

**MINISTRY OF EDUCATION AND TRAINING
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**



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**Teaching reading comprehension
literary scripts in secondary school following features of the genre**

Major: Theory and method of teaching Literature- Vietnamese

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**LIST OF PUBLISHED PROJECTS BY AUTHOR
RELATED TO THE THESIS**

1. Nguyen Thanh Lam (2014), "*Genre of tragedy and something about the character Vu Nhu To in excerpt "Parting from cuu trung dai"(Philology 11)*", Journal of Education, Special Issue May, pp 137, 143-144.
2. Nguyen Thanh Lam (2014), "*Teaching reading comprehension excerpt of drama "Bac Son" (Philology 9) following features of the genre*", Journal of Education, Special issue in July, pp 140-141).
3. Nguyen Thanh Lam (2014), "*Some extracurricular activities contribute to improving the operational efficiency of teaching hours about scripts in secondary school* ", Journal of Education, special issue in October, pp 209- 211.
4. Nguyen Thanh Lam (2014), "*one direction of teaching Mo-li-e's comedy*", Journal of Education, Special issue October, pages 218-220.
5. Nguyen Thanh Lam (2015), "*Using system of reading comprehension questions in teaching scripts in secondary schools*", Journal of Education and society, the special issue 4, pp 16-17, 19.

1. Reasons for selecting topic

1.1. In view of directing about fundamental, comprehensive innovation in education and training of Resolution No. 29-NQ / TW dated 11/04/2013 the 8 Central Conference XI: "Development of education and training is improving people's knowledge, training of human resources, fostering talents. Moving up the process of **education from primarily providing the knowledge to developing comprehensively competency and quality of learner**", the goal of teaching Philology in secondary schools not only teaches knowledge of literature, language but more importantly teaches students how to learn, organize activities to orient the way of occupying knowledge. Thereby, development self-learning, self-research competencies, and harmonious development both in intellect and personality.

1.2. Teaching reading comprehension literary scripts following features of the genre helps students know the right approach with type of each text of scripts; provides background knowledge, tool knowledge and method knowledge for students to be able to read the other scripts, contributes to improving the quality of teaching Philology subject, helps students love drama - close artform life, builds competencies to enjoy the arts, raises intellectual levels, cultural awareness for each student.

1.3. A written script is the kind of writing which has characteristics that requires method of teaching appropriately but in reality teaching following features of the genre is not really get proper care. With its own characteristics about genre defined by the requirements of performing on stage, scripts require consistent method, approach to ensure nature being the kind of theater, but also promote the role of learning content in secondary schools.

1.4. The reality of teaching in secondary schools shows that teaching literary scripts are more difficult than other literary genres. Despite the dramatic text included in the general curriculum and textbooks are good works or conformity with the students, but still failed to create excitement for both teachers and students as teaching the narrative, lyrical works. One

of the causes of this situation is due largely to teaching drama the same teaching the narrative work, little attention in exploiting the characteristic elements of drama such as: dramatic action, dramatic conflict, language dialogue of drama,... There is a lack of interdisciplinary activities, practical activities to broaden their knowledge, deepen students' thinking with the art form.

These are reasons for us to choose the research problem "*Teaching reading comprehension literary scripts in secondary school following features of the genre.*"

2. Overview of research issue

2.1. The researches about reading activities

From the 70s of XX century back here has been a lot of projects and articles on issue related to reading and reading comprehension in reading text such as: K.Goodman (1970), A .Pugh (1978), P.Arson (1984), L.Baker A.Brown (1984), U.Frith (1985), M.Adams (1990), R.Jauss with *Reading activity* and *Reading and studing phenomenon*, R.Vemezki with *Requirements of reading skills*, B.Naidensov with *Method of expressive reading*, Sorenbenalt with *The psychological reaction of the reading process ...*, Mortimer Adler with *Reading a book as an art* (2008), A.Blake. K with *The reading skills in secondary schools*.

Around the year 2002 - 2003, a quite voluminous project on reading comprehension about this issue was published by a group of reputed authors. The contents of the book are quite plentiful. The book dealt with *History of reading* of Erich Schon, *Psychology of reading* of Ursula Christmann, *Researching of reading* written by Norbert Groeben. Especially, important part of the book, entitled *Social reading, teaching literature and requirements about reading in the school* by Mechthild Dehn and Gudrund Schulf has highlighted learning to read and to teach reading effectively.

These researches all care and affirm: reading is the important activity of human. Reading to acquire knowledge, to develop human in both soul and body. The comments has correctly generalized the role of books for the life of humanity.

Regarding method of reading and instruction of reading, in Vietnam there are many studies about reading, from the translated book to books of domestic researchers. Those are *Method of reading* (1976) of A.Primacopxki, *Innovation in reading and criticism literature* (1999),

Teaching reading in primary school (2001) by Le Phuong Nga, *Method of expressive reading* (2007) by Ha Nguyen Kim Giang, ... and many articles talking about reading books, how to reading books and reading culture.

