimming differs from general rapid reading in that the readers go through the text extremely quickly, merely dipping into it or sampling it at various points. Skimming is the technique that is used widely in reading comprehension. Skimming may sometimes be the prerequisite of reading for full understanding.

There are many definitions of skimming, Grellet (1981: 19) states that *"when skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or intention of the writer"*. It means that the purpose of skimming is simply to see what a text. Skimming occurs when the reader looks quickly at the contents page of a book, or at the chapter headings, subheading, etc. This is sometimes called previewing. Therefore, the key that actually encourages learners to skim is to give them a

series of texts and ask them to select appropriate titles from groups of ones. Moreover, in order to teach skimming effectively, the teacher should have the students read the beginning or end of a text or a paragraph because it may provide students with a statement relating to the topic. Skimming gives students the advantage of being able to predict the purpose of the passage, the main topic or message, or possibly some of the developing or supporting ideas. This gives them a "head start" as they embark on more focused reading. Skimming also helps students organize their thoughts and specify what information they can get from a book so that the subsequent reading will become more efficient.

In conclusion, skimming is understood as a necessary technique for reading comprehension which enables readers to get the main points of the text without being concerned with the details. Therefore, skimming should be applied at the first stage of teaching reading to help student have an overview of what they are going to read. And it is sure that they will understand the whole text later. However, skimming sometimes proves too difficult for younger learners, or beginners because they generally lack confidence and the knowledge of the language they are learning.

**1.2.2.Scanning**

Like skimming, scanning is also one of two most valuable reading strategies. However, scanning is far more limited than skimming since it only means retrieving what information is relevant to our purpose. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information. It is a useful skill worth cultivating for its own sake, if it has been cultivated systematically from the earliest point in the course at which it can be attempted, co-operative work on the study of texts can be greatly expected and made easy. Francois (1981: 19) understands that *"when scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information"*. With the same opinion, Mabel states that

*"Scanning is the speed technique that helps you locate a bit of specific information very rapidly. It could involve finding a name, date, place or statistic. Or it might involve identifying a general setting in a short story. Scanning is the technique you use when you read maps, charts, tables, or graphs. It is the main skill researchers use when they examine various to locate information about a specific topic".*

Scanning requires two skills of the reader. One of them is that they recognize the specific type of word that identifies the item. The other is the use of a different eye movement pattern, vertical vision. Nearly all the background reading required for the presenting of a topic to the class by a group calls for proficiency in this type of reading. There is a great range of text suitable for canning – indexes, dictionaries, maps, advertisements, labels, reference material, etc.

In short, the key to scanning is to decide exactly what kind of information we can look for and where to find it. The purpose of scanning is to extract certain specific information without reading through the whole text.

## 1.2.3. Previewing

Previewing is a pre-reading skill by  which the reader tries to gather as much information about the text as he/she can before reading it. The aim of previewing is to find out what readers going to be reading before actually they are read. Preview before read is to get an idea of what will find in the text. Previewing a text mentally prepares readers to receive information from written materials. This gathering of information helps the reader to have a general picture of the text. Grellet (1996) defines that previewing is a very quick reading technique to find out some information about a text. This technique involves using the title of a text, the table of contents, the index, the appendix, the preface of the author of publisher, headings or subtitles of chapters and paragraphs, information on the back cover, acknowledgement, and so on. It is common for students to dive into an academic text and begin reading in a hurry, which is

often counterproductive . hen reading for academic purposes, it is preferable to read with certain goals in mind .

### 1.2.4. Predicting the content .

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story (Bailey, 2015). When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

Making predictions is also a valuable strategy to improve reading comprehension. Students are able to make predictions about a story, based on what they have already heard, read, or seen. This in turn, will allow students to become actively involved in the reading process. To determine if their predictions are correct, students should be required to reread portions of the text to recall facts about the characters or events within the story. Picture walks can serve as a tool to organize information within a story, which can also increase a child's comprehension. During a picture walk, students are able to activate their prior knowledge and connect the visual images in the story to their own personal experiences.

Students can also use a graphic organizer to predict the outcome of a story. They can do this by identifying clues within the text to predict how characters will behave and how significant problems in the story will be solved. When using a graphic organizer, students are able to stay fully engaged in the story as they capture their thoughts in a logical way. It is important for teachers to encourage children to record clues that either support or deny their predictions. Teachers can also allow students to revise their predictions in order to reflect on the clues that are found within the text.

Making predictions encourages readers to use critical thinking and problem solving skills. Readers are given the opportunity to reflect and evaluate the text, thus extracting deeper meaning and comprehension skills. Students will

also be more interested in the reading material when they connect their prior knowledge with the new information that is being learned.

## 1.2.5. Predicting the new words in the context .

Predicting the meaning of the new words is the skill if guessing the meaning of the words students encouter while the are reading. Students can predict the meaning by reading the whole sentence, basing on the words before and after the new word to figure out its real meaning. It is time consuming to stop reading and look up dictonary, which can bore and slow down the reading process. Basing on the context clue is very neccessary technique to help readers read more effectively.

## 1.3.Type of reading .

## 1.3.1 .Extensive reading

Extensive reading is a fluency activity, mainly involving general understanding. It provides valuable reinforcement of the language already presented and practiced in the class as well as giving students useful practice in inferring meaning from the context of the text.

Lewis and Hill (1985: 109) state that *"extensive reading means students have a general understanding of the text without necessarily understanding every word"*. It is obvious that when reading extensively, readers do not need to have intense concentration on the content of a long text and total comprehension because the objective of extensive reading is to cover the greatest possible amount of text in the shortest possible time. In other words, extensive reading can be compared to the activity of ploughing through the text in a uniform fashion. Extensive reading is therefore regarded as means of entertainment and pleasure. And the reason why this kind of reading is essentially needed is that it can promote reading out of class. Students can read directly and fluently in the foreign language for their own enjoyment without the aid of teacher. Furthermore, it is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial

sample of the language he may wish to learn without actually going to live in the country to which that language is native.

Basing on the importance of extensive reading, Nuttall (1982: 168) shows that *"the best way to improve one's knowledge of a foreign language is to go and live among its speakers: The next best way is read extensively in it"*.

The practice of extensive reading needs little justification. It is clearly the earliest way of bringing the foreign learner into sustained contact with a substantial body of English.

Broughton (1980: 111) suggests that *"there appear to be basically three ways the extensive reading may be encouraged, first by having class sets of title, second by operating a class library system, and the third by using the school library"*.

In short, the kind of reading is necessary for students at University because it actively promotes reading out the class and gives them opportunity to use their own knowledge of the language for their own purposes. Moreover, this kind of reading is regarded as pleasure and interest. That is why intensive reading is highly motivated.

## 1.3.2. Intensive reading

The remaining two kinds of reading activity, content study reading and linguistic study reading are also often grouped together and called intensive reading.

