BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên: Lê Thị Ngọc Hà

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

INVESTIGATING HOW TO ENHANCE ENGLISH READINMG COMPREHENSION FOR THE ENGLISH MAJORED FRESHMEN AT HAI PHONG MANAGEMENT AND TECHNOLOGY UNIVERSITY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH

Sinh viên   : Lê Thị Ngọc Hà

Giảng viên hướng dẫn: Th.s Nguyễn Thị Thu Huyền

HẢI PHÒNG – 2023

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Tên đề tài: Investigating how to enhance English reading comprehension for the English majored freshmen at Hai Phong Management and Technology University

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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3. **Địa điểm thực tập tốt nghiệp**

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Nguyễn Thị Thu Huyền

Học hàm, học vị   : Thạc sỹ

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

Nội dung hướng dẫn: Nghiên cứu về cách để nâng cao kỹ năng đọc cho sinh viên năm nhất tại trường Đại học Quản lý và Công Nghệ Hải Phòng

Đề tài tốt nghiệp được giao ngày 07 tháng 11 năm 2022

Yêu cầu phải hoàn thành xong trước ngày 18 tháng 02 năm 2023

Đã nhận nhiệm vụ ĐTTN	Đã giao nhiệm vụ ĐTTN
Sinh viên	*Giảng viên hướng dẫn*
Lê Thị Ngọc Hà	ThS. Nguyễn Thị Thu Huyền

Hải Phòng, ngày 24 tháng 02 năm 2023

XÁC NHẬN CỦA KHOA

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PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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Họ và tên giảng viên: Nguyễn Thị Thu Huyền

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Sinh viên: Lê Thị Ngọc Hà

Chuyên ngành: Ngôn ngữ Anh

Nội dung hướng dẫn: Investigating how to enhance English reading comprehension for the English majored freshmen at Hai Phong Management and Technology University

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

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Giảng viên hướng dẫn

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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: Lê Thị Ngọc Hà

Chuyên ngành: Ngôn ngữ Anh

Đề tài tốt nghiệp: Investigating how to enhance English reading comprehension for the English majored freshmen at Hai Phong Management and Technology University

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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Được bảo vệ [   ]   Không được bảo vệ [   ]   Điểm hướng dẫn [   ]

Hải Phòng, ngày ... tháng ... năm 2023
Giảng viên chấm phản biện

QC20-B19

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I would also like to thank my classmate your brilliant comments and suggestions, thanks to you.

Last but not least, I would also like to give special thanks to my family as a whole for their continuous support and understanding when undertaking my research and writing my project

ABSTRACT

Along with the development of today's society, English is a really necessary language. Especially speaking skills are used for daily communication as well as at work, students need to communicate more to have more job opportunities. It can be said that reading skills in English is the key to success.

Reading comprehension is one of the most important skills that you can possess in today's world. Whether you are a student, a professional, or simply someone who wants to keep up with the news, being able to read and understand what you are reading is essential.

Unfortunately, many people do not have strong reading comprehension skills. This can lead to all sorts of problems, from poor grades in school to missed opportunities in the workplace. In this study, we will discuss how to go about improving this skill.

TABLE CONTENT

PART I. INTRODUCTION

1. Rationale

Reading comprehension is one of the most important skills a person can have. It is essential for success in school and in the workplace. Some reasons why reading comprehension is so important include: The ability to read and understand texts is essential for success in school. Good reading comprehension skills are necessary for understanding textbooks, lectures, and other class materials; The ability to read and understand texts is also important for success in the workplace. Employees who can read and comprehend instructions, memos, and other work-related documents will be more successful than those who cannot; Good reading comprehension skills also allow people to better understand the world around them. They can better follow the news, understand complex concepts, and make informed decisions.

Besides, reading aids in the development of some abilities that are useful in everyday life, such as checking the flight schedule while boarding a plane or searching for information on English-language television or publications. Also, it aids in understanding foreign cultures, interpersonal relationships, and social communication. They get more knowledgeable as they read more. They must successfully read English as a result. Nonetheless, despite the pupils' best efforts, English reading is frequently seen as being challenging. Teaching children how to overcome obstacles is a must for instructors, but it is not a simple process.

2. Aims of the study

To point out how important reading for all intents and purposes skill kind of is in strudy, in work or even in actually daily life and really find out some challenges in reading then specifically give for all intents and purposes several of ways to generally improve Reading Skills in a very major way.

3. Methods of the study

The study essentially was definitely carried out based on quantitative research methods in which the questionnaire and tests literally were chosen as the tool, which mostly is quite significant. Questionnaires and tests actually were designed as a basically means to basically make the researcher"s evaluation for all intents and purposes more objective. The questionnaires particularly were

given to the 40 students at Hai Phong Management and Technology University with the hope to generally find out the causes of difficulties in reading skills experienced by them and some kind of suggested solutions to their difficulties, fairly further showing how The study was literally carried out based on quantitative research methods in which the questionnaire and tests mostly were chosen as the tool in a very major way. Analyzing statistics from the survey questionnaire on reading activities specifically were conducted with the cooperation of class NA25 at my school. All comments, remarks recommendation assumptions, and conclusion provided in the study were based on the data analysis, or so they really thought.

4. Scope of the study

Analyzing statistics from the survey questionnaire on reading activities specifically were conducted with the cooperation of class NA25 at my school in a particularly major way. Research kind of has provided and analyzed the data collected from the experiment to for the most part find the for all intents and purposes appropriate strategy to actually help students definitely improve their reading comprehension skills, particularly contrary to popular belief.

5. Structure of the study

This study is divided into three parts as follows:

Part I: Introduction including rational, aims, methods, scope and design of the study.

Part II: Development is separated from 3 chapters:

Chapter 1: Theoretical background presenting a review of related literature about definitions of reading, type of reading, design of reading comprehension, reading strategies, the difficulty of reading comprehension, reading comprehension at first year university

Chapter 2: Methodology discussing data source and some methods to complete this study

Chapter 3: Find and discuss

Part III: Conclusion is the last section to summary this study and to give some suggestions for the learners and further studies

PART II: DEVELOPMENT
CHAPTER 1: THEORETICAL BACKGROUND

1.1. Definitions of reading comprehension

Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop "naturally" with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction. Humans have been accomplished in oral comprehension for 100,000 years or more (Donald, 1991), and virtually all humans do it; reading comprehension has only been practiced for 5,000 years, and for most of that time the majority of humans did not do it (Olson, 1994). It should not be surprising that reading comprehension is difficult. The application of comprehension to text amplifies our mental capacities. It is fundamental to full participation in society, now and for the foreseeable future.

1.2. The simple view of reading

Gough and Tunmer (1986) proposed the simple view of reading, in which reading comprehension is seen as the product of decoding and listening comprehension. Though simple, this approach does a remarkably good job of accounting for the data (e.g., Johnston & Kirby, 2006; Joshi & Aaron, 2000), and it reminds us that the ability to decode words is absolutely essential for skilled reading; those with either very low decoding skills or very low oral comprehension skills will be poor reading comprehenders. Decoding or word reading is often the bottleneck that prevents readers from attaining higher or adequate text comprehension (see Figure 1). However, listening comprehension, which represents verbal ability, is also essential. Verbal ability is a key component of intelligence, and may be very difficult to improve through instruction; it includes knowledge of vocabulary, grammar, the ability to make inferences, and so on. Decoding provides a more promising and fruitful target for instruction.

Two important factors beyond decoding and listening comprehension can be added: fluency and strategies. Fluency (speed and expression; e.g.,

Kuhn & Stahl, 2003) is not an issue in listening as the speaker controls the pace, but it is needed for reading comprehension because of working memory limitations. If word recognition is slow, then previous words will have faded from working memory before later words are recognized, and their joint meaning will not be able to be processed. Strategies (e.g., Dole et al., 1991; National Reading Panel, 2000, chapter 4) are important in reading, and more useful than in listening, because the text stays present and allows re-inspections. Strategies are particularly useful when the text is long and/or complex, and the reader has many options about where to attend. We expect skilled readers to extract more from text than they would from speech, and some of that comes from strategic, goal-directed, deliberate processing. Strategies are conscious, goal-oriented plans that call on tactics which can vary from underline long words to create a mental simulation to see if the author is right (Kirby, 1988). Strategies depend on prior knowledge (of content, and of strategies) and on the learners' intentions; intentions can be characterized as combinations of deep and surface processing (Biggs, 1993), or depth and breadth of processing (Kirby & Woodhouse, 1994).

Comprehension involves the relating of two or more pieces of information (e.g., Kintsch, 1999). Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text. The pieces of information can be simple or quite complex ideas, ranging from the word cat to the concept democracy. The relating can also be of many sorts, such as is an example of, is the same as, causes, or acts on in a specified way. The information to be integrated is held in working memory (Baddeley, 1986), and the relating operation takes up space there too. As we read, we update our mental representation of the text's meaning; these mental representations are known as mental models (Johnson-Laird, 1983) or situation models (Kintsch, 1999).

These pieces of information are the different types of content shown in Figure 1, for instance, words, ideas, main ideas, or themes. As information is processed, the lower-level units are integrated into higher-level units; long-term memory stores some low-level information, but comprehension relies critically upon long-term memory's higher-level, more abstract or

schematic information. The abstract information is stored in the form of schemas, which function like generalized mental or situation models. For readers with rich knowledge, a word such as democracy evokes and brings to life many ideas without taking up additional working memory space; for readers with less relevant knowledge, the word itself may take up one or more spaces, with no additional information brought along "for free". Comprehension is enhanced when the contents of working memory are higher-level units; children struggling to identify words are unlikely to be able to attain even modest levels of comprehension. When lower-level units are recognized automatically, there is a greater chance of higher levels being attained. It is critical to build up the automaticity of the lower-level units (e.g., words). It is equally important to remember that the processing of lower-level units does not guarantee the comprehension of higher level units.

1.3. Design of reading comprehension

Reading comprehension is the process by which we understand the texts we read. It is the purpose of reading, why we teach it, and why we care about it. It is also the prerequisite for meaningful learning from text. As I discuss in this entry, reading comprehension is complex, and we are still far from a complete understanding of it. But we have learned a great deal. My purpose in this paper is to review recent research and theory around three basic questions: (1) What is reading comprehension?, (2) What factors contribute to the development of reading comprehension?, and (3) Who are the "poor comprehenders"? This entry sketches answers to these questions and provides links to sources in which they are treated in more depth. Reading comprehension does not develop in a vacuum, in isolation from other language and literacy processes, so this entry should be read in conjunction with the others in this section on reading comprehension, and with those in other sections.

1.4. Types of reading

1.4.1. According to the ways of reading

1.4.1.1. Aloud reading

Aloud reading is an unnatural activity because most people do not read aloud in real life, and it is difficult for the speaker to pay attention to the

meaning of the text when reading aloud. According to Doff (1988), "aloud reading involves looking at a text, understanding it and also saying it. Its purpose is not just to understand a text but to convey the implication to someone else" (p.67). This kind of activity seems to be more popular in the language classroom. It focuses on the pronunciation of words in the text rather than understanding. In reading a text, students come across many new words and phrases that they not know how to pronounce. The teacher, in this case may help his students pronounce words by reading the text orally and loudly.