2.2. Researches on reading comprehension texts in teaching Philology

Since the term "reading comprehension" is taken in to the curriculum and textbooks, and "reading comprehension texts" instead of the name "lecturing literature" then problems reading comprehension texts as research is concerned, expressed opinions attention to the owner's activity-students and key activities- reading comprehension texts. The people are interested in this issue such as the authors: Nguyen Thanh Hung, Tran Dinh Su, Le Phuong Nga, Do Ngoc Thong, Nguyen Thi Hanh, Nguyen Trong Hoan, Pham Thi Thu Huong, Nguyen Thai Hoa, the team of young researchers, trainers are directly teaching.

The key issues of problem reading comprehension literary texts in the secondary schools has been the author Nguyen Thanh Hung presented a relatively completeness and system in *Skills in reading comprehension literature*, "Reading comprehension is a scientific category in research and teaching literature. Concept itself is linked to the competency to read, act of reading, skills of reading to grasp the meaning of the word art text ... "..

The author Tran Dinh Su confirmed: "Learning literature firstly has to read comprehension literature, but reading literature literature is not as simple as reading the letter. Anyone escape illiteracy can read texts but not necessarily read literature ... Reading literature then know what good literature, what healthy tastes and how to write well". The Author Nguyen Trong Hoan in the opening theme of "*Reading comprehension texts in Philology 6*" discussed "*About conception and solution reading-comprehension Philology texts*".

Project *Reading comprehension and strategies reading comprehension in the secondary schools* of the author Pham Thi Thu Huong has practical, specific contributions which discussing about reading comprehension from the perspective of basic reading strategies.

Problem of reading comprehension was interested in teaching Vietnamese shown in project *Teaching reading in primary school* - Le Phuong Nga, project *Teaching reading comprehension in primary schools* -Nguyen Thi Hanh (2002). *Methods of teaching Vietnamese from primary view* - Hoang Hoa Binh, Nguyen Minh Thuyet also discussed deeply on the issue of teaching reading comprehension texts in primary schools.

In *Teaching Philology in secondary schools* by Hoang Hoa Binh - editors, section on reading comprehension texts, the author discussed problems of reading comprehension as a method of teaching. The name of this method represents the spirit of innovation because it emphasizes the role of positive, innovative owners- students in reading activities, as distinct from method of teaching with the name shown the role of teachers-speaker, lecturer, lecturing literature, commentaries,...for students to understand and absorb the beauty of the language, the value of text.

2.3. The problem of teaching literary scripts following features of the genre

Teaching following features of the genre is the important thought in teaching Philology. There are many opinions on this issue. Firstly there is the project which appeared quite early in the history of the research of modern literature: *Problem of teaching literary works following the genre* by the group of authors of Tran Thanh Dam, Huynh Ly, Hoang Nhu Mai, ... In *Script and teaching script* written by Huynh Ly mentions the problem of teaching script, concept of script, the location of the script in the art forms, characteristic of script that instructor about script should pay attention, the difference between tragedy and comedy, the process of development of drama in our country, plays in Philology programme in secondary school (secondary current levels).

The author Nguyen Viet Chu in book *Method of teaching literary works (following the genres)*, the author Phung Van Tuu in project *Sensuality and teaching foreign literature* has made comments about teaching script. Teaching literary scripts following features of the genres has been discussed in the researches. However, the teaching of reading comprehension literary scripts following features of the genres do not have the in-depth, fully and systematically project, so that proposing appropriate method of teaching to raise the quality of teaching on demand innovation method of teaching today.

3. Purpose of the research

The thesis researches the real situation and solutions teaching reading comprehension literary scripts in secondary schools following features of the genre in order to gradually improve the quality of teaching and learning literary scripts in secondary schools on demand innovation method of teaching today.

4. Object and scope of the research

4.1. Research object of the thesis is teaching literary scripts in secondary schools.

4.2. Scope of the research: The teaching of reading comprehension literary scripts for secondary students (lower secondary school and upper secondary school) at 07 districts, towns and cities: Ha Long, Cam Pha, Uong Bi, Quang Yen, Tien Yen, Hai Ha, Mong Cai in Quang Ninh province.

5. Task and content of the research

- Identify characteristics of the genre for literary scripts to apply in determining the approach to literary scripts.

- Research methods, organizational forms of teaching positive, modern reading comprehension of Vietnam and the world, with special attention to the methods promoting the spirit self-studying, self-reading of students, applying in the preparation of teaching plan, experiment teaching. Thereby, find the feasible and effective methods, measures of teaching literary scripts reading comprehension.

6. Scientific hypothesis

If proposing a number of fit measures, the forms of organization of teaching reading comprehension literary scripts, respecting characteristics of the genre and having practical, effective applying in teaching activities; the thesis will contribute to improving the quality of teaching literary scripts in particular and Philology subject present.

7. Method of the research

During the process of research, we used three method groups: Group of theoretical research; Group of practical research; Group of pedagogical experiment with the methods: surveys, interviews, observations, statistics, data processing, ... to have the conclusions about the effectiveness of the solution from the experimental results.

8. The new contributions of the thesis

8.1.Theory: Adding the ideological issues of teaching reading comprehension literary scripts following features of the genre, about the reading comprehension questions, forms of organizing activities reading comprehension literary scripts for students following features of the genre, recommending specific fit measures and forms of teaching with literary scripts.