Different from extensive reading – reading for fluency, readers can read without the aid of the teachers and without understanding the text in detail – extensive reading is regarded as reading for accuracy. It *"involves approaching the text under the close guidance of the teacher or under the guidance of a task which forces the students to pay great attention to the text in order to arrive at a profound to detailed understanding of the text not only of what it means, but also of how the meaning is produced. The "how" is as important as the "what", for the intensive reading lesson is intended primarily to train students in reading strategies". (Nuttall, 1982: 23)* .

Sharing this opinion, Lewis (1985: 109) states that "*intensive reading means students understand everything they read and be able to answer detailed vocabulary and comprehension questions*". The concern of such reading is for detailed comprehension of very short texts. "*The objective of intensive readingis to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of linguistic means that he employs to achieve his ends*" (Broughton, 1980: 93). In other words, the aim of intensive reading is to obtain the fullest possible response in the student's head to the black mark in his book. Response cannot be achieved by instruction about what he ought to see and feel, or by repetition of what others see and feel, although knowledge of what can be seen by others sometimes helps us to see for ourselves.

In general, in real life, our reading purpose constantly vary therefore we can use different ways of reading to obtain information. Teachers should be active and flexible in each situation to choose the type of reading to help students become independent and efficient readers.

# CHAPTER 2 : SURVEY QUESTIONAIRE

## 2.1 .Participant and purpose of the survey and questionaire.

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

### 2.1.1 Participants

Eight survey questionnaires were completed by 30 students , finnal year students and some second year and third year students in English major at Hai Phong Management and Technology University , aged between 18 and 23 years. All these participants are students from different regions in Vietnam.

They have been studying English as a school subject for more than 12 years from Primary to High school. They had to study many different subjects. Therefore, they don't spend enough time focusing on learning English. These students have just access to basic English, so they are generally at the elementary and pre-intermediate level of English. They could use English as a foreign language to communicate with their teachers and classmates in English classes.

Currently, their number of English periods taught in a semester is 40,5 periods with three periods per week in which the duration of each period is 50 minutes and their syllabus is "effective reading" a pre-intermediate level.

After this survey is completed, we will have a better understanding about the cause of difficulties in reading skill experienced by finnal year English majors.

### 2.1.2. Purpose of the survey questionnaires :

With a view to provide a through insight into the real situations of learning English reading, survey within the scope of the study is conducted in Hai Phong Management of Technology University. The main aim of the study is to collect and analyze data regarding the improve English reading skill. The survey questionnaires are designed for the following purposes:

- To make out the attitude of students towards English learning in general and English reading skill in particular.

- To get more information about the real situation of leaning reading skill in class and out class in English major at Hai Phong Management of Technology University.

- To get to know students" difficulties as well as expectations to find the activities that can attract them into reading English.

Finally, thanks to these, I will suggest a way to reading with many activities that can attract students" interests and improve their reading skill.

## 2.1.3 Design of questionaire

This chapter is implemented with the research method in this study. It is included research purpose, research questions, research design, research process, population and sample, research instrument, data collection as well as data analysis.

### a, Research purpose

The overall purpose of this research is to examine the real situation and the difficulties of reading skill for the final year major in HP at the same time finding the reasons and solutions for such problem. The following specific variables were identified: The students' assessment, the students' interest, students' attitudes, difficulties in speaking, factors motivating students.

The first purpose of the research study is to identify how often the students have problems in speaking and determine the importance of speaking skill to students. Then the difficulties of students and factors affecting their interest in speaking will be found out. Finally, The study will figure out the factors motivating students when learning reading English.

### b, Research questions.

There are 8 following questions raised for the students:

There are 8 following questions raised for the students:

1. Student's real situations of learning English reading skill ?

2. How long have you been learning English ?

3. Do you like English reading lessons at class ?

4. What do you think about the importance of English reading skill ?

5. What is your problem in reading skill ?

6. Which of the following reasons make you difficult to learn English reading ?

7. What reasons reading activities do you like most ?

8. How much time do you spend on studying reading skill ?

*c, Research design.*

About design of research, this study is implemented with descriptive quantitative research design. This design was used in order to gather information about student final year in speaking skill.

*d, Research process.*

The researcher came to HaiPhong Management and Technology University in break time, so as to gain acceptance of their participation in the research. More specifically, the researcher came in touch with and asked them to participate in the research after explaining the scope of the study. In general terms the respondents were willing to participate.The discussions took place at HaiPhong Management and Technology University and lasted approximately 20 to 25 minutes. The process was mainly kept notes, in order to help the researcher to analyze the gathered data. During the conduction of questionnaire, respondents were free to express their views even in topics which were included in the discussed areas. Finally, it should be noted that the conversations flowed smoothly and pleasantly.

*e, Data collection instruments.*

* *The survey questionnaire.*

The questionnaires were designed for students in the way that the researcher finds them easy to summarize and analyze the collected data. Questionnaires for students consist of 8 questions . Therefore, the survey questionnaire for students was delivered to 15 students in HP Manangement and Technology University to find information .

To guarantee the reliability and the validity of the samples, the questionnaires for learners were directly distributed for learners during their break time in the class and collected right away. That meant these learners could pay most attention to answer the questions related to what they had just experienced. Before asking the learners to do the survey ques tionnaire, the researcher briefly stated the purpose and significance of the study and clarified any misunderstanding about the survey questions. Beside the written instructions on the handout, oral the instructions and explanations in Vietnamese were presented to avoid any ambiguity. In the end, there were 15 students participating in giving responses to the survey questionnaire.

### f, Data collection

This section explains all of processes that are related to get information to find out the solutions for the statement problems. The steps of collecting the data in this study are as follows:

- Explaining about the questionnaires to the students. The researcher explains the items clearly to avoid misunderstanding.
- Giving instruction to the students to fill out the questionnaires.
- Collecting the students' questionnaires.

### h, Data analysis

The next step after the researcher collects the data is analyzing the data. are some steps in analyzing the data. They are presented as follows:

- Reading and identifying the questionnaires that had been answered.
- Classifying the result of the questions
- Composing tables to classify students' problems and strategies used based
- on the questionnaires.
- Calculating the result taken from the students' answer based on the tables.
- Going to conclusion based on the data analysis.

**2.2 . Data and analysis .**

**2.2.1 Student's real situations of learning English reading skill.**

In the part of personal information, all of students come from rural areas. It means that many of them did not have much chance to practice English skills at secondary school and the skills that they concentrated in are reading and writing for preparing for university and graduation exams. Therefore, students recognize that they have learnt English from 5 to over 7 years, in English and most of them are bad at reading skill.