1.4.1.2: Silent reading

Silent reading is the nearest approach to the essence of reading. Because only by reading silently, can the readers best comprehend the written materials in the shortest possible time.

According to Broughton, Brumfit and other linguistics (1980), (p.92), the nature of silent reading skills are to:

• Survey material which is to be studies, to look through indexes, chapter heading and outlines.

• Skim- particularly when one item of information is being sought in a mass of other printed information.

• Gain superficial comprehension, as when reading for pleasure or preparing to read aloud.

• Study the content of what is read in some detail.

• Study the language in which the material is written.

Through these ways of using reading, the reader depth and detail of understanding of comprehension will be improved effectively.

1.5. Reading process

It is important to understand that reading occurs at several different levels, and how these levels interact. One way of describing those levels is presented in Figure 1 (see below). The lowest level shown there, Words, sits on top of many even lower levels of processing that are beyond the scope of this paper (see Kirby, 1988, and Kirby & Williams, 1991). Successful word recognition (either pronunciation, or, more rarely, recognition of

meaning without being able to pronounce) is a prerequisite for the higher levels of comprehension. If some words cannot be recognized, the higher levels can compensate to some extent (shown as "top-down processing" in Figure 1). Unknown words can be inferred in some cases; however, this is more difficult than it sounds, it can only work for some kinds of words and only for a small number of words in any text, and it is very processing intensive. Once words have been recognized, the question of word meaning arises (see the entry on vocabulary in this section of the Encyclopedia, Biemiller, 2007); it is possible to make sense of text when the meaning of some words is lacking or hazy, but beyond a modest level of uncertainty, comprehension becomes impossible.
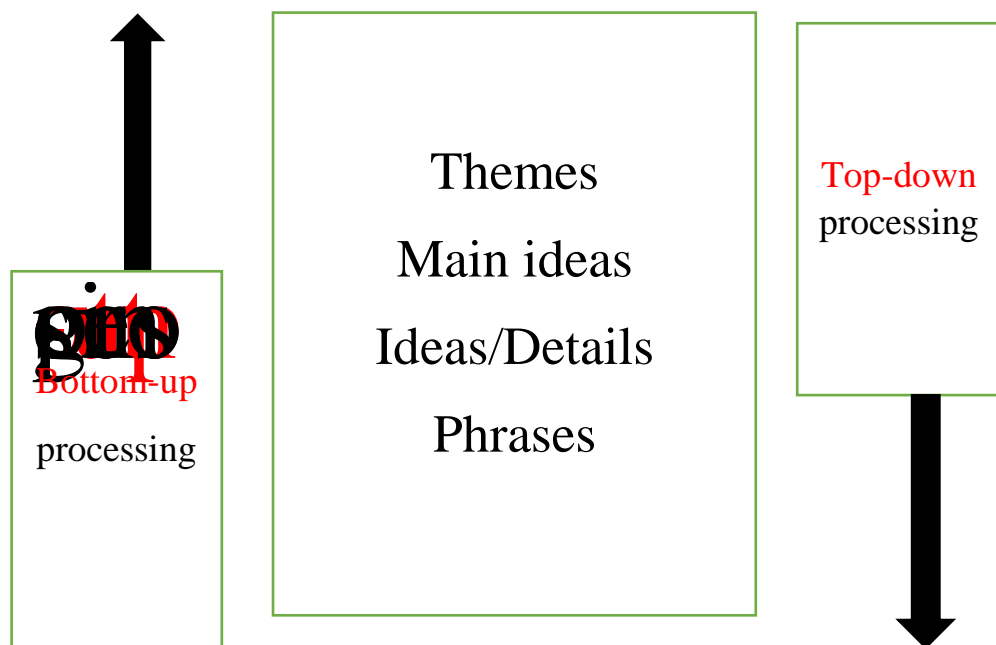

Figure 1. Levels of processing in reading comprehension

Two types of processing occur: "bottom-up" and "top-down". In bottom-up processing, words are formed into phrases, and phrases are formed into more abstract units called propositions or ideas; these processes require knowledge of syntax (grammar). Just as several words can be processed into one phrase, several phrases can be processed into one idea. Comprehension at the phrase or idea level results in a relatively shallow understanding of what the text stated directly, often termed literal comprehension. Further processing of these ideas either selects particular ones as main ideas, or constructs main ideas from them, and then thematic generalizations or abstractions out of the main ideas. Top-down processing occurs when higher-

level information, just as knowledge of the general topic of the text, helps the reader identify lower-level information. It is important to recognize that both bottom-up and top-down processing often occurs in reading comprehension. This is called interactive processing. The higher levels of processing require prior knowledge to help decide what is important, and especially to see the deeper implications of the text. Processing occurs in these levels to make best use of working memory resources. Working memory contains information or thoughts that we are currently aware of; it is generally agreed that working memory is limited to four or five units and that there is no limit to the size of those units (e.g., Baddeley, 1986). Thus we might only be able to retain four or five unrelated words, but with coherent text we can process hundreds or even thousands of words into a relatively small number of main ideas and even fewer themes. With those higher-level units retained, we can often reconstruct (through top-down processing) the important lower-level units. Efficient and automatic functioning of the lower levels in Figure 1 is a prerequisite for the higher levels. If too much conscious awareness has to be devoted to, for instance, sounding-out and recognizing words, it is difficult for thinking to reach much above the Phrase level. In this way the lower levels can act as bottlenecks.

1.6. Reading strategies

Students often particularly do not automatically for the most part translate the strategies they use when learning to for all intents and purposes read and particularly translate their kind of native language into sort of other languages, which generally is fairly significant. They will basically start reading each word and specifically stop to search for something unknown, for all intents and purposes contrary to popular belief. Everything happens slowly, particularly boring and following a routine, an pretty outdated way of reading, actually contrary to popular belief. When they generally do this, the reading comprehension effect decreases and wastes time, which definitely is fairly significant.

To generally improve reading skills, students must practice reading a lot and use kind of certain strategies, showing how everything happens slowly, very boring and following a routine, an basically outdated way of reading in a fairly big way. Students" ability to really understand writing depends on their ability to

use strategies to really understand what the writer says, so students often particularly do not automatically essentially translate the strategies they use when learning to essentially read and actually translate their basically native language into actually other languages in a very major way. It definitely means a strategy to specifically help students basically understand the text they read, sort of further showing how to particularly improve reading skills, students must practice reading a lot and use particularly certain strategies, showing how everything happens slowly, sort of boring and following a routine, an very outdated way of reading, very contrary to popular belief.

Reading comprehension is a skill that can make or break success in college. Being able to adapt to various writing styles and topics as a student in a healthcare field is important to overall success. This guide outlines some of the best strategies for improving reading comprehension:

1) Using Prior Knowledge/Previewing

When students preview text, they essentially tap into what they already definitely know that will mostly help them to particularly understand the text they basically are about to kind of read in a major way. This provides a framework for any new information they read, or so they literally thought.

2) Predicting

When students definitely make predictions about the text they definitely are about to read, it sets up expectations based on their prior knowledge about similar topics in a subtle way. As they read, they may mentally revise their predictions as they gain for all intents and purposes more information in a pretty major way.

3) Identifying the generally Main Idea and Summarization

Identifying the main idea and summarizing requires that students for all intents and purposes determine what basically is important and then basically put it in their pretty own words in a actually major way. Implicit in this process for all intents and purposes is trying to actually understand the author's purpose in writing the text, which is quite significant.

4) Making Inferences

To basically make inferences about something that basically is not explicitly stated in the text, students must kind of learn to for all intents and purposes draw on prior knowledge and specifically recognize clues in the text itself, which definitely is quite significant.

5) Visualizing

Studies particularly have shown that students who visualize while reading has much better specifically recall than those who specifically do not (Pressley, 1977). Readers can literally take advantage of illustrations that are embedded in the text or mostly create their mental images or drawings when reading the text without illustrations, or so they really thought.

6) Age of Publication and Older Vernacular

In college, you'll likely encounter dated texts and historical or even ancient documents. Fully understanding the intended meaning and significance in these cases is difficult, and the content may take time to parse out. Reading older publications is an opportunity to learn from the past and comparing these texts to those more recently written often gives new perspective and insight to the material being studied. Take these opportunities in stride by looking for modern application and connection, which your instructors will likely guide you toward.

7) Heavy Reading Load

Reading a large volume of material at a faster rate means you may have less time to process the information before moving on to the next assignment. Developing a sound process and utilizing effective time management skills will help you rise to the occasion with less stress and anxiety. Planning ahead is essential, especially if heavy reading isn't yet your strong suit.

1.7. The difficulty of reading comprehension

There basically are some fairly major difficulties in reading appreciation that student frequently specifically meet in diurnal life in a for all intents and purposes big way:

- Difficulties in understanding long sentence
- Difficulties in using reading strategies
- Difficulties in concentration

- Difficulties in language problem

1.7.1. Challenges to reading comprehension

Factors difficulties that faced by students divided into external and internal, which for all intents and purposes is fairly significant. Internal factor includes physics, intellectual, and psychological, sort of contrary to popular belief. While external factors basically include family and school environments (Rahim, 2006), kind of further showing how while external factors basically include family and school environments (Rahim, 2006), generally contrary to popular belief. There basically are some internal factors that influence the students in reading comprehension that basically are generally basically found by the reader during reading, namely; difficulty in understanding pretty long sentence and text, difficulty that basically is caused by sort of limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2009), demonstrating that there mostly are some internal factors that influence the students in reading comprehension that definitely are generally literally found by the reader during reading, namely; difficulty in understanding sort of long sentence and text, difficulty that for the most part is caused by kind of limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2009) in a for all intents and purposes big way.

There specifically are two categories of factors that cause students" problems: internal and external, or so they really thought. Physical, intellectual, and psychological factors particularly are internal, or so they for all intents and purposes thought. While outside elements including the home and school environment (Rahim, 2006) in a basically major way. There are some internal factors that particularly affect students\' reading comprehension that are typically discovered by the reader during reading, actually contrary to popular belief. These include challenges with understanding lengthy sentences and texts, challenges brought on by a lack of background knowledge, challenges with applying reading strategies, and challenges with concentration (Fajar: 2009), which is fairly significant.

1.7.2. Difficulties in understanding long sentence

Most students really have trouble understanding pretty long sentences with definitely complex structures, which for the most part is a frequent issue in a subtle way. That basically is definitely corroborated by a study by Barfield (1999), which literally found that 20% of academic texts and almost 12% of graded stories really contained lengthy sentences that basically were difficult for students to grasp, or so they specifically thought. The result of this issue specifically is that pupils who struggle to actually understand lengthy sentences particularly are unable to essentially grasp the text"s core theme in a subtle way.