8.2. Practicality: Applying the methods, organizational forms of teaching activities were proposed to orient teaching reading comprehension literary scripts for each specific genre. Some types of comprehension questions

and the teaching and learning activities proposed in the thesis focused practising reading comprehension skills following features of the genre.

9. The structure of the thesis

Besides the introduction and conclusion, the contents of the thesis are:

Chapter I: Theoretical and practical fundamentals of the teaching reading comprehension literary scripts following features of the genre.

Chapter II: Some measures of organizing teaching reading comprehension literary scripts activities following features of the genre.

Chapter III: Pedagogical experiment.

Chapter I: Theoretical and practical fundamentals of the teaching reading comprehension literary scripts following features of the genre.

1.1. Theoretical fundamentals of the teaching reading comprehension literary scripts

1.1.1. Theory of reading comprehension texts.

1.1.1.1. The concept about reading comprehension

In Vietnam, the term "reading comprehension" was brought into Vietnam curriculum and textbooks instead of the familiar term "literature lecturer", "analyzing the texts"...with the emphasis more the transition the center from teachers to students, paying attention to the role of learners, readers -students in teaching Philology. Reading comprehension consists of two operations: "reading" and "understanding". Reading is an activity of human that uses their vision to take the language and understand the purpose, is the inevitable result of the reading operation. Understanding is the acquisition of knowledge, information and intentions of the author in a certain degree.

1.1.1.2. The contents of reading comprehension texts.

The contents of reading comprehension include contents in the texts that the author wrote with the desire expressed his thoughts and waiting for readers to find out, in agreement with the external factors texts by readers, due to the characteristics of history, society brought. Content of reading comprehension is not only the elements in the text, but also external factors in text: author, composer circumstances, reading comprehension situation, the impact of text to readers and society.

1.1.1.3. Teaching reading comprehension texts in secondary schools

Teaching reading comprehension texts in secondary schools is forming reading skills, developing the reading competency, making

excitement, learning motivation for students. Teaching reading comprehension texts is not just showing how to organize reading activities texts in textbooks, also helps students know how to apply the skills and mobilizing competency to read comprehension texts at the same type, other types of texts in life. It also teaches students self-research, self-studying for students to have self-consciousness, self-studying competencies for all their life.

1.1.1.4. Modern teaching theory and teaching reading comprehension literary scripts in secondary schools

In view of modern teaching, learning activities of learners are diverse and plentiful. Besides the traditional learning activities, such as inquiry, stating the problem, presentations, ...still need more activities like experience, role playing, organizing specific activities...matching knowledge, skills, tricks that need acquire and develop. In those spirits, the organization of teaching activities have to help students actually participate in reading activities the text, self- read, self- making spirit, self-raising problem with the questions in the process of reading .

1.1.1.5. Teaching reading comprehension texts in teaching Philology in secondary schools are oriented to develop competencis and the quality of the learners.

The basic goal of teaching in view of developing competencies and the quality is forming and developing self- study, self-applying knowledge competencies, the skills that they have learned in real life. Thus, teaching reading comprehension helps students form knowledge of the genres, have the skills to apply the knowledge in self-reading ing different texts is one of the teaching methods to competency developing, self-reading, self-studying, self-applying competencies.

1.1.2. The concept of type and genre in literature and the meaning of teaching following features of the genre.

1.1.2.1. The concept of type and genre

About term of type, modern literary theory has two ways of segmentation, the first way inherited from "*The Art of poetry*" by Aristotle, divided the literatural works into three types based on criteria reflecting modes: narrative, lyricals, drama. In the types, there are the genres. The second dividing occurs later, dividing literature into four types: poetry, novels, plays and records. However, all segmentations are only relative in nature. By the literature works despite being classified in any types, any genres could also still be interference with the characteristics of the other

genres. In the narrative works remains lyrical elements and vice versa. In the drama, there is a combination of narrative and lyricals.

Problems of type and genre of literature have important implications for the two stages in the life of a literary work: composition and reception.

1.1.2.2. Teaching reading comprehension literary scripts following features of the genre in Philology in secondary school.

Teaching reading comprehension texts following features of the genre is the way of teaching to give students the key to know how to "decode" works. Each genre, each work in the genre is taught in schools that have particular ways, to express its contents. Mastering the genre poetics, students have the ability to "decode" the works of the same genre.

In the text of drama type, the problem "nature of the type in the genre" is more complicated. Because dramatic works is visible interference genre. When teaching reading comprehension literary scripts following features of the genre, notes defining clearly genre of text that uses genre knowledge to explore the work.

1.1.2.3. The way to form knowledge about the genre of literary script for secondary school students

a. Knowledge about literary script is formed while studying literary script in school

b. Knowledge about the drama was formed through watching drama activities

c. Knowledge about the drama was formed through reading activities about materials which disseminate knowledge about drama.

1.1.3. Drama and literary script

1.1.3.1. What is drama?

Drama is a literary genre (script), then a stage work (performing arts). Prior to the stage with the creation, direction of director and acting of actors, supporting of the stage, it is "literary script". According to the "*Dictionary of literary terms*" the authors Le Ba Han, Tran Dinh Su, Nguyen Khac Phi, the term "drama" is used on two levels. At the level of the type: "Drama is one of three basic models of literature (drama, narrative, lyricals). Drama just belongs to stage, just belongs to literature. Script is primarily used to perform, just to read because the script is the literary aspect of the drama. Accordingly, the script reception is receiving literary aspects of drama". Talking of drama is to talk to the performing on stage by actors with actions, gestures, gestures and words. (Particularly pantomimes does not express in words).