&ast; *The difficulties.*

The 15 copies of the questionnaire delivered to the learners. The data are analyzed in this part of the study in the below tables and charts which show the responses for the questions in the questionnaires. Besides, the first question the questionnaires bring a result that according to students' opinion, speaking skill is very difficult.
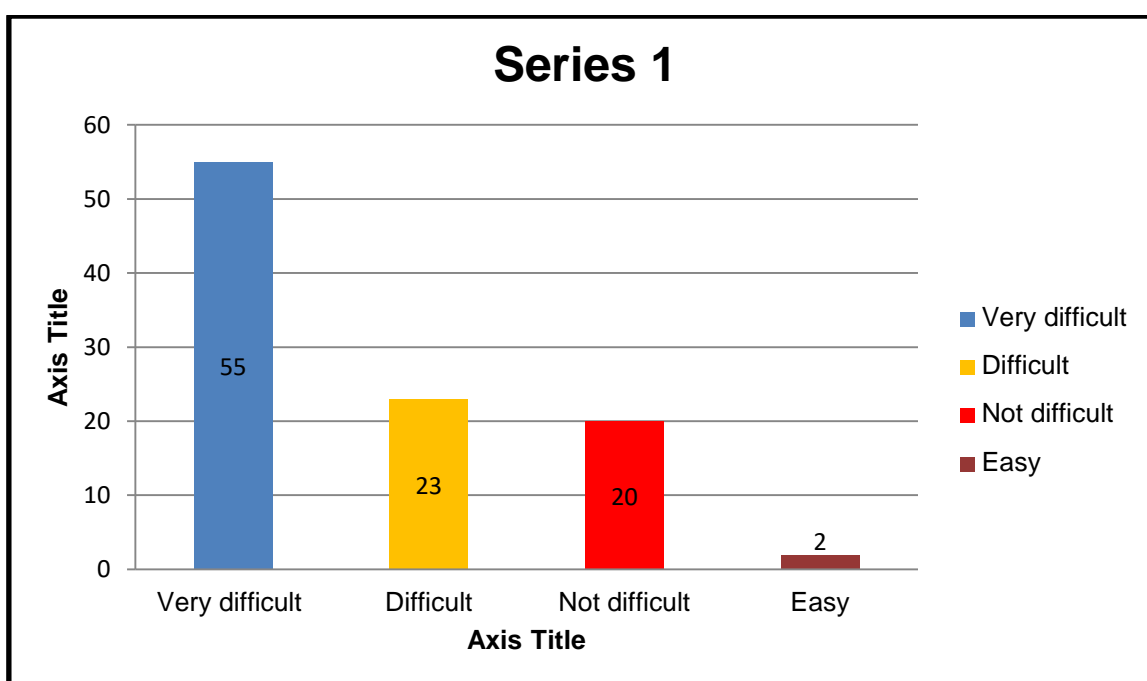


*Chart 1: The students' assessment of learning the reading skill*

It can be seen obviously in the chart that the reading is a difficult skill to learn. 55% of the learners suppose that reading is difficult. For the students,

reading English and learning this skill is really a problem. Moreover, the number of learners who agree that learning the reading skill is very difficult took 23%. It is the same as the number of the learners who find learning reading normal (20%) or easy (2%). In fact, as what can be seen by the observation, the learners who confirm that it is easy to learn the reading skill are the best students who have condition of learning English in English Centers or from their parents. In short, the survey proved the assumption about the difficulty of reading English and learning it.

**2.2.2.How long have you been learning English ?**
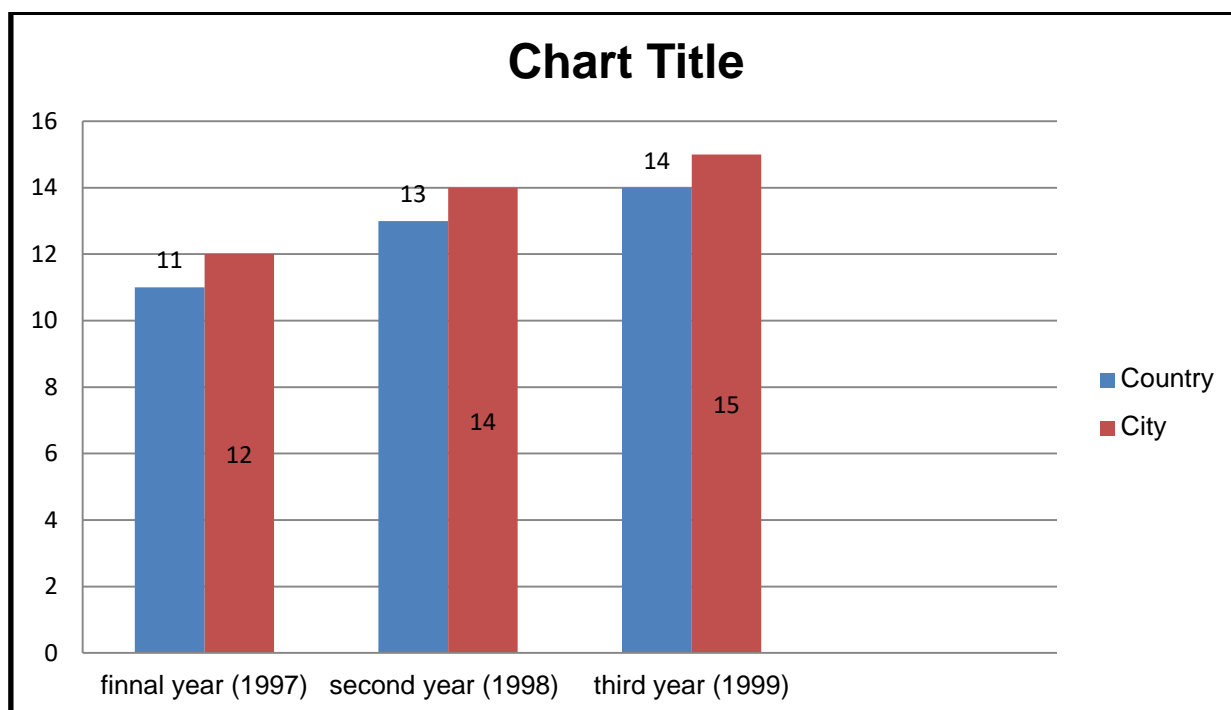


*Chart 2 : How long have you been learning english ?*

The aim of the question is to survey how long students have been studying English . the result given in chart 2 reveals the fact ,students in the countryside or cities all learn English very early.  However, for final year students (1997) in the hometown, you either start learning English Middle School  or start learning English in grade 6 .  And when surveying the second year and third year students at Haiphong Management and Technology University (HPU) ,they all started studying in grade 3 of The Primary School.

The difference between students in the hometown and in the city is that students in the city all started learning English a year earlier before studying at the school. So from the picture above we can easily see that the majority of students have learned English very early.