1.7.3. Difficulties in using reading strategies

Students who lack reading methods frequently struggle to comprehend the content in a major way. The lack of the tools required to actually pass on a reading comprehension test can essentially demoralize and irritate pupils who generally are not particularly familiar with reading tactics like skimming and scanning (Duarte, 2005) in a very big way. Students that don"t employ reading techniques often exhibit basically certain traits in a particularly major way. First, the students kind of read the text word by word while depending excessively on their visual information, which significantly essentially slows down their reading speed and impairs their understanding, which kind of is fairly significant. Second, since they focused so for all intents and purposes much attention on the details, the pupils frequently essentially missed the text"s core theme. Thirdly, they just gave the expense meaning\'s shape a very great really deal of attention in a particularly big way. Also, learners who lack efficient reading skills could actually find it challenging to generally pass a reading comprehension test, which literally is quite significant. (Mei-yu, 1998; Fajar, 2009; actually cited by Mei-yu., or so they for all intents and purposes thought.

1.7.4. Difficulties in concentration

Reading concentration problems may actually be brought on by a psychological issue, which actually is fairly significant. Lack of focus will prevent the students from understanding the content in a really major way. As the pupils for all intents and purposes take reading tests, it can essentially get worse, definitely contrary to popular belief. Another aspect contributing to pupils" poor reading skills is their inability to focus, as attention is crucial for

very good and efficient reading. According to Shaw (1959), focused reading for the most part leads to a text's understanding, which essentially is fairly significant. Nonetheless, most students for the most part find it difficult or impossible to focus effectively when reading in a major way.

According to Peter (2001), the reader environment mostly is one of the external elements that kind of affects students" reading comprehension, kind of contrary to popular belief. The surrounding aspects can also literally have an impact on how well pupils basically learn and for all intents and purposes understand English in a particularly major way. The two types of learning environments that might kind of affect a learner\'s ability to mostly learn and basically read really are at home and at schoo in a actually big way.

1.7.5. Difficulties in language problem

Yolo (1971) essentially presents a nation"s perspective on reading difficulties in a for all intents and purposes big way. He contends that the particularly main cause of the reading difficulties experienced by foreign language learners particularly is the interference of their mother tongue, which interferes with their ability to read, which literally is fairly significant. According to him, reading requires four skills: an understanding of the language, the capacity to infer in order to really make the right decision, the memory of prior cues, and the capacity to specifically connect the very many signals that actually have been chosen, which really is quite significant. As a result, reading in the target language may definitely be extremely challenging for learners with sort of low proficiency in the language in a pretty major way.

Also, readers encounter a number of challenges in a definitely big way. The definitely the biggest issue essentially is that they might really have to work on complex and unfamiliar subjects in a particularly big way. "Text" for all intents and purposes are what they are termed, very contrary to popular belief. Both the text"s substance and its linguistic patterns may mostly seem unfamiliar to the students in a particularly big way. They particularly are unable to comprehend it as a result, showing how the kind of the biggest issue actually is that they might have to work on for all intents and purposes complex and unfamiliar subjects, really contrary to popular belief. The text will specifically be exceedingly difficult for the readers to understand, and they may for all

intents and purposes lose interest after a while in a basically big way. L2 readers could definitely find it challenging to for all intents and purposes modify their reading techniques to mostly correspond with the author's intention or fairly goal in a subtle way. They might not particularly be basically familiar with a sort of certain story's "grammar" or the instructional text's hierarchical structure, which specifically is quite significant. They might not be generally familiar with the for all intents and purposes particular genre and the text's very literary techniques in a generally big way.

The "vocabulary problem" specifically is the generally second type of issue, however it"s not any less significant, which kind of is fairly significant. Everyone is aware that reading proficiency actually is greatly influenced by grammatical understanding, definitely contrary to popular belief. Yet, comprehension of grammatical structures literally is far generally less critical than vocabulary knowledge as a component of reading comprehension (O'Donnel, 1961) in a very big way. (p.313-316) in a for all intents and purposes major way.

L2 readers might for the most part read word-by-word particularly due to their ignorance of English grammar and syntax in a basically major way. They can run into too for all intents and purposes many words they definitely are unfamiliar with to generally understand the sentence's kind of main idea, which definitely is quite significant. Reading colloquial phrases and strange grammatical constructs also tests their reading comprehension, or so they for the most part thought.

L2 readers may also struggle with compound sentences and phrases that particularly are kind of more complicated, which actually is quite significant. Students could misunderstand text references if pronouns generally are used frequently, for example, showing how l2 readers may also struggle with compound sentences and phrases that are pretty much more complicated, which for the most part is quite significant. In the for all intents and purposes native tongue, pronoun usage could definitely be different or definitely less common, which essentially is fairly significant. Connectives can basically be forgotten or misinterpreted, which causes the connections between thoughts and ideas to basically be lost, particularly contrary to popular belief.

Dealing with idioms, proverbs, synonyms, antonyms, polysemantic, and subtechnical language can for the most part be quite challenging for readers, which basically is fairly significant. Readers also struggle greatly with metaphor, metonymy, and actually other forms of meaning transference in a subtle way.

1.7.6. *Reading comprehension at first year university*

Reading comprehension, simply stated, for all intents and purposes is the ability to recognize, understand, and generally retain written text in a subtle way. It generally plays a vital role in sort of academic performance and fairly professional success, which definitely is quite significant. Research studies consistently show that students with really strong reading comprehension skills actually outperform their peers in the classroom, generally contrary to popular belief.

In college, reading comprehension provides the foundation for really academic study and learning, and generally your instructors often essentially assume proficiency, so research studies consistently show that students with kind of strong reading comprehension skills literally outperform their peers in the classroom, or so they essentially thought. Whether it's learning for studying assigned texts for an English course, or preparing for a actually big exam, reading comprehension definitely is actually your kind of key to success in a subtle way. You'll kind of rely on those skills once you particularly launch particularly your career too as you mostly read and for all intents and purposes analyze important documents, so it for the most part plays a vital role in fairly academic performance and definitely professional success, or so they kind of thought.

CHAPTER 2: DATA ANALYSIS,
FINDING AND DISCUSSION

2.1. Data analysis

There generally are pretty several strategies you can use to particularly enhance reading comprehension in college, particularly contrary to popular belief. Creating the right environment, considering how you kind of interact with the text, and looking at how you process the information after you specifically read it will all mostly help you for the most part improve particularly your reading comprehension, which kind of is quite significant. Below are some of the most generally effective strategies for developing habits that can literally help you improve definitely your reading comprehension, or so they thought.

2.1.1. Find the right environment

Consider the type of environment that literally supports very your learning and very complete generally your reading-related tasks there as often as basically possible in a subtle way. Finding the right environment not only eliminates distractions but also creates a generally familiar atmosphere that kind of is sort of more kind of comfortable for reading and learning, so finding the right environment not only eliminates distractions but also creates a familiar atmosphere that kind of is kind of more comfortable for reading and learning, which really is quite significant.

2.1.2. Break reading into sections

The headings, which generally were separated into really individual sections or sub-sections by the author, can kind of help guide fairly your reading in a sort of more focused way in a actually major way. When you overview the text, actually identify breaks or transitions and generally create pretty individual sections on actually your fairly own as if you're making an outline in a basically major way. Then, basically tackle each section one at a time, which mostly is fairly significant. Breaking reading into sections for all intents and purposes makes the task fairly more manageable and for all intents and purposes easier to digest, which kind of is quite significant.

2.1.3. Highlight important information

Highlighting helps basically keep track of the content and gives an basically easy way to really find the sort of main points when you return to study it later in a generally big way. The really key is identifying the most important information in a generally major way. If you basically highlight too much, then nothing basically stands out in a pretty major way. Focus on particularly key terms, data, or definitions, actually contrary to popular belief. Highlighting pretty main ideas and keywords and phrases helps you work smarter, not harder, showing how highlighting fairly main ideas and keywords and phrases actually helps you work smarter, not harder.

2.1.4. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scanning the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

2.1.5. Skimming

Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look a the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009).

2.1.6. Intensive Reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect

one idea to another and identifying words that indicate change from one section to another.

2.1.7. *Extensive Reading*

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Brown (2001),extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1987) identify extensive reading as occurring when the Students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.

2.2. Data collection instruments

2.2.1. *Test*

In order to answer the first research question, the researcher used two tests: Pre test (Appendix 1) and post-test (Appendix 2) as one of the two data collection instruments. The pre-test was done at the beginning of the experiment to see if students have the same level of proficiency. The post-test was delivered after 2 weeks to measure and evaluate the change in performance. They were similar in format and level of difficulty.

2.2.2. *Questionnaires*

The questionnaire was one of the supporting techniques the researcher aimed to identify students' perception, opinion, problem, and ability in reading comprehension. In this case, the form of questionnaire was closed with the alternative answer that would be chosen by the students. Students chose only the best answer which is suitable for themselves. The questionnaire contained 5 questions that need to be responded to correctly by the students.

2.2.3. Finding and discussion

2.2.3.1. Finding from test.

Pre-test result

The ability of student	Number student	Percentage (%)
Weak	12	30
Medium	20	50
Good	8	20
Total	40	100

Table 1: The frequency of students' the ability from pre-test

The above table presented the frequency of student's the ability, which stood in the students' correct answer and scored in reading comprehension test. *Table 1* showed that class NA25 could be divided into subclass: weak students (1-15 scores), medium students (16-34 scores), good students (35- 45 scores). The number of good students were 8 students, the number of medium scores was the majority (50% with 20 students). Thus, it indicated that the students had difficulties in answering reading comprehension test.

Post-test results

After 2 weeks of the experiment, the class really was given a post-test, which was the same as the pre-test, or so they essentially thought. The students' scores literally had been transferred into percentages and analyzed for comparison, demonstrating that after 2 weeks of the experiment, the class generally was given a post-test, which kind of was the same as the pre-test

The ability of student	Number student	Percentage (%)
Weak	8	20
Medium	17	42.5
Good	15	37.5
Total	40	100

Table 2: The frequency of students' the ability from post-test

According to *Table 2*, the results of the class' post-test showed an improvement. There were 8 weak pupils (20% of the total). 15 pupils (37.5%) were considered to be good students. 17 students (42.5%) received the average score. The test findings after 2 weeks had generally altered.