At the genre level: "The term drama is used to indicate a literary genre - the stage which has equivalent position with tragedy and comedy. In this sense the drama also known as main drama".

1.1.3.2. Literary script

Drama is really not a purely literary genre, should not lump script with general theater arts including theater, play, opera, dance drama, musical theater, ... Any kind of drama, including pantomime also has script, only opera, play have literary script. Literary script is a part of the language arts so it carries the characteristics of artistic language, having plot, characters, with iconic art ...

1.1.4. Typical features of literary script

1.1.4.1. The plot, events, highly concentrated circumstances of drama

1.1.4.2. The situation is environment that created a drama conflict

1.1.4.3. Drama conflicts make dramatic theater, the "soul" of drama

1.1.4.4. The character is icon of show games

1.1.4.5. Drama language is rich act, personalization, rich connotation, rich lyrical

1.1.4.6. Dividing episodes structure, screen, scene layout is are characteristics of dramatic structure

1.1.5. Classification and characteristics of the dramatic genres

1.1.5.1. Features of the Vietnam folk Cheo genre

a. The content of the cheo plays taken from fairytales, Nom stories; is raised to a high level by theatrics art with real value and insightful thoughts

b. The narrative structure is followed the structure "game piece"

c. Characters is followed the motifs

d. Rich musical, lyrical, symbolic stylized Cheo language

1.1.5.2. Features of the tragedy genre

a. Tragedy characters can be heros but be the heros are defeated, they may be good, talented people who always strive to become better but not good luck, advantages. Tragic characters is always someone with heroic qualities, having a special talent or lofty ideals more normal person.

b. Tragedy conflict is the result of the irreconcilable contradiction between people with the absurdity of society; conflicts between people with themselves. The conflict was only resolved when the work ended with the defeat of the protagonist. The failure makes the audience compassionate and purifies the soul, makes them regret that toward the sublime.

c. *Tragedy mistake* is a basic characteristic to distinguish with drama and comedy. Mistake of tragedy figure is not small mistake, normal mistakes in life, it is the fault of the times, the great thoughts.

d. *Tragedy language* is rich epic, heroic. Monologues and dialogues in tragedy reveals the complex, aggressive psychological processes of character.

1.1.5.3. Features of the comedy genre

a. *Characters in comedy* might be people in all classes, from kings, ministers, nobles to burghers, small farmers, the rich and the poor. Those are people with inappropriate and contrary, unusual psychology, personality, thinking, lifestyle, that make humorous, amusing situations, the behavior.

b. *The critical objects of comedy* are ridiculous, grotesque phenomena, the emptiness, form, snobbish jerks.. ...

c. *Conflict in comedy* is the conflict between the evil forces that seek to conceal themselves with flashy paint, fake, outside. Property of comedy is generated from the asymmetric, harmony of character.

d. *Language in comedy* often strongly humor, amusing to satirize with exaggerative calligraphy, ... thereby portraying the characters personality, expressing critical attitude, lashing bad habits, parodying phony games.

1.1.5.4. Features of the drama genre

a. *The characters in the drama* are also the heroes but they are heroes of daily life, showing the true life ideals. They express concerns, hopes, reflection of human, problems with revolutionary ideals because of national interests, ethnic and community.

b. *Conflicts, acts in the drama* are the conflicts of daily life, from class conflict, goodness - evil, right - wrong, the family members, the two sides in himself a man. Conflicts in drama are not fierce as in tragedy, but there is depth, sophisticated movements with subtle expression of character psychology.

c. *Drama language* is closer to daily life language than tragedy and comedy.

1.2. Practical fundamentals of the teaching reading comprehension literary scripts following features of the genre.

1.2.1. Literary scripts in curriculum and textbooks in secondary school

1.2.1.1. Literary scripts in curriculum and textbooks in lower secondary school

Current curriculum and textbooks have four reading comprehension texts of drama type, with the genres: cheo, comedy, drama classified from grade 7 to grade 9.

1.2.1.2. Literary scripts in curriculum and textbooks in upper secondary school

Current curriculum and textbooks in upper secondary school have four reading comprehension texts of forms: drama with the cheo and tragedy, are the typical works, have characteristics of basic types of tragedy, comedy and main drama.

1.2.2. System of reading comprehension guidance questions about literary scripts in current curriculum and textbooks

1.2.2.1. Statistical results about some questions that mention to features of the genre used in reading comprehension units in current Philology textbooks

1.2.2.2. General comments on the content of reading comprehension guidance questions and reading comprehension activities literary scripts proposed in reading units in the Philology textbooks

1.2.3. The status of teaching reading comprehension literary scripts in secondary school following features of the genre.

1.2.3.1. Subjects and scope of the survey

We surveyed 10 teachers and 193 students in 5 classes on survey sites, are secondary students (including lower and upper secondary school) of Quang Ninh province according to the following criteria:

1- Student's learning interest towards reading comprehension literary scripts activities

2- Causes of whether or not learning interest in reading comprehension literary scripts lessons.