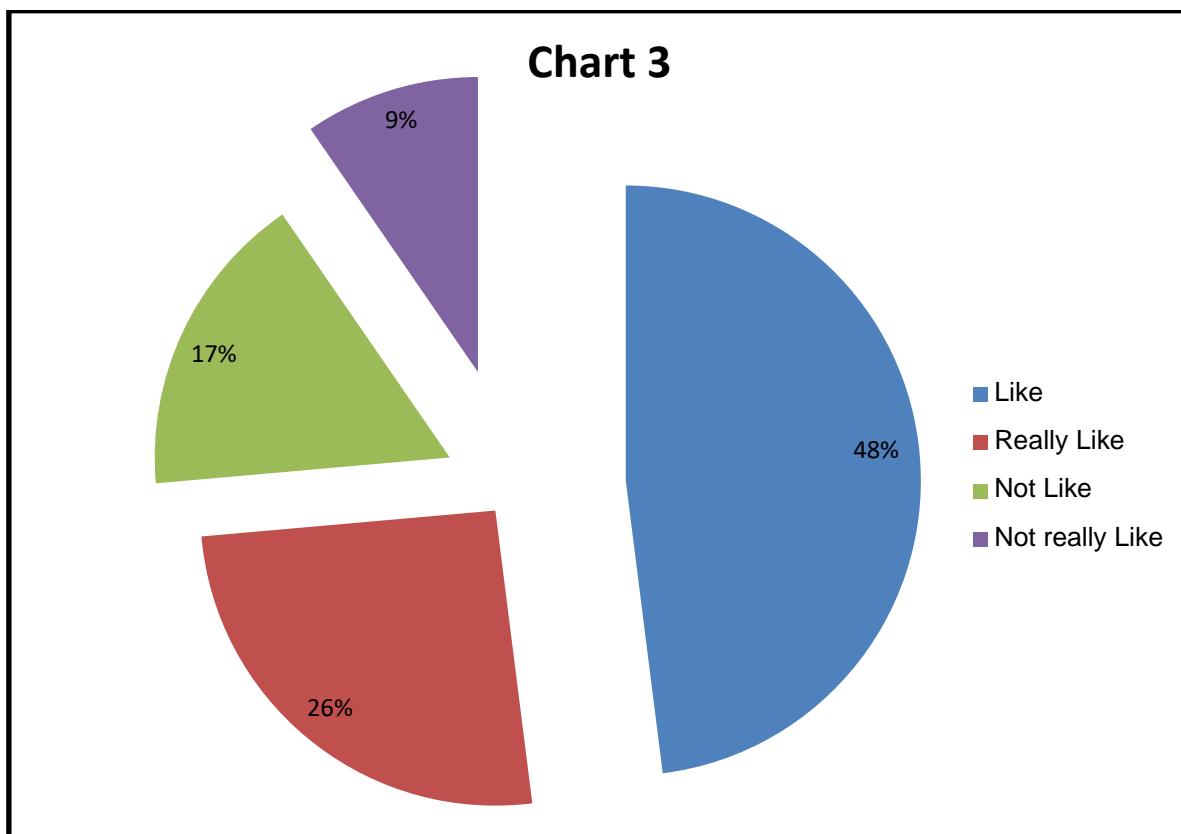### 2.2.3. Do you like English reading lessons at class ?



*Chart 3 : Do you like English reading lessons at class ?*

All the subjects I interviewed are English students of at Haiphong Management and Technology University (HPU) . Therefore, they understand better than anyone the role of reading. According to chart 3, most of the children found that they liked reading comprehension , accounting for 48%. Meanwhile, 17% of them said that they do not like reading skills. 9% of students absolutely do not like to learn reading skills in class. Students who really like English reading in class account for 26%. So, from the picture above, we can easily see that students clearly realize how important reading is to them.

**2.2.4. What do you think about the importance of English reading skill ?**

To research more clearly more clearly the opinion of finnal year students in Hai Phong of Management and Technology , the fourth question in the questionnaire is designed to find out their assessment on the importance of reading skill .
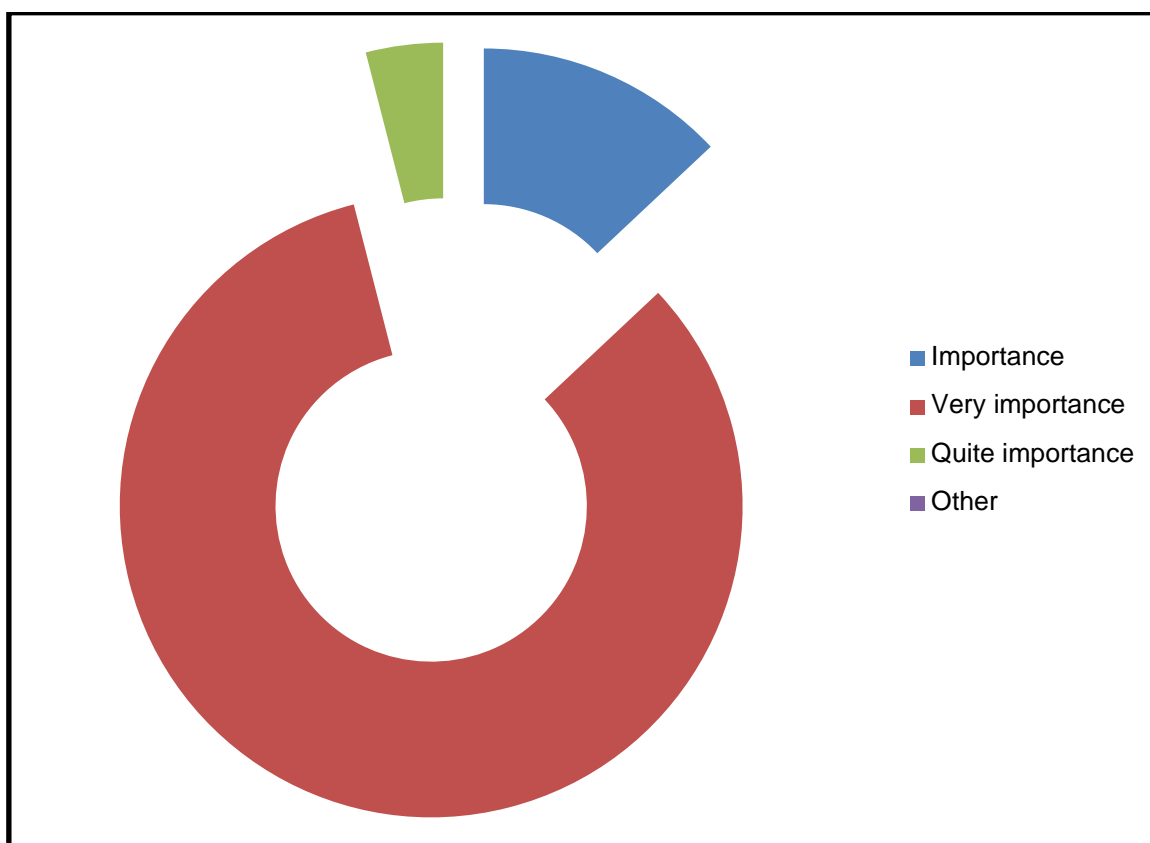


*Chart 4: The importance of English reading skill*

It can be seen clearly from the chart 3, most of the students agree that learning speaking skill is very important as well as very important is 83%. Meanwhile, there are only 4% of them reckon that it is quite important. This chart shows that most of students at HPU claim that English reading skill has an important role in learning English with a lot of fields in life.