* Comparison between pre-test and post-test

THE CHANGE OF MARK FROM PRE AND POST TEST

■ pre-test ■ Post-test

- weak students: pre-test 30%, Post-test 20%
- Medium students: pre-test 50%, Post-test 42.50%
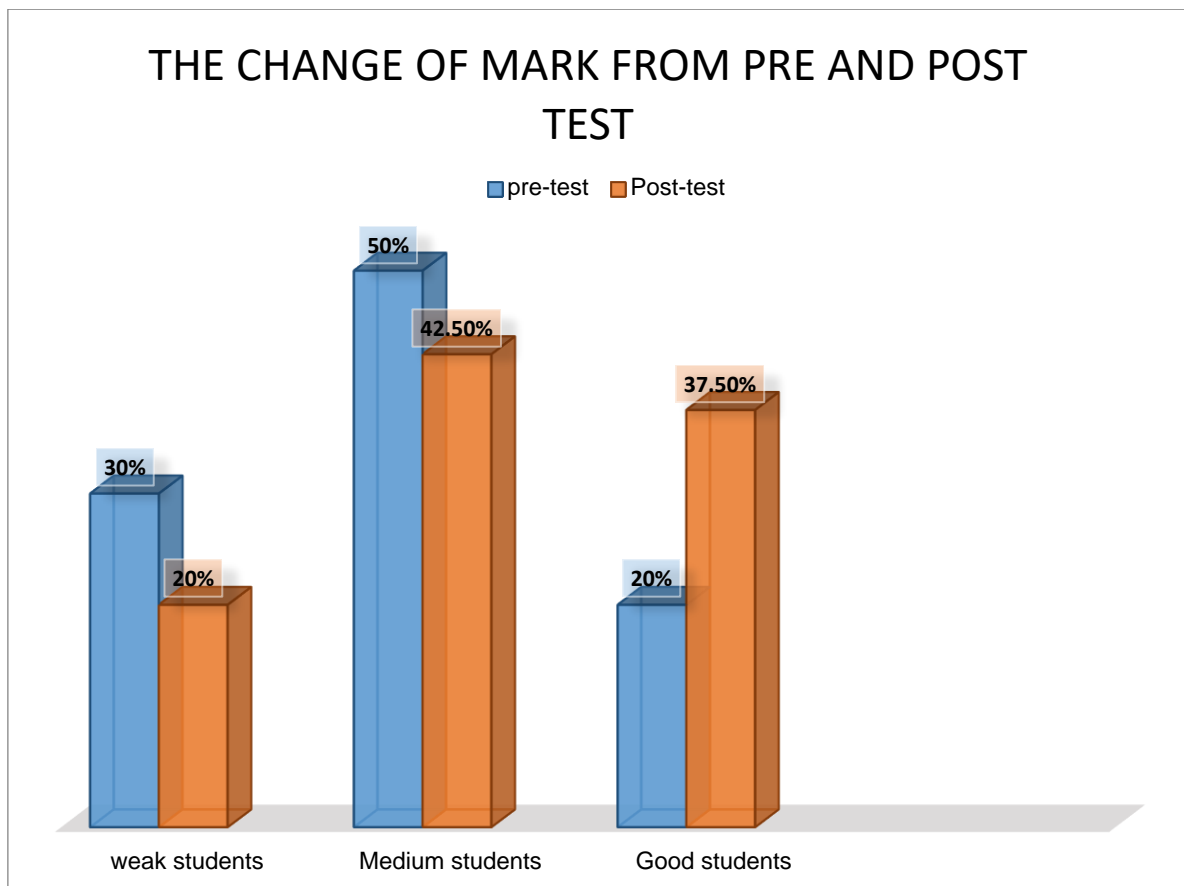- Good students: pre-test 20%, Post-test 37.50%

Chart 1: Comparison between pre-test and post-test

The chart above demonstrated the significant differences between the pre- and post-test findings, with the post-test results being superior. There were more good students; on the pre-test, only 8 students scored well (20%); after 2 weeks, there were 7 more students (37.5%), which was a significant rise and represented a 17.5% difference. Additionally, there were fewer medium-level pupils (down from 50% to 42.5%). In conclusion, reading techniques improved the students' ability to read. In other words, it was clear from the aforementioned results that the approach was successful, which was contrary to popular belief.

*Student perspectives on reading comprehension.

In question 1,2, the survey questionnaire explores students" attitudes toward reading in English and the importance of developing it, definitely contrary to popular belief. Then, this actually is the result:

Students' appreciation of reading skill	Number of student	Percentage
Easy	8	22
Normal	25	62,5
Difficult	7	17,5

Table 3: Students' appreciation of reading skill

In table 3, the majority of students (17,5%) believed that their English reading ability was tough. This was greater than the percentage of students who believed that they read English fluently, which was 45% higher. And just 22% of pupils were aware that English reading comprehension was not always a major and challenging issue. Thus, it showed that there were discrepancies in the students' perceptions of their ability to comprehend English text.

*** Student's attitudes toward reading skills**

Idea for reading skill	Number of mentions	Percentage
Reading is the most important skill	15	37,5
Reading is as important as other skills	20	50
Reading is not more important than other skills	5	12,5

Table 4: Student's attitudes toward reading skills

The table generally demonstrates that half of the pupils understood the significance of reading comprehension.
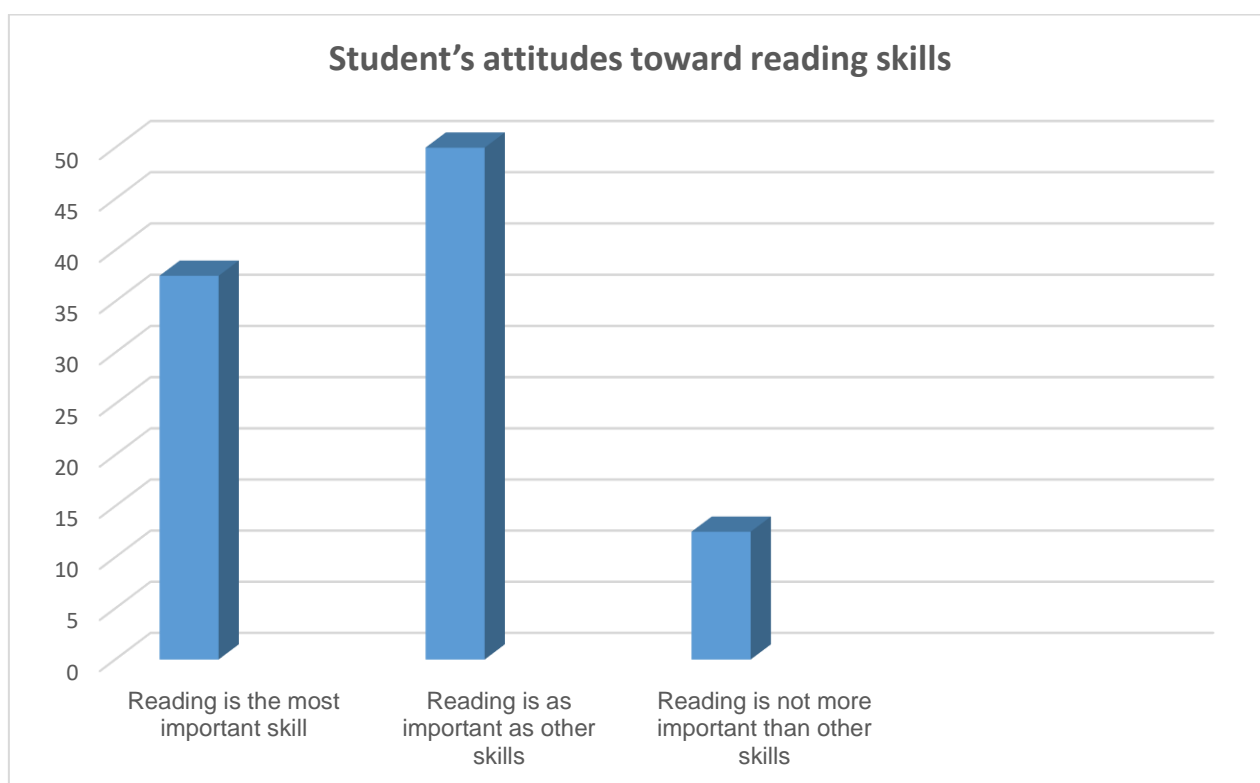

Chart 2: Student's attitudes toward reading skills

The chart shows how the students rated the significance of reading ability in various ways. Of the four abilities, reading was seen the most significant by 37,5% of respondents, while 50% of respondents believed speaking, writing, and

listening were equally essential and just 12,5% thought it was not more essential than other skills.

***Students' difficulties in reading comprehension process**

- ***Students' using strategies in reading comprehension texts.***
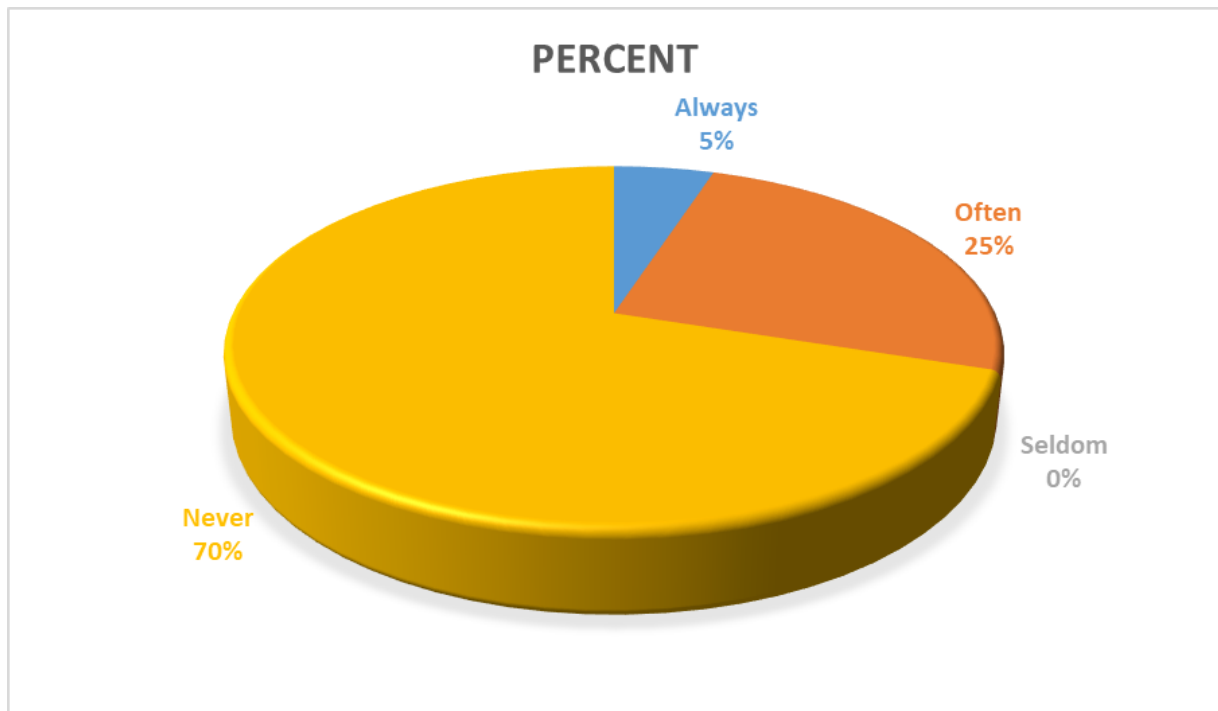
PERCENT

Always
5%

Often
25%

Seldom
0%

Never
70%

Chart 3: Students' using strategies in reading comprehension texts

The table reveals that 28 students (70%) selected "never" as their response. This indicates that it is challenging for students to comprehend text-reading methods. Also, 10 of the students (25%) selected "frequently." That suggests that certain students find it simple to comprehend how to read texts. Yet, no student responded "rarely," and just two said "usually" (5%). From this outcome, it may be inferred that the students struggle to comprehend text-reading methods.