3- Have activities of reading comprehension literary scripts stuck to following features of the genre?

1.2.3.2. Survey results (the Appendix)

1.2.3.3. Evaluate survey results

a. Students had little excitement for activity of system questions used in teaching reading in secondary school because of some causes from examination content to teaching methods.

b. System of questions used in teaching reading comprehension literary scripts in secondary school is not inappropriate with features of the genre.

c. The organizational forms of extra-curricular activities are not rich, do not make the attraction and do not stick the requirements of this kind of drama.

1.2.4. Issues raised from reality

These issues existing in teaching reading comprehension literary scripts in secondary school as above require changes and supplements about the educational viewpoint (from curriculum and textbooks to examination, evaluation), teaching methods, measures, organizational forms of teaching activities.

Sum of the chapter I

Teaching reading comprehension literary scripts following features of the genre is right teaching direction, there is a scientific fundamental and have been interested for a long time. Because literary scripts with their own characteristics in terms of type, as language art to read, both theatrical works are used to perform, they require methods, private ways to access, fit. Drama is a genre of literature that has its own characteristics in terms of types, it requires appropriate approach.

Improving the quality of teaching literary scripts will help students get the knowledge, the most basic skills to develop their own competencies, including reading comprehension literary scripts competency.

Chapter II

Some measures of organizing teaching reading comprehension literary scripts activities following features of the genre.

2.1. Proposal basis and principles of measures of teaching reading comprehension literary scripts following features of the genre.

2.1.1. The proposed measures must be compatible with students's age physiology and goal of teaching in secondary schools

2.1.2. The proposed measures must ensure compliance with modern teaching viewpoint, taking students is the center of learning activities, contributing to improve the self-studying competency for students

2.1.3. The proposed measures must accomplish the aims of teaching literary scripts following features of the genre

2.2. Proposing a number of measures of teaching reading comprehension literary scripts following features of the genre.

2.2.1. Guiding students to read the texts by yourselves

2.2.1.1. Skim the entire text to have an overview.

2.2.1.2. Read the commentary to help students visualize the dramatic situations, involved characters, the context of time, space, time,

2.2.1.3. Read deeply the part of the dialogue of character to see the personality, psychological changes, the emotions of the characters, psychological conflicts of character routes, character,

2.2.2. Using system of comprehension questions sticking to features of the genre enhances students' positivity and activeness, against passive habits in learning, strengthen the self-studying sense and self-studying skills, train self-research skill for students.

2.2.2.1. Questions mobilize types, genres knowledge, cultural understanding

These are type of reappeared, oriented question, leading students for mobilizing their knowledge to solve the tasks when reading a new text.

*** Some forms of reading comprehension knowledge mobilization question:**

- Questions for presenting characteristics of drama.
- Questions for discussion, exchanging and presenting understanding of the composing circumstances, cultural and social context of the time when the text was born; about social phenomena related to the topic, the topic of the text.

2.2.2.2. The reappeared questions used to summarize the contents of plot, determine dramatic situations, character systems

*** Some forms of basic questions:**

- Tell in brief way the story that happened in the play.
- Statistical tabulation about characters in snippets, classifying the character routes: protagonist-minor character, villain -positive character ...
- The features of fate, personality, inner life of the character; identifying basic conflicts of the play.

2.2.2.3. Questions to assess, identify and analyze the development of the conflict, characters personality

These questions oriented students insight into the aesthetic aspect and content of the text. Requestment are still only at levels well understanding, clear understanding and close know, actively selecting important, meaningful details, showing conflicting, dramatic conflict, character personality, ...

*** Some forms of basic questions:**

- Questions for determining type of dramatic character, psychological changes, personality, character actions.

- Questions for determining dramatic action: inside actions - external actions, the meaning of dramatic actions with presenting psychological evolutions of character.

- Orientation questions for studying the characteristics of drama languages (comedy language, tragedy language, main drama language).

2.2.2.4. Questions for detecting, assessing drama language content, features

Detecting question is the kind of question for orienting student's thinking when they read comprehension the text to note detection and evaluation of details, facts, language of text. Findings the crux of the problem is the starting point for the next understanding steps.

*** Some forms of basic questions:** Orientation questions for determining the type of drama language; Orientation questions for studying character personality through language; Questions for analyzing, evaluating the characteristics of the character's language in the written dramatic text.

2.2.2.5. Questions for assessing, comment content value and the aesthetic value of scripts

This type of question requires students to promote synthesis competencies, evaluating their own prior knowledge and skills they have learned. This type of question may be asked directly by type of laying out ideas, thoughts ... about texts, also can give various comments for students reference and discussion.

*** Some forms of basic questions:** Presenting opinions about the character; evaluating opinions about ideological message that the writer wanted to convey through text.

2.2.2.6. Provoking questions help students improve the general competency, contact competency, link the sources of knowledge to solve problems

Provoking questions are the suitable type of questions to guide students to conduct activities that applying intercultural knowledge, knowledge of history, culture and society related to reality, to read comprehension literary scripts.

*** Some forms of basic questions:** Evoking background knowledge, social and cultural knowledge related to the text or theme, the theme of the text; contacting real question, contacting to the related literary and artistic

works (same topic, subject, author, ...); Discussion and exchanging questions, presenting thoughts and views on the problems of life in the work; provoking question makes students give comments on the elements of the text.