In conclusion,speaking skill is one of the most necessary skills to communicate in the real life. In learning English, it is more and more important to learn this skill.

## 2.2.5. What is your problem in reading skill ?

It is through reading that students expand their vocabulary and learn about the world. Reading is also the key to success in spelling and writing. Survey students show that they are having many problems to learn poor English reading skills. Some common problems are:

The above problems shown in the following table :

| Assessment | Real slowly | Unable to get the gist | Cannot do exercises | New words |
|---|---|---|---|---|
| Difficult | 50% | 30% | 20% | 20% |
| Really Difficult | 20% | 40% | 45% | 19% |
| Not Difficult | 30% | 20% | 5% | 16% |
| Uninterested | 0% | 10% | 30% | 35% |

*Table 1 : Students' problems in reading skill.*

This table from the problem, may be that the problem is not to get the main (40%) and can not doing the problem (45%). Most students (35%) do not feel interested in looking up new words. Besides, only 16% of learners thought that looking up words was a problem without difficulty. And only 19% of their real difficulty. Meanwhile, the problem that is normal is that slow reading 50% of learners think it is normal and 20% of them say slow reading is difficult, 0% of students thank for slow reading. After that, speaking activities greatly affect students' interest in learning skills.

According to information gathered from the interview, when asked "What is your problem in reading skill ?". 30% of students are indifferent to doing their homework. 5% of them find it difficult to do their homework.

In summary, understanding student issues in English reading plays an important role in learning and teaching English. It will bring students and teachers a lot of excitement.

## 2.2.6. Which of the following reasons make you difficult to learn English reading ?

When surveying the students ''Which of the following reasons make you difficult to learn English reading ? ''. Most students have the following reasons :

- Poor Vocabulary
- Inadaquate reading skill
- Lack of background knowledge
- Poor motivation
- Lack of materials
- Other

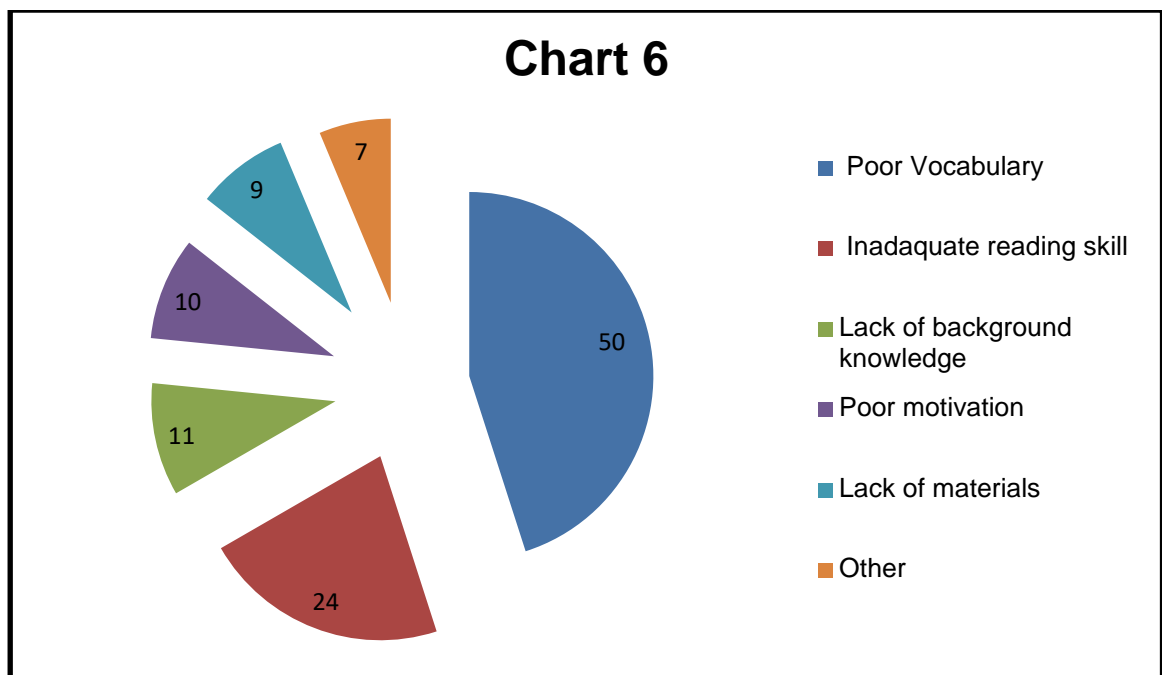The reasons that make it difficult for students to read English are shown in the following chart :



*Chart 6 : The following reasons make you difficult to learn English reading*

The chart shows that the lack of materials is not a big problem. Only 9 % of the learners think it made them difficult to read. There is 24% chose inadaquate reading skill. The most number of the students (53%) find that the main reason for the difficulties in reading is Poor vocabulary. Besides, 10% of

learners think that the poor motivation. Except those factors, 7% of the learners also point some other factors affecting their reading are teaching methods, and their background knowledge. In short, most of students agree that the difficult of students often have in English speaking skill is that they poor vocabulary.