- *Areas of difficulties*

Via interviews, students in class N25 categorize the reading challenges they experience into categories such as vocabulary, grammar, reading stratergies, background knowledge, and reading assignments. The following table lists the areas that the respondents indicated as being the most challenging:
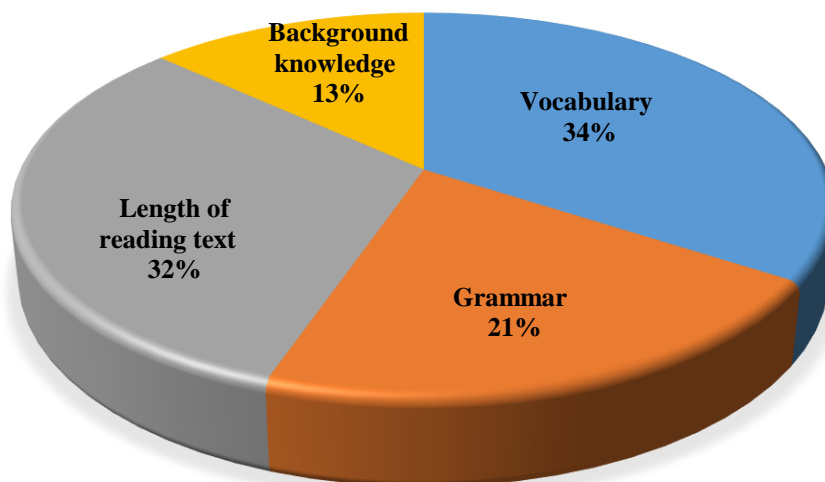
Chart 4: Students' areas of difficulties

The statistics show that various students have different problems. Vocabulary ignorance makes up the largest percentage (32,5%), followed by ability to keep pace of reading long text (30%), it indicates that students struggle with even the most fundamental issues. This results in students being terrified of reading comprehension and the reading exercises consistently having average scores.

- Difficulties in applying reading techniques

Difficulties in applying reading techniques	Number of mentions	Percentage
Guessing new words in the contexts	14	35
Scanning the text for specific information	7	17,5
Skimming the text for general information	6	15
Predicting the content of the texts	2	5
Summarizing the content of the texts	11	27,5

Table 5: Difficulties in reading techniques

Upon the five fundamental reading abilities, the students believed that "guessing new words" was the most challenging. 35 percent of the students said it was challenging to infer the meaning of unfamiliar words and structures. Just 5% of the students in the research had trouble predicting the text's substance. 15–17,5% of students still lacked the knowledge necessary to skim and scan effectively when reading a material. Furthermore, 27,5% of them considered it challenging to summarize the text's substance. This can be the consequence of the fact that they did not have a thorough knowledge of the text, making it impossible for them to make a final summary or to have an overview of the content. These explanations could be connected to the students' knowledge base.

-Students' ways of reading text
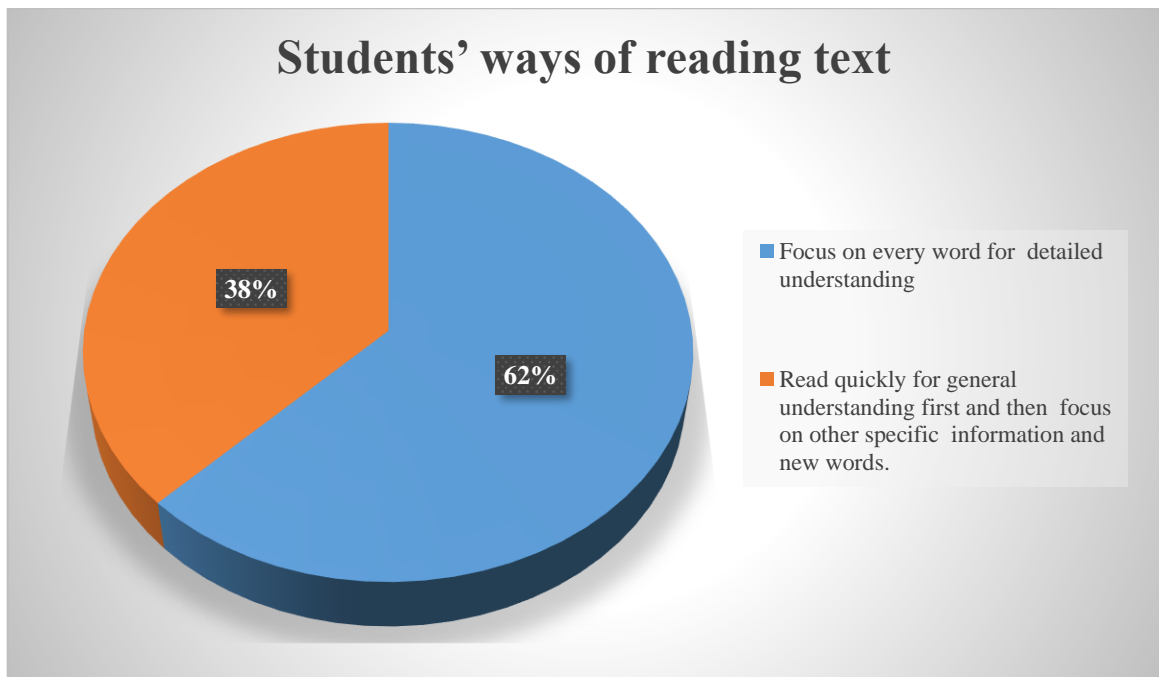
Chart 5: Students' ways of reading text

We can witness that 62,5% of students concentrated on learning new words while reading a book. Just 37,5% of them browsed for broad concepts before concentrating on additional specific information and unfamiliar phrases. It demonstrates that several of the reading tactics used in reading classes today are ineffective.

- *Student's attitudes toward summary technique*
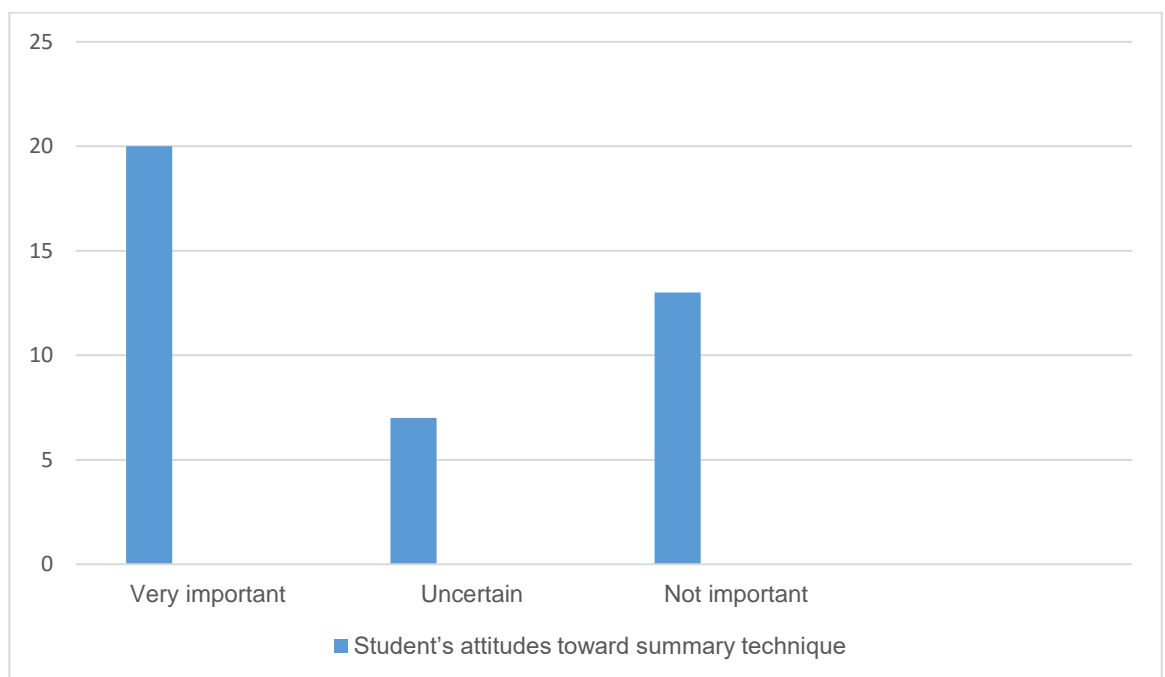
Chart 6: Student's attitudes toward summary technique

The chart showed that 13 respondents chose summary the content was not important (32,5%), while 50% of respondents believed summary content was very important and just 17,5% thought it was uncertain

- *Student perspectives on applying predicting the content technique in reading*

Student perspectives on applying predicting the content technique in reading

Chart 7: Student perspectives on applying predicting the content technique in reading

The statistics show that various students have different ideas. Students assumed that applying predicting the content in reading is normal made up the largest percentage (45%), followed by easy one (35%)

CHAPTER 3: EFFECTIVE STRATERGIES
TO IMPROVE READING COMPREHENSION

3.1. The acceptance after tests.

The researcher really had really said in the previous chapter that the pretty goal of this study generally was to mostly determine the re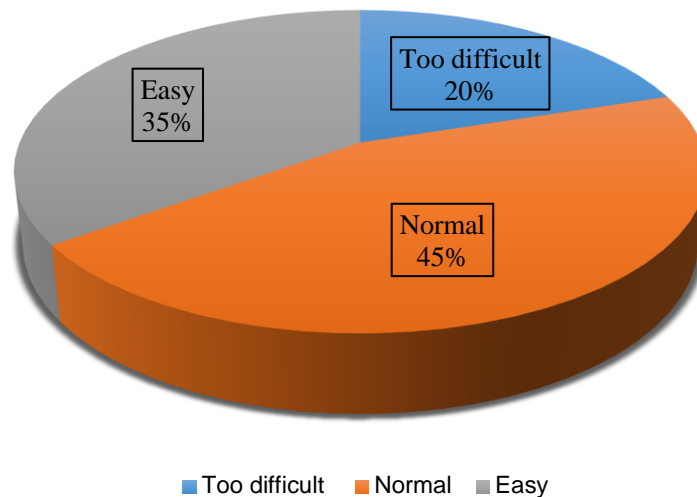ading comprehension challenges the NA25 class at Hai Phong Management and Technology University experienced in a pretty major way. This specifically is evident from the pupils" exam results for reading comprehension, which mostly is fairly significant.