2.2.3. Organizing discussions, starting research according to specialized subjects about genre

2.2.3.1. Subjects for discussion, research are the problems outside the text

Collecting materials about the author; discussion, learning about the characteristics of the genre: discussion of a characteristic of the genre shown in the work, doing statistics homework, summarizing the characteristics of the genre and the expression elements of the genre in work; discussion, doing collectibles research homework, assessment some of the reviews, comments about the work.

2.2.3.2. Subjects for discussion, research are the problems inside the text

- Why did the author choose the title for the work? Try suggesting other title for the dramatic text and giving reasons for choosing such a title.

- The problems posed in the work present in some dialogue, monologue, dialogue of the characters in the text (conflict, mood or psychological movements of character).

- Finding out, comment on how to resolve conflicts in the play.

- The problems in the text with practical implications for students.

2.2.4. Organization of extracurricular activities

In teaching reading comprehension literary scripts, extracurricular activities, discussions, starting research aims to enhance interest in learning, stimulate the initiative, creative spirit, collaboration or independent to conduct learning activities in order to achieve good results. Extracurricular activities contribute to improve aesthetics competency, orientating aesthetic tastes and developing of active learning skills, self-awareness and creativity of students.

2.2.4.1. Enjoy the drama on stage to contribute to a better understanding about the works

2.2.4.2. Take part in the drama acting activities

a. Organize and guide students to take part in building the plan to divide the role for plays or excerpts.

b. Take part in playing, reenact the passage learned.

c. Take part in building represent plans for a charade.

2.2.4.3. *Organizing seminars with topics, subjects related to learning content* aims to consolidate, expand knowledge, help students become familiar with the material collecting, organizing self-studying activities, speaking exercise,...

2.3. Applying the measures proposed to organize teaching reading comprehension literary scripts following features of the genre.

2.3.1. Guiding implementation the process of reading comprehension the text for students

2.3.1.1. Perform skimming when beginning the reading comprehension process literary scripts

2.3.1.2. Read caption carefully to fully visualize the dramatic situation, with instructions for action and the appearance of the characters

2.3.1.3. Read the dialogue deeply, carefully to discover the value of content, human thoughts and artistic value of dramatic works

2.3.2. Building question system of reading comprehension comedy text

2.3.2.1. Questions orient students to determine the genre.

2.3.2.2. Questions orient students to discover amusing calligraphy

2.3.2.3. Questions determine dramatic situation

2.3.2.4. Questions orient to learn character traits

2.3.2.5. Questions determine dramatic conflict

2.3.2.6. Questions orient to learn drama language characteristics

2.3.3. Building system of reading comprehension questions in drama

2.3.3.1. Questions determine genre

2.3.3.2. Questions exploit content, topics

2.3.3.3. Question identify drama inconsistencies, conflicts

2.3.3.4. Questions determine the type the character and the route of the character

2.3.3.5. Questions learn dramatic language

2.3.3.6. Questions guide searching for human meaning, ideological generalizations value and artistic value of the text.

2.3.4. Building system of reading comprehension questions in tragedy

2.3.4.1. Questions exploit tragic conflict

2.3.4.2. Questions analysis tragic characters and tragic mistakes

2.3.4.3. Question find out the tragic language

2.3.4.4. Questions detect ideological meaning and value of human life

2.3.5. Organizing, guiding students group discussion, performing the self-research exercises

Depending on objects- students, lesson content, practical teaching situations and competencies, students's interest in learning that teachers

design, organizing group discussion activities, starting appropriate research.

Performing the small researching exercises (individual or group discussions) on the related content such as: writing abstracts about comedy features (tragedy, main drama) and giving some well known works in the genres. Some contents may be used as exercises, case studies, discussion of students: generalizing characteristics of the genre after reading literary scripts; discussing about some different opinions about the characters, dramatic conflict; giving comments about character, about the generalized meaning of literary scripts.

2.3.6. Guides organizing some extracurricular activities

As suggested above, there are a number of suitable extracurricular activities for teaching reading comprehension literary scripts, there are: collecting and using of stage arts compositions in teaching; organizing for student participation in activities to enjoy drama; organizing for student participation in drama performances as: building plans to deviding the roles for acting plays or excerpts; role play, reenacting learned quotations ..

Sum of chapter II

Identifying organizational processes appropriate teaching activities, using the system of suitable questions to promote the initiative, positive spirit, self-awareness and creativity in students' learning activities are the orientations that the thesis recommended for using when teaching literary scripts. For each element in the genre features, teachers need to build a system of oriented questions operating student's thinking that are right and suitable with problems. Reading comprehension questions not only ensures requirements content lesson sticking, should also stimulate thinking, enhance self-consciousness, initiative and awake students' interest in learning.

Besides, lesson preparation activities, self-seeking materials, performing small research exercises, organizing appropriate extracurricular activities with the genre are complementary activities which help students reading comprehension more effectively.

Chapter III

Pedagogical experiment

3.1. General introduction

3.1.1. Purpose of experiment

The goal of experiment is to verify the correctness of the recommendations in the thesis. Verify the reading comprehension ability of students when they apply the knowledge and reading comprehension skills following features of the genre and conducting reading comprehension dramatic text.