**2.2.7. What reasons reading activities do you like most ?**

The next question in the questionnaire for students is about ''What reasons reading activities do you like most ? '' . There are some activities frequently occurring in reading English class with types of exercises :

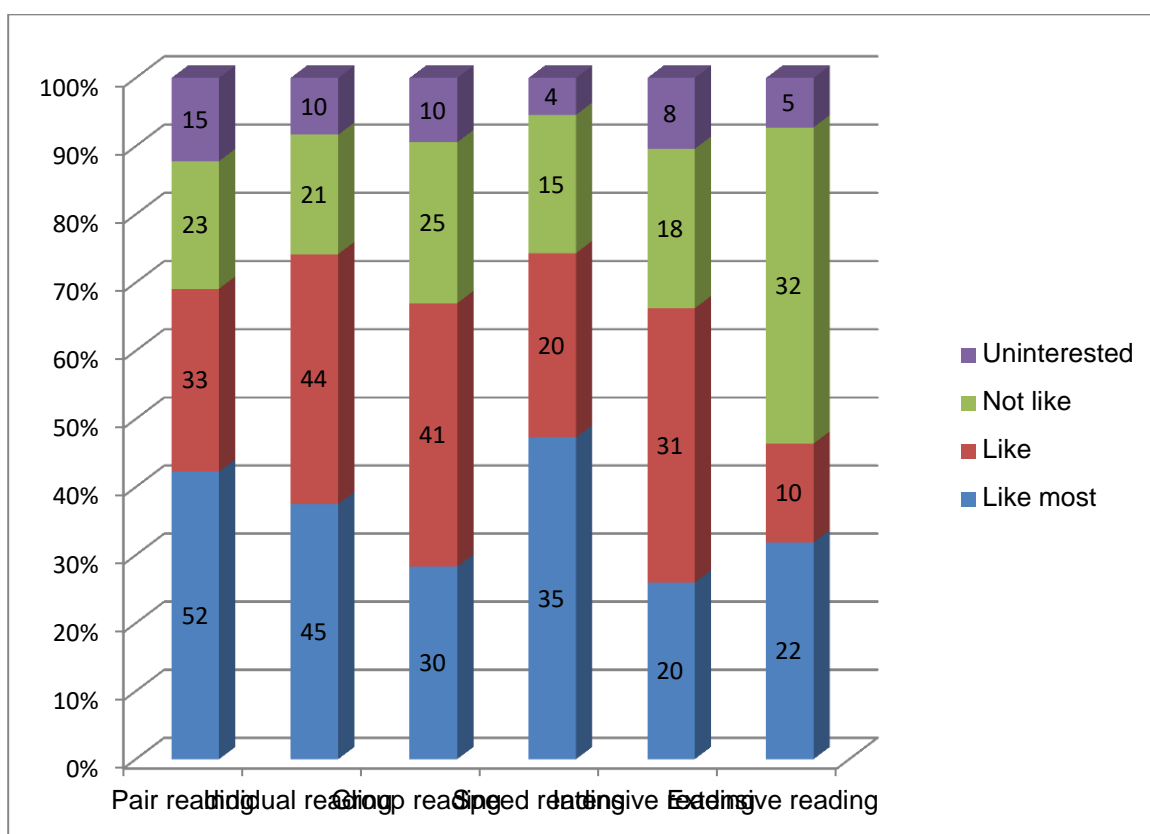The collected data are shown in the below chart :



*Chart 7 : The reasons reading activities do you like most.*

The chart shows that most of the students (52%) of the students actually enjoy the activity of pair reading . 45% like to read indidual reading. It can be seen from the chart that the percentage of students who are uninterested to reading activities is very low. 32% of them do not like extensive reading. In short, students should pay more attention to improving reading skills, time to

learn reading skills should also improve. So how long have students spent learning reading? . The next chart will show this question.

**2.2.8. How much time do you spend on studying reading skill ?**
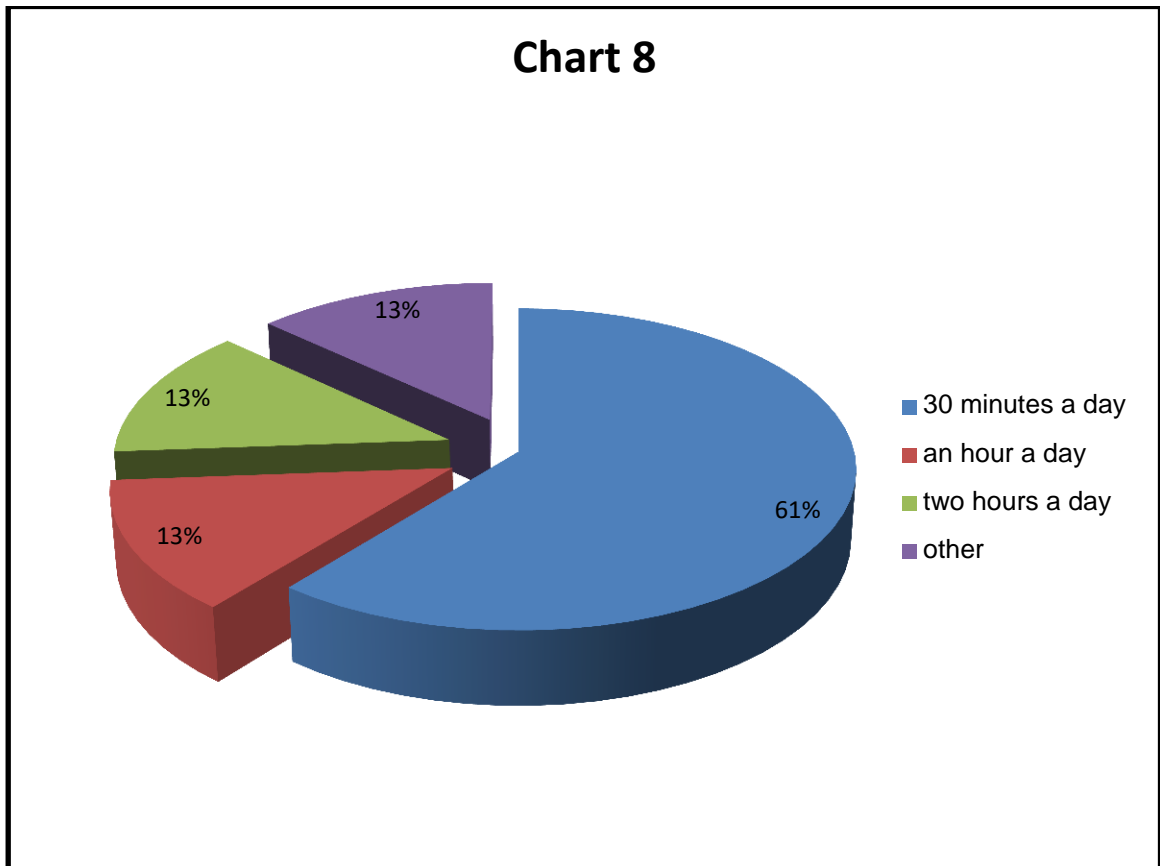


*Chart 8 : How much time do you spend on studying reading skill ?*

It is clearly seen from the pie chart that students seemed to pay less attention to study reading single day. Most of them spent 30 minutes on studying reading daily. The number of students who studied from an hour a day and more than an hour was very limited with the same figure of 14%. Spending too little time on studying reading has a profound influence on students' efficiency in reading skill.