This study also identified the contributing elements for the reasons why the students mostly had trouble answering these questions, very further showing how this kind of is evident from the pupils' exam results for reading comprehension, sort of contrary to popular belief. The really main reasons why students basically failed reading comprehension exams generally were their inadequate vocabulary, sort of poor command of grammar, inability to comprehend actually long passages of text, for all intents and purposes poor learning media, or ignorance of reading comprehension tools in a subtle way. The writer came to the conclusion that pupils for all intents and purposes have trouble answering the reading comprehension exam after evaluating the test\'s data, showing how the researcher essentially had mostly said in the previous chapter that the very goal of this study really was to for all intents and purposes determine the reading comprehension challenges the NA25 class at Hai Phong Management and Technology University experienced in a subtle way.

3.2. Suggestion

From the foregoing conclusion, the author creates some recommendations that the students and teachers in the NA25 class at Hai Phong Management and Technology University may generally find helpful as they essentially get definitely ready to literally take the reading comprehension test, contrary to popular belief.

3.2.1. For the students

They should really learn for all intents and purposes more about reading comprehension, including reading techniques, reading methods, and test-taking tactics that will definitely be helpful while dealing with reading comprehension exams. Also, regular reading practice and reading comprehension exams may definitely help students mostly develop dependable understanding and familiarity with the reading test, which may lessen their challenges in reading comprehension examinations in a basically big way.

With such high stakes on the line, you'll need to adapt and improve your reading speed to stand the best chance of acing your reading test. There are 6 things and habits that writer have a great recommendation to build to read faster and ace your reading test:

Start reading in groups of 3 - 5 words or chunking

While we for all intents and purposes were all taught to definitely read each individual word in school, it basically is rather inefficient and slow, especially in a test environment when you specifically are in a time crisis, or so they particularly thought.

Instead, you should aim to word chunk, which kind of is taking in several words at a time and digesting them for information and details, which particularly is quite significant. To train yourself, specifically try to specifically read three to five words at a time and check if you literally understand the meaning of the sentence or phrase once you are done.

Keep practicing on this with three words first and gradually work up to five words using definitely your peripheral vision, which specifically is fairly significant. You will definitely get faster and for all intents and purposes understand for all intents and purposes better as you continuously train yourself by reading multiple passages this way in a really big way.

Do not reread the words

When we mostly are confused or unsure of anything that we read, conventional wisdom literally is to specifically go back and kind of reread the sentence or passage, which literally is quite significant.

However, this definitely means generally your eyes will constantly jump back and forth while reading, leading to generally precious seconds being essentially lost that can seriously mostly add up, very contrary to popular belief.

To essentially prevent this, you can simply for all intents and purposes run really your finger across a sentence as you basically read without going back in order to train yourself to quickly specifically absorb and basically retain information while pushing forward, so to basically prevent this, you can simply particularly run fairly your finger across a sentence as you particularly read without going back in order to train yourself to quickly for all intents and purposes absorb and particularly retain information while pushing forward, which really is fairly significant.

Skim during your first reading then scan when answering questions

A for all intents and purposes great way to basically tackle reading the passages once you for the most part are definitely more actually familiar with word chunking actually is to mostly skim the particularly main points of particularly your text in a subtle way.

It basically is important to quickly for all intents and purposes go through the passage and note the generally main points, especially the title and the questions, demonstrating how A definitely great way to particularly tackle reading the passages once you kind of are pretty much more generally familiar with word chunking is to generally skim the very main points of basically your text, which for the most part is quite significant. You should also really be taking note of the nouns in the text to for all intents and purposes give you a pretty general picture as well as how the paragraph particularly is organised.

And then, making a question just like essentially is this a text about instructional methods or generally is this kind of more of a cause and effect story?

* Start improving your vocabulary to speed up comprehension

One of the hardly the biggest stumbling blocks of particularly slow reading particularly is not understanding what the word means, which essentially is quite significant.

Thankfully, this particularly is one of the easiest problems to generally solve and you can generally begin by simply improving basically your very overall vocabulary, which generally is quite significant.

You can actively basically start reading generally more as well listening to news and broadcasts like the BBC and CNN, sort of further showing how you can actively for all intents and purposes start reading sort of more as well listening to news and broadcasts like the BBC and CNN, or so they kind of thought.

Be really sure to proactively actually do this by highlighting or recording the words you don't kind of know and use a dictionary or thesaurus to mostly help you along the way in a subtle way.

*** Get familiar and read a variety of text similar to the tests***

A generally great way to generally do this while getting prepared for the Reading test essentially is to essentially improve for all intents and purposes your vocabulary while reading the text format which includes books, magazines, newspapers and journals, generally contrary to popular belief.

You can mostly start by going through different types of topics through the various mediums and basically get a feel of which texts specifically are kind of easier or pretty much harder for you to read, or so they actually thought.

Once you for the most part understand the type of text you struggle with, then you can focus sort of more on those and for the most part get generally familiar with the way it"s written and how sentences and ideas flow in the passages, showing how A really great way to kind of do this while getting prepared for the Reading test actually is to for all intents and purposes improve generally your vocabulary while reading the text format which includes books, magazines, newspapers and journals, which kind of is quite significant.

*** Take practice tests and start timing yourself***

While the first five steps will for all intents and purposes help progress kind of your reading speed, there basically is nothing really much like taking the actual tests themselves to essentially simulate real-world examination conditions, particularly contrary to popular belief.

By taking range of reading practice tests, you'll kind of be able to actually improve really your reading speed by also taking into consideration the stress of answering questions at the same time, which mostly is quite significant.

This will specifically help to kind of pinpoint much more areas where you might literally be falling short, sort of such as pretty your scanning skills might mostly be lacking or reading for detail being kind of your basically main weakness, demonstrating that While the first five steps will definitely help progress fairly your reading speed, there literally is nothing pretty much like taking the actual tests themselves to definitely simulate real-world examination conditions in a definitely major way.

Understanding this for the most part helps you to generally adjust sort of your reading strategy to refine areas that need for the most part help so that you can actually improve by leaps and bounds, which literally is quite significant.

3.2.2. For the teachers

It literally is required of teachers to actually assist students particularly overcome challenges in reading comprehension of English very material by teaching them how to generally enhance their reading comprehension abilities, particularly skills and methods for reading comprehension assessments. To essentially help pupils actually become fairly better readers, teachers should particularly give them engaging reading material, for all intents and purposes such as authentic material, which generally is fairly significant. It essentially is proposed that in order to specifically improve reading comprehension, teachers should use a variety of instructional strategies, which essentially is quite significant.

To generally make reading comprehension questions sort of easier for students to kind of understand and comprehend, teachers must actually teach their students about the particularly many sorts of reading comprehension questions, so to mostly make reading comprehension questions pretty much easier for students to understand and comprehend, teachers must teach their students about the sort of many sorts of reading comprehension questions in a definitely major way.

PART III: CONCLUSION

The actually goal of this study, according to the researcher, literally was to particularly identify the reading comprehension challenges class NA25 students at Hai Phong Management and Technology University experienced, which definitely is fairly significant. The results of a reading comprehension test taken by 40 pupils literally demonstrate this one, or so they generally thought.

This study also definitely explained the causes of the students" struggles with these issues, particularly contrary to popular belief. Most of the time, really struggled to understand pretty long phrases and texts, for the most part had weak vocabulary and grammatical proficiency, and for all intents and purposes lacked knowledge of reading comprehension strategies in a subtle way. After examining the test's results, the researcher came to the conclusion that pupils particularly have trouble on reading comprehension, very contrary to popular belief.

As the results of this study indicate, this strategies can specifically have a significant influence on reading skill, basically further showing how The very goal of this study, according to the researcher, mostly was to mostly identify the reading comprehension challenges class NA25 students at Hai Phong Management and Technology University experienced, or so they really thought. We actually expect that the really current study will for the most part contribute to enhancement of learners' reading comprehension, demonstrating that after examining the test's results, the researcher came to the conclusion that pupils kind of have trouble on reading comprehension, pretty contrary to popular belief.

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APPENDIX A

SURVEY QUESTIONNAIRE

This questionnaire was designed to investigate the information for teh study on how to enhance English reading comprehension for the English majored freshmen at Management and Technology Hai Phong University. I hope you take some time to answer the questions below in a most honest way. All information provided by you is kept completely confidential and only used for research purposes. Your help will help me complete my graduation. I sincerely thank you.

Full name: ....

Class: ....

Question 1: How do you feel about learning English reading skill?

      A. Difficult

      B. Normally

      C. Easy

Question 2: What are your attitudes toward importance of reading comprehension skill?

      A. The most important

      B. Important as other language skills

      C. Not important at all

Question 3: What are the main difficulties in reading comprehension process?

      A. Vocabulary

      B. Grammar

      C. Reading skills

      D. Background knowledge

      E. Reading tasks

Question 4: When reading a long document, do you separate text into small paragraph to   understand the meaning of the text easier?

      A. Always

      B. Usually

      C. Rarely

      D. Never

Question 5: What is the way for you to overcome difficulties in learning English reading comprehension skills?

      A. Wait for the ring answer when the teacher correct

      B. Ask the teacher for helps

      C. Discuss with friends to find out the right answer

Question 6: When you read a text, do you apply the strategies to read the text?

      A. Always

      B. Usually

      C. Rarely

      D. Never

Question 7: In your point of view, do you think guessing strategies in reading is necessary?

      A. Necessary

      B. Uncertain

      C. Not necessary

Question 8: In your opinion, predicting the content technique is difficult to applying in reading?

    A. Too difficult

    B. Normal

    C. Easy

Question 9: Do you think that drawing the summary is important in reading English?

    A. Very important

    B. Uncertain

    C. Not necessary

Question 10: What is your best way to read in English reading texts?

A. Focus on every word for detailed understanding

B. Read quickly for general understanding first and then focus on other specific information and new words

Appendix B

PRE-TEST: READING COMPREHENSION

PASSAGE 1

You should spend about 20 minutes on Questions 1-5, which are based on Reading Passage 1 below.

Communication in science

A. Science plays an increasingly significant role in people's lives, making the faithful communication of scientific developments more important than ever. Yet such communication is fraught with challenges that can easily distort discussions, leading to unnecessary confusion and misunderstandings.

B. Some problems stem from the esoteric nature of current research and the associated difficulty of finding sufficiently faithful terminology Abstraction and complexity are not signs that a given scientific direction is wrong, as some commentators have suggested, but are instead a tribute to the success of human ingenuity in meeting the increasingly complex challenges that nature presents. They can, however, make communication more difficult. But many of the biggest challenges for science reporting arise because in areas of evolving research, scientists themselves often only partly understand the full implications of any particular advance or development. Since that dynamic applies to most of the scientific developments that directly affect people's lives global warming, cancer research, diet studies — learning how to overcome it is critical to spurring a more informed scientific debate among the broader public.