3.1.2. Experiment task

Pedagogical experiment has the task: Selecting the experiment object (experiment place, experiment lesson, experiment teachers and experiment students); organizing teaching with designed educational plan of reading comprehension literary scripts following features of the genre; conducting of testing, evaluating experimental results.

3.2. Experiment object, place and time

3.2.1. Criteria of selecting experiment locality

After surveying the actual situation, we selected students and teachers in two schools: Trong Diem lower secondary School (Cam Pha City), Dong Thanh upper secondary School (Quang Yen Town).

3.2.2. Selecting and training teachers to teach experiment lessons

3.2.3. Selecting experiment students

We chose experiment classes and comparison classes that both had similar learning condition, learning competency and physiological characteristics, even, students in comparisons classes excelled in the learning spirit and cognitive competency, boldness, excitement for experimental results are presented more clearly and reliable.

1. Teaching reading comprehension the excerpt “*Mr Gioc-danh worn the costume*” (Philology 8)

- **Experiment class:** 8A4, Trong Diem lower secondary School, Cam Pha, Quang Ninh.

- **Comparison class:** 8A2, Trong Diem lower secondary School, Cam Pha, Quang Ninh.

2. Teaching reading comprehension the excerpt “*Bac Son*” (Philology 9)

- **Experiment class:** 9A5, Trong Diem lower secondary School, Cam Pha, Quang Ninh.

- **Comparison class:** 9A3, Trong Diem lower secondary School, Cam Pha, Quang Ninh..

3. Teaching reading comprehension the excerpt “Soul of Truong Ba, the skin of butcher” (*Philology 12*)

- **Experiment class:** 12A4, Dong Thanh upper secondary School, Quang Yen, Quang Ninh

- **Comparison class:** 12A1, Dong Thanh upper secondary School, Quang Yen, Quang Ninh

3.3. Experiment content

3.3.1. Principles of designing teaching plan and experiment teaching plan

a. Designs comply with requirements of teaching literary scripts following features of the genre.

b. Designs orient "student-centered", pay attention to the organizing, guide student activities, stimulate interest in learning, creativity and learning activeness of student.

c. Appropriate design with students (age, regional characteristics ...).

d. Design applied the measures that authors have proposed in the thesis.

3.3.2. Organizing experiment teaching: experiment time: 2012-2013 school year, 2013-2014.

3.3.3. Assessing experiment in quantitative terms

3.3.3.1. Experiment evaluation techniques

a. About describing of student scores data.

b. About verificating the value between experiment and comparison

3.3.3.2. Results of pedagogical experiment.

The difference in the average score in the tests in experiment classes and comparison classes after experiment are greater than 0. These results prove that applied experiment activities are fruitful. However, the change in the quality of teaching, level of students do not express immediately through a few lessons. If they are applied regularly throughout the process, the effect will be further enhanced.

3.3.4 Assessing experiment in qualitative terms

Here is how to assess through the opinions of teachers who take part in experiment and comparison teaching about the content in designed teaching plans and the students' interest in learning.

3.3.4.1. About designing teaching plans of teachers

3.3.4.2. About the students' interest in learning

3.4. Reviewing and evaluation experiment results

3.4.1. In applying these measures, the orientations that the thesis has proposed on teaching reading comprehension literary scripts lesson, results of survey interest in learning and results of test shows the correct determination of features of the genre for appropriate instruction will contribute significantly to improving the quality of teaching reading comprehension literary scripts for secondary students.

3.4.2. When attention to features of the genre and applying measures to tantalize, system of reasonable questions and exercises, organizing appropriate learning activities and design, experiment teaching help students have more interested in learning, students is strictly oriented about thinking that meet particular point and originality of literary scripts.

3.4.3. Sticking characteristics of genre, enhancing attention to develop reading comprehension competency for secondary students, paying attention to organize learning activities to strengthen the initiative and creativity of students; so the recommendations in the thesis demonstrates the feasibility and practical significance.

3.4.4. Teaching of reading comprehension texts belonging to the dramatic type or narrative, lyrical texts need to tap into the actual life. Students will be more excited when the actual daily life is connected with every lesson and every class in classroom guides students to get a lesson about humanity that makes sense.

Sum of chapter III

The proposed activities, the system of questions and reading comprehension exercises were applied in organizing teaching reading comprehension literary scripts in some secondary schools in the province of Quang Ninh. The feasibility of scientific theories has been proven in certain degree. Through analyzing and evaluating of the whole process of experiment, initially we can draw some conclusions:

Firstly, the teachers received recommendations and applied flexibly, effectively in implementing lesson design and in the class. The orientation

has helped teachers and students organize the learning activities consistently with characteristic of literary scripts genre, thereby stimulating interest in learning and improving reading comprehension skills about literary scripts.

Secondly, after the pedagogical impact, experiment groups showed reading comprehension competence about literary scripts better, had consciousness of sticking characteristic of genre better than comparison class. By the methods of observation and interviews we found that students attended experiment classes more proactive, enthusiastic and positive than students in the comparison classes.