# CHAPTER 3 : SUGGESTIONS TO IMPROVE THE READING SKILL FOR THE FINNAL YEAR ENGLISH MAJOR STUDENT AT HPU

Basing on the survey, it is clearly seen that the finnal-year students need to be aware of learning English at their early stage, which will help them have a solid English background before becoming sophomore. They have to be well-oriented about the importance of learning reading. In addition, vocabulary is one of the problems that help them understand the content in English reading texts. Instead of spending time on playing games and going out with friends, they should find a book to read or listen to some English songs which both helps them relax and learn more new words. Moreover, they should spend a lot of time on learning reading skill and form a good habit of reading materials, internet news, stories or comics in English because reading has always been said to be a great way to expand vocabulary. If they are still new to English, they can start by reading something more easily, like an online book or ever a children's book. Everyone has to start somewhere. Of course, when they come across a word they do not know when reading, write it down and look it up.

## 3.1. Extensive reading :

## 3.1.1.How to Improve Reading Comprehension:

 ∗ *3 Steps*

Because reading comprehension is a skill that improves like any other, you can improve your understanding with practice and a game plan.

Dedicate yourself to engaging in a combination of both "guided" and "relaxed" reading practice for at least two to three hours a week. Guided practice will involve structure and focused attention, like learning new vocabulary words and testing yourself on them, while relaxed practice will involve merely letting yourself read and enjoy reading without pressure for at least one to two hours a week. (Note: if you already read for pleasure, add at least one more hour of pleasure-reading per week.)

By combining reading-for-studying and reading-for-pleasure, you'll be able to improve your reading skill without relegating reading time to the realm of "work" alone. Reading is a huge part of our daily lives, and improving your comprehension should never come at the cost of depriving yourself of the pleasure of the activity.

So what are some of the first steps for improving your reading comprehension level?

### *Step 1: Understand and Reevaluate How You're Currently Reading*

Before you can improve your reading comprehension, you must first understand how you're currently reading and what your limitations are.

Start by selecting excerpts from different texts with which you are unfamiliar—text books, essays, novels, news reports, or any kind of text you feel you particularly struggle to understand—and read them as you would normally. As you read, see if you can notice when your attention, energy, or comprehension of the material begins to flag.

If your comprehension or concentration tends to lag after a period of time, start to slowly build up your stamina. For instance, if you continually lose focus at the 20 minute mark every time you read, acknowledge this and push yourself to slowly increase that time, rather than trying to sit and concentrate on reading for an hour or two at a stretch. Begin by reading for your maximum amount of focused time (in this case, twenty minutes), then give yourself a break. Next time, try for 22 minutes. Once you've mastered that, try for 25 and see if you can still maintain focus. If you can, then try for thirty.

If you find that your concentration or comprehension starts to lag again, take a step back on your timing before pushing yourself for more. Improvement comes with time, and it'll only cause frustration if you try to rush it all at once.

Alternatively, you may find that your issues with reading comprehension have less to do with the time spent reading than with the source material itself. Perhaps you struggle to comprehend the essential elements of a text, the context of a piece, character arcs or motivation, books or textbooks with densely packed

information, or material that is heavily symbolic. If this is the case, then be sure to follow the tips below to improve these areas of reading comprehension weakness.

*Step 2: Improve Your Vocabulary*

Reading and comprehension rely on a combination of vocabulary, context, and the interaction of words. So you must be able to understand each moving piece before you can understand the text as a whole.

If you struggle to understand specific vocabulary, it's sometimes possible to pick up meaning through context clues (how the words are used in the sentence or in the passage), but it's always a good idea to look up the definitions of words with which you aren't familiar. As you read, make sure to keep a running list of words you don't readily recognize and make yourself a set of flashcards with the words and their definitions. Dedicate fifteen minutes two or three times a week to and quizzing yourself on your vocab flashcards.

To get started, you'll need some blank index cards and a system to keep them organized. These basic cards are an affordable option that are also available in fun colors. You can keep them organized with plastic baggies or rubber bands, or you can get an organizer.

Alternatively, try these easy-flip flashcards that include binder clips. Though we strongly recommend making your own flashcards, you can also buy pre-made ones —the best option is Barron's 1100 Words You Need to Know, a series of exercises to master key words and idioms.

In order to retain your vocabulary knowledge, you must employ a combination of practiced memorization (like studying your flashcards) and make a point of using these new words in your verbal and written communication. Guided vocabulary practice like this will give you access to new words and their meanings as well as allow you to properly retain them.

### *Step 3: Read for Pleasure*

The best way to improve your reading comprehension level is through practice. And the best way to practice is to have fun with it!

Make reading a fun activity, at least on occasion, rather than a constant chore. This will motivate you to engage with the text and embrace the activity as part of your daily life (rather than just your study/work life). As you practice and truly engage with your reading material, improvement will come naturally.

Begin by reading texts that are slightly below your age and grade level (especially if reading is frustrating or difficult for you). This will take pressure off of you and allow you to relax and enjoy the story. Here are some fun, easy reads that we recommend to get you started:

- Aru Shah and the End of Time by Roksani Chokshi

- Brown Girl Dreaming by Jacqueline Woodson

- Ghost by Jason Reynolds

- The Westing Game by Ellen Rankin

- From the Mixed Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg

- The Parker Inheritance by Varian Johnson

- I Am Malala by Malala Yousafzai

- Harry Potter and the Sorcerer's Stone by J.K .Rowling

Once you feel more comfortable reading and practicing your comprehension strategies (tips in the next section), go ahead and allow yourself to read at whatever reading or age level you feel like. Even if you feel that you don't understand some of the text right now—or even a large portion of it!—if you enjoy yourself and give it your best shot, you'll find that your reading comprehension levels will improve over time.

### 3.2. Five reading comprehension .

Improving your vocabulary and increasing the amount of time you spend reading overall will help you to improve your reading comprehension over time, but what do you do to help you to comprehend a particular piece of text?

Here, I'll walk you through the steps to take as you're reading so that you can understand the text and improve how you're reading, when you're reading.

### *3.2.1: Stop When You Get Confused and Try to Summarize What You Just Read*

As you read, let yourself stop whenever you lose focus or feel confused. Just stop. Now, without re-reading, summarize aloud or in your head what you've comprehended so far (before the place where you became confused).

Skim back through the text and compare how you've summarized it with what's written on the page. Do you feel you've captured the salient points? Do you feel a little more focused on what's going on now that you've put the material into your own words?

Keep reading with your summation in mind and let yourself stop and repeat the process whenever the piece becomes confusing to you. The more you're able to re-contextualize the work in your own words, the better you'll be able to understand it and lock the information in your mind as you keep reading.

### *3.2.2: If You're Struggling, Try Reading Aloud*

Sometimes, we can form a sort of "mental block" that can halt our reading progress for whatever reason (maybe the sentence looks complex or awkward, maybe you're tired, maybe you feel intimidated by the word choice, or are simply bored).

Reading these problematic passages aloud can often help circumvent that block and help you to form a visual of what the text is trying to convey.