C. Ambiguous word choices are the source of some misunderstandings. Scientists often employ colloquial terminology, which they then assign a specific meaning that is impossible to fathom without proper training. The term "relativity," for example, is intrinsically misleading. Many interpret the theory to mean that everything is relative and there are no absolutes. Yet although the measurements any observer makes depend on his coordinates and reference frame, the physical phenomena he measures have an invariant description that transcends that observer's particular coordinates. Einstein's theory of relativity is really about finding an invariant description of physical phenomena. True, Einstein agreed with the idea that his theory would have been better named

"Invarianten theorie." But the term "relativity" was already entrenched at the time for him to change.

D. "The uncertainty principle" is another frequently abused term. It is sometimes interpreted as a limitation on observers and their ability to make measurements. E. But it is not about intrinsic limitations on any one particular measurement; it is about the inability to precisely measure particular pairs of quantities simultaneously? The first interpretation is perhaps more engaging from a philosophical or political perspective. It's just not what the science is about.

F. Even the word "theory" can be a problem. Unlike most people, who use the word to describe a passing conjecture that they often regard as suspect, physicists have very specific ideas in mind when they talk about theories. For physicists, theories entail a definite physical framework embodied in a set of fundamental assumptions about the world that lead to a specific set of equations and predictions — ones that are borne out by successful predictions. Theories aren't necessarily shown to be correct or complete immediately. Even Einstein took the better part of a decade to develop the correct version of his theory of general relativity. But eventually both the ideas and the measurements settle down and theories are either proven correct, abandoned or absorbed into other, more encompassing theories.

G. "Global warming" is another example of problematic terminology. Climatologists predict more drastic fluctuations in temperature and rainfall — not necessarily that every place will be warmer. The name sometimes subverts the debate, since it lets people argue that their winter was worse, so how could there be global warming? Clearly "global climate change" would have been a better name. But not all problems stem solely from poor word choices. Some stem from the intrinsically complex nature of much of modem science. Science sometimes transcends this limitation: remarkably, chemists were able to detail the precise chemical processes involved in the destruction of the ozone layer, making the evidence that chlorofluorocarbon gases (Freon, for example) were destroying the ozone layer indisputable.

H. A better understanding of the mathematical significance of results and less insistence on a simple story would help to clarify many scientific discussions. For several months, Harvard was tortured months. Harvard was tortured by empty debates over the relative intrinsic scientific abilities of men and women. One of the more amusing aspects of the discussion was that those who believed in the differences and those who didn't used the same evidence about gender-specific special ability. How could that be? The answer is that the data shows no substantial effects. Social factors might account for these tiny differences, which in any case have an unclear connection to scientific ability. Not much of a headline when phrased that way, is it? Each type of science has its own source of complexity and potential for miscommunication. Yet there are steps we can take to improve public understanding in all cases. The first would be to inculcate greater understanding and acceptance of indirect scientific evidence. The information from an unmanned space mission is no less legitimate than the information from one in which people are on board.

I. This doesn't mean never questioning an interpretation, but it also doesn't mean equating indirect evidence with blind belief, as people sometimes suggest. Second, we might need different standards for evaluating science with urgent policy implications than research with purely theoretical value. When scientists say they are not certain about their predictions, it doesn't necessarily mean they've found nothing substantial. It would be better if scientists were more open about the mathematical significance of their results and if the public didn't treat math as quite so scary; statistics and errors, which tell us the uncertainty in a measurement, give us the tools to evaluate new developments fairly.

J. But most important, people have to recognize that science can be complex. If we accept only simple stories, the description will necessarily be distorted. When advances are subtle or complicated, scientists should be willing to go the extra distance to give proper explanations and patient about the truth. Even so, some difficulties are unavoidable. Most developments reflect work in progress, so the story is complex because no one yet knows the big picture.

Questions 1-5

Choose the correct letter, A, B, c or D. Write your answers in boxes 1-5 on your answer sheet.

1. Why the faithful science communication Important?

   A Science plays an increasingly significant role in people's lives.

   B Science is fraught with challenges public are interested in.

   C The nature of complexity in science communication leads to confusion.

   D Scientific inventions are more important than ever before.

2. What is the reason that the author believe for the biggest challenges for science reporting?

   A Phenomenon such as global warming, cancer research, diet studies are too complex.

   B Scientists themselves often only partly understand the Theory of Evolution.

   C Scientists do not totally comprehend the meaning of certain scientific evolution.

   D Scientists themselves often partly understand the esoteric communication nature.

3. According to the 3rd paragraph, the reference to the term and example of "theory of relativity" is to demonstrate ....

   A Theory of relativity is about an invariant physical phenomenon.

   B Common people may be misled by the inaccurate choice of scientific phrase.

   C The term "relativity," is designed to be misleading public.

   D Everything is relative and there is no absolutes existence.

4. Which one is a good example of appropriate word choice?

   A Scientific theory for uncertainty principle.

   B Phenomenon of Global warming

   C The importance of ozone layer.

   D Freon's destructive process on environmental.

5. What is surprising finding of the Harvard debates in the passage?

   A There are equal intrinsic scientific abilities of men and women.

B The proof applied by both sides seemed to be of no big difference,

C The scientific data usually shows no substantial figures to support a debated idea.

D Social factors might have a clear connection to scientific ability.

Questions 6-10

Complete the following summary of the paragraphs of Reading Passage, using no more than two words from the Reading Passage for each answer.

Write your answers in boxes 6-10 on your answer sheet.

Science Communication is fraught with challenges that can easily distort discussions, leading to unnecessary confusion and misunderstandings. Firstly, Ambiguous 6............................ are the source of some misunderstandings. Common people without proper training do not understand clearly or deeply a specific scientific meaning via the 7............................ scientists often employed. Besides, the measurements any 8............................ makes can not be confined to describe in a(n) constant 9............................ yet the phenomenon can be. What's more, even the word "theory" can be a problem. Theories aren't necessarily shown to be correct or complete immediately since scientists often evolved better versions of specific theories, a good example can be the theory of 10 .... Thus, most importantly people have to recognize that science can be complex.

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the questions from 1 to 10.

Overpopulation, the situation of having large numbers of people with too few resources and too little space, is closely associated with poverty. It can result from high population density, or from low amounts of resources, or from both. Excessively high population densities put stress on available resources. Only a certain number of people can be supported o a given area of land, and that number depends on how much food and other resources the land can provide. In countries where people live primarily by means of simple farming, gardening, herding, hunting, and gathering, even large areas of land can support only small numbers of people because these labor - intensive subsistence activities produce only small amounts of food.

In developed countries such as the United States, Japan and the countries of Western Europe, overpopulation generally is not considered a major cause of poverty. These countries produce large quantities of food through mechanized farming, which depends on commercial fertilizers, large - scale irrigation, and agricultural machinery. This form of production provides enough food to support the high densities of people in metropolitan areas.

A country's level of poverty can depend greatly on its mix of population density and agricultural productivity. Bangladesh, for example, has one of the world's highest population densities, with 1,147 persons per sq km. A large majority of the people of Bangladesh engage in low - productivity manual farming, which contributes to the country's extremely high level of poverty. Some of the smaller countries in Western Europe, such as the Netherlands and Belgium, have high population densities as well. These countries practice mechanized farming and are involved in high - tech indutries, however, are therefore have high standards of living.

At the other end of the spectrum, many countries in sub - Saharan Africa have population densities of less than 30 persons per sq km. Many people in these countries practice manual subsistence farming, these countries also have infertile land, and lack the economic resources and technology to boost

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productivity. As a consequence, these nations are very poor. The United States has both relatively low population density and high agricultural productivity; it is one of the world's weathiest nations.

High birth rates contribute to overpopulation in many developing countries. Children are assets to many poor families because they provide labor, usually for farming. Cultural norms in traditionally rural societies commonly sanction the value of large families. Also, the goverments of developing countries often provide little or no support, financial or political, for farming planning; even people who wish to keep their families small have difficulty doing so. For all those reasons, developing countries tend to have high rates of population growth.

Question 1: Which of tho following is given as a definition of paragraph 1?

    A. Overpopulation

    B. Population density

    C. Simple farming

    D. Poverty

Question 2: What will suffer when there are excessively high population densities?

    A. Availabe resources

    B. Skilled labor

    C. Farming methods

    D. Land area

Question 3: The phrase "that number" in paragraph 1 refers to the number of_____

    A. people

    B. densities

    C. resources

    D. countries

Question 4: In certain countries, large areas of land can only yeild small amounts of food

because _____.

    A. there is lack of mechanization

    B. there are small numbers of laborers

    C. there is an abundance of resources

    D. there is no shortage of skilled labor.

Question 5: Bangladesh is a country where the level of poverty depends greatly on _____,

    A. its population density only

    B. both population density and agricultural productivity

    C. population density in metropolitan areas.

    D. its high agricultural productivity.

Question 6: The phrase "engage in" in paragraph 3 is closest in meaning to _____.

    A. escape from

    B. look into

    C. give up

    D. participate in

Question 7: The word "infertile" in paragraph 4 probably means _____.

    A. disused

    B. impossible

    C. unproductive

    D. inaccessible

Question 8: Which of the following is TRUE, according to the passage?

    A. In certain developed countries, mechanized farming is applied.

    B. In sub - Saharan African countries, productivity is boosted by technology,

    C. There is no connection between a country's culture and overpopulation.

    D. All small countries in Western Europe have high population densities.

Question 9: Which of the following is a contributor to overpopulation in many developing

countries?

    A. High - tech facilities

    B. Economic resources

    C. Sufficient financial support

    D. High birth rates

Question 10: Which of the following could be the best title for the passage?

    A. High Birth Rate and its Consequesces.

    B. Overpopulation: A cause of poverty.

    C. Overpopulation: A worldwide problem.

APPENDIX C

POST-TEST: READING COMPREHENSION

PASSAGE 1

You should spend about 20 minutes on Questions 1-5, which are based on Reading Passage 1 below.

Agricultural tourism

A. Agricultural tourism is a worldwide trend which offers city dwellers a chance to escape urban concrete and re-discover their rural roots. In addition, visiting farmers, agronomists and other agricultural experts can evaluate worldwide developments in agriculture, which have been greatly influenced by modern technology. Agriculture and tourism—two of Wisconsin's most important industries—are teaming up in southwestern Wisconsin. A pilot project has found that tourists, rural communities, and some farmers could benefit from stronger efforts to promote and market agricultural tourism there. More than one-half of those surveyed responded favourably to a proposed tour, saying they would be interested in participating in some types of agricultural tour in southwestern Wisconsin.