Thirdly, the the results obtained, again affirmed: teaching reading comprehension texts following features of the genre is always basic orientation and correct. Reading any text would have to understand the features of the genre, especially with type of drama that students were not interested.

CONCLUSION

The thesis is done on the basis of a correct understanding of the application features of the genre in teaching literature works general speaking, teach reading comprehension literary scripts in particular to meet the demands of innovation of method of teaching literature. In the spirit of teaching innovation Philology towards developing competencies, sticking features of the genre to organize operations to acquire, accumulate knowledge and improve reading comprehension text competency is correct research direction. Through research, we draw some conclusions on the issue of teaching reading comprehension literary scripts following features of the genre:

1. Literary scripts are synthetic art form, have their own characteristics type compared with narrative and lyrical texts. To obtain proper teaching orientation, the research, mastering features of the genre of literary scripts are important works, determine the effectiveness of teaching reading comprehension literary scripts in school. Sticking

features of the genre is the best route, the shortest and most efficient reading comprehension activities in literary scripts.

2. In type of drama, there are many different genres. Determining correctly the genre can go to a understanding destination of the reading operation. Artistic elements of dramatic type from dramatic situations, dramatic conflicts, characters and scripting language carry their own characteristics in terms of genre. The pecific characteristics are the basis for explaining elements forming dramatic works. In other words, features of the genre are an important part of the "toolkit" of reading comprehension knowledge that help students achieve the floors of the value in the works.

3. Sticking type characteristic of literary scripts, the thesis has outlined a reading comprehension process and concretized into specific activities to guide students reading comprehension literary scripts. They are activities: guiding reading, mobilizing reading comprehension knowledge and building system of suitable reading comprehension questions and designing, proposing feasible extracurricular activities... Such actions are applied creatively and flexibly in the specific lessons depending on reading comprehension texts and student- object.

4. The joint proposasl were applied to orient organizing reading comprehension activities the works of all dramatic genres, of typical dramatic writers who were selected in current textbooks and be applied in three experimental designs. Through experiment and geting comments of teachers, colleagues, scientists have started to confirm soundness, feasibility, medium strength, conformity with teaching literary scripts according to the spirit of innovation. Each unit has formed for students the way of thinking to have reading comprehension competencies other texts, thereby promoting the spirit of self-studying, independent, autonomy and creativity.

5. Some recommendations

5.1. About contents of curriculum, textbooks and learning materials

5.1.1. It should have units about the genre theory to organize learning activities to help students explore, research thereby fully self-equipping tool knowledge. In which, literary scripts are not only seen as literature texts but should also put the oratorio environment with their own characteristics. Those means to students have to have the opportunities to learn the whole life of drama: script, stage, musical theater arts, organizing performances, ...

5.1.2. The dramatic works selected for the curriculum should ensure the presence of the full range of theatrical genre of folk and modern. Curriculum and textbooks prescribed learning goals so the chosen works have to help students look fully, comprehensively and insightfully. Such folk drama: students need to be exposed to all the folk theater genres. Because these are a national cultural heritage that have the value and very suitable for the development stage of secondary school students.

5.1.3. New curriculum and textbooks have to have contents that helps students understand and improve the level of enjoying drama art, be interested in drama and the related cultural activities. So the reading comprehension texts to introduce about drama, literature will help students a lot in strengthening the knowledge, practicing the culture bravery. From that they understand and love more about national folklore.

5.1.4. The extracurricular activities related to type of which included in the previous extracurricular activities should be regulated belonging to the content of mandated, main curriculum for students. Because these activities can help students develop personal competencies very efficiently.

5.1.5. Reference should be limited the types of documents that have the nature to impart knowledge, in the manner helping students read, helping students sense and helping students evaluate of the researchers. Strengthening many types of reference that have contents to guide, organize activities self-reading, self-studying to improve learning competency for

students. They have to point out to students the way to find the true value of literature works.

5.2. About teaching content and methods

The first is: Need to define better the location of the dramatic genres in structure of reading comprehension texts included in textbooks. Reading comprehension literary scripts will help students improve cultural competency, forming habits of participating activities for enjoy the arts. When choosing, need to pay attention to the close texts to physiological age of students, to the texts bringing age breath, to the texts proposing matters that have deeply human significance.

The second is: Teaching reading comprehension literary scripts needs to pay attention to strengthening activities to make learning excitement for students. Because do not see the beauty, the allure of the dramatic text so far students do not like to read the texts belonging to the dramatic types. Students are not bored drama, the evidence is the literary extracurricular activities often take the form adaption drama to perform.

The third is: Together narrative and lyrical type, drama is taken into curriculum and textbooks as one of three basic types of literature. So need to determine the correct location of literary scripts in exams, tests, assessments in the school. Not only have the questions about specific scripts but need also to have questions, the orientations to help students raise awareness, interest in literary scripts, scaling knowledge and skills about drama, from that students understand them correctly, clearly and increase interest in reading comprehension activities in literary scripts and activities to enjoy, to learn about type of literature associated with this oratorio stage.

Thus, literary scripts are a verbal art form, with distinct features of the genre. So sticking features of the genre and the specific characteristics of each genre are the most important factors deciding the effectiveness of reading comprehension activities in scripts. However the decisive factor belongs to pedagogical skills and creative, flexible application of each Philology teacher.