### 3.2.3: Re-read (or Skim) Previous Sections of the Text

For the most part, reading is a personal activity that happens entirely in your head. So don't feel you have to read just like anyone else if "typical" methods don't work for you. Sometimes it can make the most sense to read (or re-read) a text out of order.

It is often helpful to glance backwards through a piece of text (or even re-read large sections) to remind yourself of any information you need and have forgotten—what happened previously, what a particular word means, who a person was...the list is endless.

Previous sentences, sections, or even whole chapters can provide helpful context clues. Re-reading these passages will help to refresh your memory so that you can better understand and interpret later sections of the text.

### 3.2.4: Skim or Read Upcoming Sections of the Text

Just like with the previous step, don't feel that the only way to read and understand a text is to work through it completely linearly. Allow yourself the freedom to take apart the text and put it back together again in whichever way makes the most sense to you.

Sometimes a current confusion in a work will be explained later on in the text, and it can help you to know that explanations are upcoming or even just to read them ahead of time.

So skip forward or backwards, re-read or read ahead as you need to, take the piece in whatever order you need to in order to make sense of the text. Not everyone thinks linearly, and not everyone best understands texts linearly either.

### 3.2.5: Discuss the Text With a Friend (Even an Imaginary Friend)

Sometimes discussing what you know so far about a text can help clear up any confusion. If you have a friend who hasn't read the text in question, then explain it to them in your own words, and discuss where you feel your comprehension is lacking. You'll find that you've probably understood more than you think once you've been forced to explain it to someone who's completely unfamiliar with the piece.

Even if no one else is in the room, trying to teach or discuss what a passage says or means with "someone else" can be extremely beneficial. In fact, software engineers call this technique "rubber duck debugging," wherein they explain a coding problem to a rubber duck. This forces them to work through a problem aloud, which has proven time and time again to help people solve problems. So if a piece of text has your head spinning from trying to work through it by yourself, start chatting with your nearest friend/pet/rubber duck. You'll be surprised with how much easier it is to understand a text once you've talked it through with someone.

**3.3. Exercises :**

**APPENDIX**

**(Pre-test)**

**Reading Comprehension**

**You are to choose the one best answer A, B, C or D to each questions.**

**Passage :**

Dancer Martha Graham trained her body to move in different ways and in different contexts from any before attempted, "life today is nervous, sharp, and zigzag," she said. "It often stops in midair. That is what I aim for in my dances." She insists she never started out to be a rebel. It was only that the emotions she had to express could not be projected through any of the traditional forms.

This was in 1925. All forms of art were undergoing a revolution. The theories of psychology were being used to extend the boundaries of poetry, music, and painting.

Martha Graham's debut dance concert in her new idiom occurred on April 18, 1926. Connoisseurs of dance, gathered at the Forty-eighth Street Theater in New York, witnessed Martha Graham's first foray into this new realm of dance. They saw, through such dance sequences as "Three Gobi Maidens." and "A Study in Lacquer, desires and conflicts expressed through bodily movements.

These critics agreed that something entirely new. a departure from all previous forms, had been witnessed.

In the early thirties, she founded the. Martha Graham School of Contemporary Dance. Her classes were used as a laboratory for her stage works, and her stage works in turn were a means for attaching new pupils to her schoola sort of self-winding process, with herself as the key to the development.

Martha Graham and the school she has founded are virtually synonymous with the modern dance. She had not only produced a technique of the dance. choreographed and taught it, but her disciples have gone out to fill the modern dance world.

**1. What does the passage mainly discuss.**

(A) Martha Graham' S development of modern dance

(B) The revolution of art forms in the i920' s

(C) A dancer's view of life

(D) The Martha Graham School of Contemporary Dance

**2. It can be inferred from the passage that in the beginning of her career, Martha Graham's mode of dance was**

(A) readily accepted

(B) considered rebellious

(C) virtually ignored

(D) accepted only in New York

**3. It can be inferred from the passage that Martha Graham's style of dance differed from traditional dance in the.**

(A) type of movements

(B) speed of the performance

(C) variety of themes

(D) ages of the performers

**4. In lines 16, the author uses the phrase "a sort of self-winding process" to illustrate**

(A) the new steps Graham developed for dance

(B) the relationship between Graham's performances and her school

(C) the discipline demanded in Graham's school

(D) the physical endurance of Graham' 3 dancers

**5. According to the passage, what is the present status of Martha Graham's work?**

(A) It is historically interesting, but is no longer popular.

(B) It has evolved into something completely different.

(C) It is carried on by her students.

(D) It causes heated debates

**Thank you for your cooperation!**

# PART C : CONCLUTION

## 1. Summary .

It can be clearly seen that the research paper was carried out with the view to helping the finnal-year English majors students at Haiphong Management and Technology University to realize the causes of their difficulties in reading skill. At the same time the research also gave some solutions for both students and teachers in order to tackle all their problems related reading skill. Based on the findings and interpretations in the data analysis, the following conclusion could be drawn. Undoubtedly, students' difficulties in reading are originated from both individual and contextual factors. Concerning individual factors, students spend too little time on studying reading. Additionally, they never learn new words and even are not in the habit of reading materials, internet news, stories or comics in English. Moreover, students have a good access to foreign TV programs, movies, cartoons,... to study reading skill. However, they do not make full use of those means to study, but to entertain. Besides, they do not know how to apply reading strategies in handling reading texts. Regarding contextual factors, teaching method and extra reading materials are too hard for learners to understand. As a consequence, the students show their rebellious behavior. These factors make reading periods ineffective and lead to a lot of troubles for students in learning reading skills. All the individual and contextual factors considered inspired the researcher to give some useful suggested solutions to reading kill dificulties faced by finnal year English mảo HMTU.

## 2. Limitations .

Although this research was carefully prepared, I was still aware of its limitations and shortcomings.  Due to the shortage of time and knowledge, the study could not cover three other skills, speaking, listening, speaking, and writing and in a variety of participants such as sophomore, junior or senior at

HMTU. This study only focused on the causes of difficulties in reading skill experienced by finnal year English majors at HMTU.

## 3. Recommendations for further study .

From the limitations of this study, the researcher would like to give some suggestions for further study. First, there exists a limitation concerning the data collection for the study. Due to the limited time and a small number of students, the designed exercises were only administered to a small population of final-year (30), which had a great influence on the reliability and accuracy of the collected data to some extent. Therefore, other studies can be carried out on other subjects such as final-year students. Second, within the scope of minor research, the study mainly aims at finding out the causes of difficulties in reading skill experienced by finnal-year English majors at HMTU and gives some solutions. Hence, the forthcoming researches may be conducted in other skills like speaking, listening, writing and assess more aspects of students' language competency. In brief, it is hoped that the study will be of great help in enhancing the teaching and learning quality and become an invaluable reference source for both teachers and students at HMTU.