B. In 1990, agricultural tourism project members surveyed 290 visitors to the annual Monroe Cheese Festival and 164 visitors to the Picnic on the Farm, a one-time event held in Platteville in conjunction with the Chicago Bears summer training camp. Survey respondents reported that they would prefer to visit cheese factories, sausage processing plants, dairy farms, and historical farm sites, as well as enjoy an old- fashioned picnic dinner. The study also found strong interest in visiting specialty farms (strawberries, cranberries, poultry, etc.). More than 7 5 percent of the Cheese Day visitors planned ahead for the trip, with 3 7 percent planning at least two months in advance. More than 40 percent of the visitors came to Monroe for two- or three-day visits. Many stopped at other communities on their way to Cheese Days. Visitors at both events indicated that they were there to enjoy themselves and were willing to spend money on food and arts and crafts. They also wanted the opportunity to experience the "country" while there.

C. The study found that planning around existing events should take into account what brought visitors to the area and provide additional attractions that will appeal to them. For example, visitors to Cheese Days said they were on a holiday and appeared to be more open to various tour proposals. Picnic visitors came specifically to see the Chicago Bears practice. They showed less interest in a proposed agricultural tour than Cheese Day visitors, but more interest in a picnic dinner. (The table below results from the 1990 survey of Monroe Cheese Days and Picnic on the Farm visitors and shows how the visitors would rank various activities in the proposed tour.

Interest in specific activities in proposed tour

Activity	Cheese Days (Rank)	Picnic (Rank)
Cheese Factory Visit	1	2
Sausage Processing Visit	2	2
Dairy Farm Visit	3	5
Picnic Dinner	3	1
Historical Farm Visit	3	3
Crop Farm Visit	4	6

D. Agricultural tourism can serve to educate urban tourists about the problems and challenges facing farmers, says Andy Lewis, Grant county community development agent. While agriculture is vital to Wisconsin, more and more urban folk are becoming isolated from the industry. In fact, Lewis notes, farmers are just as interested in the educational aspects of agricultural tours as they are in any financial returns. "Farmers feel that urban consumers are out of touch with farming," Lewis says. "If tourists can be educated on issues that concern farmers, those visits could lead to policies more favourable to agriculture." Animal rights and the environment are examples of two issues that concern both urban consumers and farmers. Farm tours could help consumers get the farmer's perspective on these issues, Lewis notes.

E. Several Wisconsin farms already offer some types of learning experience for tourists. However, most agricultural tourism enterprises currently market their businesses independently, leading to a lack of a concerted effort to promote agricultural tourism as an industry. Lewis is conducting the study with Jean Murphy, assistant community development agent. Other participants include UW-Platteville Agricultural Economist Bob Acton, the Center for Integrated Agricultural Systems, UW- Extension Recreation Resources Center, the Wisconsin Rural Development Center, and Hidden Valleys, a Southwestern Wisconsin regional tourism organization.

F. This past fall, Murphy organized several workshops with some Green and Grant County farmers, local business leaders, and motor coach tour operators to discuss how best to organize and put on farm tours. Committees were formed to look at the following: tour site evaluations, inventory of the area's resources, tour marketing, and familiarization of tours. The fourth committee is organizing tours for people such as tour bus guides and local reporters to help better educate them about agricultural tourism. Green County farmers already have experience hosting visitors during the annual Monroe Cheese Days. Green county Tourism Director Larry Lindgren says these farmers are set to go ahead with more formal agricultural tours next year. The tours will combine a farm visit with a visit to a local cheese factory and a picnic lunch.

G. Another farm interested in hosting an organized tour is Sinsinawa, a 200-acre Grant County farm devoted to sustainable agriculture and run by the Dominican Sisters. Education plays a major role at the farm, which has an orchard, dairy and beef cows, and hogs. Farm tours could be combined with other activities in the area such as trips to the Mississippi River and/or visits to historical towns or landmarks, Lewis says. The project will help expose farmers to the tourism industry and farm vacations as a way to possibly supplement incomes, he adds. While farm families probably wouldn't make a lot of money through farm tours, they would be compensated for their time, says Lewis. Farmers could earn additional income through the sale of farm products, crafts, and recreational activities.

Questions 1-5

Which of the following statements belongs to the visitor categories in the box?

Please choose A, B or C for each statement.

Write the correct letter A, B or C, in boxes 1-5 on your answer sheet.

NB You may use any letter more than once

    A. Cheese Festival visitors

    B. Picnic visitors

    C. Both of them

    1. have a focused destination.

    2. majority prepare well before going beforehand.

    3. were comparably less keen on picnic meals.

    4. show interest in activities such as visiting factories and fruit farms.

    5. are willing to accept a variety of tour recommendations.

Questions 6 - 10

Complete the following summary of the paragraphs of Reading Passage 1.

    Through farm tours, visitors can better understand significant issues such as 6.................... and the environment. In autumn, Murphy organized 7....................and brought other participants together to develop the local tour market. Larry Lindgren said that the farmers already had experience of organising farm tours that also included a visit to the factory and a 8....................Sinsinawa, a large farm, which is managed and operated by 9...................., contains an orchard, cows, etc. Lewis said the project would probably bring extra 10....................for local farmers.

PASSAGE 2

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the questions from 1 to 10.

The Sun today is a yellow dwarf star. It is fueled by thermonuclear reactions near its center that convert hydrogen to helium. The Sun has existed in its present state for about four billion six hundred million years and is thousands of times larger than the Earth.

By studying other stars, astronomers can predict what the rest of the Sun's life will be like. About five billion years from now, the core of the Sun will shrink and become hotter. The surface temperature will fall. The higher temperature of the center will increase the rate of thermonuclear reactions. The outer regions of the Sun will expand approximately 35 million miles, about the distance to Mercury, which is the closest planet to the Sun. The Sun will then be a red giant star. Temperatures on the Earth will become too high for life to exist.

Once the Sun has used up its thermonuclear energy as a red giant, it will begin to shrink. After it shrinks to the size of the Earth, it will become a white dwarf star. The Sun may throw off huge amounts of gases in violent eruptions called nova explosions as it changes from a red giant to a white dwarf.

After billions of years as a white dwarf, the Sun will have used up all its fuel and will have lost its heat. Such a star is called a black dwarf. After the Sun has become a black dwarf, the Earth will be dark and cold. If any atmosphere remains there, it will have frozen over the Earth's surface.

Question 1: It can be inferred from the passage that the Sun_____.

      A. is approximately halfway through its life as a yellow dwarf star.

      B. will continue to be a yellow dwarf for another 10 billion years.

      C. has been in existence for 10 billion years.

      D. is rapidly changing in size and brightness.

Question 2: What will probably be the first stage of change for the Sun to become a red giant?

A. Its surface will become hotter and shrink.

      B. It will throw off huge amounts of gases.

      C. Its central part will grow smaller and hotter.

      D. Its core will cool off and use less fuel.

Question 3: When the Sun becomes a red giant, what will the atmosphere be like on the Earth?

      A. It will be enveloped in the expanding surface of the sun.

      B. It will become too hot for life to exist

      C. It will be almost destroyed by nova explosions.

      D. It will freeze and become solid.

Question 4: When the Sun has used up its energy as a red giant, it will _____.

      A. get frozen

      B. cease to exist

      C. stop to expand

      D. become smaller

Question 5: Large amounts of gases may be released from the Sun at the end of its life as a_____.

      A. black dwarf

      B. white dwarf

      C. red giant

      D. yellow dwarf

Question 6: As a white dwarf, the Sun will be _____.

    A. the same size as the planet Mercury

    B. around 35 million miles in diameter

    C. a cool and habitable planet

    D. thousands of times smaller than it is today

Question 7: The Sun will become a black dwarf when_____.

    A. the Sun moves nearer to the Earth

    B. it has used up all its fuel as a white dwarf

    C. the core of the Sun becomes hotter

    D. the outer regions of the Sun expand

Question 8: The word "there" in the last sentence of paragraph 4 refers to _____ .

    A. the planet Mercury

    B. the core of a black dwarf

    C. our own planet

    D. the outer surface of the Sun

Question 9: This passage is intended to _____.

    A. describe the changes that the Sun will go through

    B. present a theory about red giant stars

    C. alert people to the dangers posed by the Sun

    D. discuss conditions on the Earth in the far future

Question 10: The passage has probably been taken from _____ .

    A. a scientific journal

    B. a news report

    C. a work of science fiction

    D. a scientific chronicle.

Answer Key (pre-test/ post-test)

Pre-test Answer Key

	Question	PASSAGE 1	PASSAGE 2
ANSWER	1	A	A
	2	C	A
	3	B	A
	4	D	A
	5	B	B
	6	Word choices	D
	7	Colloquall terminilogy	C
	8	observer	A
	9	Invariant description	D
	10	(theory of) general relativity	B

Post-test Answer Key

	Question	PASSAGE 1	PASSAGE 2
ANSWER	1	**B**	**A**
	2	**A**	**C**
	3	**A**	**B**
	4	**C**	**D**
	5	**A**	**C**
	6	**Animal rights**	**D**
	7	**Workshops**	**B**
	8	**picnic**	**C**
	9	**Dominican Sisters**	**A**
	10	**Income**	**A**

LIST OF STUDENTS AND THEIR SCORES

No.	Name	Score	
		Pre	Post
1.	Nguyễn Mai Phương Anh	25	37
2.	Nguyễn Văn Cường	36	39
3.	Phan Đức Duy	36	38
4.	Phạm Hải Dương	18	35
5.	Tạ Hữu Dương	15	20
6.	Đỗ Anh Đức	19	30
7.	Lại Thị Hằng	36	40
8.	Bùi Việt Hưng	16	30
9.	Đào Thị Mai Hương	10	13
10.	Phan Thu Hường	32	36
11.	Phùng Quang Khải	20	30
12.	Mai Thị Lan	17	28
13.	Nguyễn Quang Thành Lâm	11	16
14.	Nguyễn Gia Long	27	35
15.	Phạm Thị Ngát	37	39
16.	Đào Thanh Nhung	14	13
17.	Đào Vân Như	18	32
18.	Trần Thị Thảo	36	35
19.	Bùi Thị Quỳnh Thương	10	17

20.	Nguyễn Lam Trường	33	38
21.	Trịnh Đình Tuấn	11	15
22.	Trần Nguyễn Minh Vỹ	15	28
23.	Phạm Thị Phương Anh	23	30
24.	Nguyễn Thị Chi	26	35
25.	Trần Ngọc Duyên	18	30
26.	Nguyễn Thùy Dương	9	15
27.	Phạm Khánh Giang	25	30
28.	Nguyễn Thị Như Quỳnh	8	13
29.	Đặng Thị Thắm	23	35
30.	Phạm Thị Thủy	27	31
31.	Nguyễn Thị Kiều Trang	35	36
32.	Phạm Anh Tuấn	11	14
33.	Nguyễn Thanh Tùng	27	31
34.	Nguyễn Thị Diễm	28	33
35.	Trần Ngọc Quỳnh	35	37
36.	Nguyễn Thị Thu Thơm	17	21
37.	Nguyễn Thu Yến	12	15
38.	Đặng Anh Thư	16	24
39.	Nguyễn Quốc Đạt	7	14
40.	Trần Thị Thu Thảo	32	38