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SUPPORTIVE TEACHING FOR
STUDENTS WITH READING DIFFUCULTIES IN GRADE 1
TO READ OUT LOUD

Major: THEORY AND HISTORY OF EDUCATION

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This thesis will be defended in front of the Examination Board at the Vietnam Institute of Educational Sciences, No.101Tran Hung Dao Street, Hanoi.

At...... date..... Month ....year.....

This thesis can be found at:
- The National Library
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INTRODUCTION

1. Reasons for selecting the dissertation

1.1. Reading is the basic learning skill supporting students to dominate the language, which is utilized for both communication, and learning purposes. Based on this skill, students can study other subjects as well as possess long - life self-study skill.

1.2 According to the report of the Ministry of Education and Training, the number of students who obtain low result in Vietnamese in primary schools is quite high, occupying about 5.7% (417,115 students).There are a wide range of reason leading to the students' low result of Vietnamese. Difficulty with reading is one of the typical reasons. If this problem is not early recognized and supported, the students will not only face challenge with the Vietnamese subjects, but also other subjects. Consequently, the students' opportunities of gaining achievement as well as catching up with their peers will decrease time by time (Nagy and Anderson, 1984).

1.3. In other countries, reading difficulty has been known since 1881, and there has been more and more research focusing on how to support this group of students. In Vietnam, research on reading difficulty is still a new topic; related studies mainly aim at recognizing students with reading difficulties (SwRDs), and recommending specifically technical solutions.

Based on the above reasons, we decided to carry out the study entitled "Supportively teaching the skill of reading out loud for students with reading difficulties in grades 1" in order to help the students in grades 1 to read better, as a basis for improving their academic performance in the environment of inclusive education.

2. Purpose of dissertation

To propose the solutions related to supportively teaching the skill of reading out loud for SwRDs at grade 1 in order to improve their reading speed, decline the number of reading mistakes, and increase the quality of inclusive education in primary schools.

3. Objects and subjects of the dissertation

3.1. The objects

The process of teaching the skill of reading out loud for SwRDs at grade 1.

3.2 . Subjects

Solutions to teach the skill of reading out loud for SwRDs at grade 1.

4. Scientific Hypothesis

If the solutions for students with learning difficulties in grades 1 cover following requirements such as: 1) Stimulating students' needs and interest in learning to read; 2) Guiding the students to improve their skill of perceiving the reading text based on a systems of reading exercises, that have specific characteristics and functions; 3) Combining specific methods on teaching to read, which have function of supporting, intervening, and specifically directing the students so that they could gain more opportunities to practice; hence, they solutions can assist the students to improve their skills of reading out loud, as well as obtain better results.

5. Research tasks

- Studying on basic theories of supportive teaching for SwRDs in primary schools.
- Studying on practical basis of supportive teaching for SwRDs at grade 1 including: characteristics of reading out loud, and the fact of teaching these reading skills.
- Proposing and experimenting methods related to supportive teaching for SwRDs at grade 1.

6. Scope of Research

6.1. Surveying places: grade 1 classes in 20 primary inclusive schools within HaiLang district, QuangTri provine;

6.2. Experimental scope: 6 students with reading difficulties, studying at grade 1 in Hanoi;

6.3. Researching focuses: solutions related to supportive teaching for the skill of reading out loud, and focusing on specialized methods applied in the inclusive education environment.

7. Methodology and Research methods

7.1. Methodology

*7.1.1. Materialism approach -*The approach that respects the causal relationship and the dialectic of mutual dependence between education and learners, between educational methods and educational achievement.

7.1.2. Specific historical approach- Each student possess his/ her own process, context, history of development experiences, styles, habits, and learning abilities.

7.1.3. Overall approach - recognizing every student in total harmony relationship with society on many faces and aspects. This is shown in the way of establishing

pedagogical methods, which are suitable with cultural characteristics, socio-economy and area condition during the process of carrying out the inclusive education.

7.1.4. Personalized approach - each student is a different individual, who is forming and developing their unique characteristics, with many different abilities and needs that should be met in the process of providing education.

7.1.5. Inclusive approach – SwRDs require assistance with specific methods in primary inclusive environment.

7.2. Research methods

7.2.1. Theoretical research methods

7.2.2. Practical research methods

- Research methods of students' academic products;
- Methods of observation;
- Research method based on written investigation;
- Test;
- Methods based on pedagogical experiment;
- Methods of summarizing educational experience;
- Case study

7.2.3. Others

- The method based on experts' consultation;
- The method of data analysis and evaluation of mathematical statistics;

8. New contributions of the thesis

The dissertation on supportive teaching of the skill of reading out loud forSwRDs in grades was carried out with the purpose of contributing the 3 new following results:

- The dissertation has clarified the basic concepts and theories related to: difficulties in reading, teaching the reading skill in elementary schools, and supportive teaching for the skill of reading out loud for SwRDs in grades 1. Hence, the dissertation contributes to enrich the theoretical system connected to teaching to read for SwRDs.
- The dissertation has clarified the practice of teaching in general and teaching the read skill for SwRDs in grades 1 in primary schools.
- The dissertation has proposed and demonstrated the feasibility and scientific value of methods related to supportive teaching for SwRDs in grades 1 in terms of improving their skills of reading out loud, with typical requirements as following: 1) Encourage students' needs and interest in reading the text; 2) Guide them to

practice the skill of perceive the reading text by the systems of reading exercises, which have specialized characteristics and functions; 3) Combine specific methods on teaching to read, which have function of supporting, intervening, and specifically directing the students so that they could gain more opportunities to practice so that their skills of reading out loud as well as general academic outcomes will be improve in inclusive environment.

9. Structure of the thesis

Except for the introduction, conclusion, recommendations, references, and appendix, the dissertation consists of 3mainchapters as follows:

- Chapter 1: The theoretical basis of supportive teaching of the skill of reading out loud for students with reading difficulties;
- Chapter 2:The practical basis of teaching and supportive teaching of the skill of reading out loud for students with reading difficulties in grade 1;
- Chapter 3: Experimental procedures and recommendations of teaching methods to improve the skill of reading out loud for SwRDs in grade 1.

CHAPTER I

THEORICAL BASIS RELATED TO SUPPORTIVE TEACHING FOR STUDENTS WITH READING DIFFUCULTIES TO READ OUT LOUD

1.1. OVERVIEW OF RESEARCH

1.1.1. International research

1.1.1.1. Medical perspective

From 1878 to mid of 1930s, the term "dyslexia" appeared and became more popular in international literature. There was a considerable increase in the numbers of publication referred to new teaching methods in order to support for SwRDs. Although, educational experts had initially published educational articles on how to educate this student, the medical sector was still mainly responsible for monitoring, identifying, and making decisions related to sending students to special schools for children with learning difficulties.

1.1.1.2. Education perspective

In the middle of the 20 century, the issue of reading difficulties is accepted as a field of the education sector. The research of Solity also confirmed that although reading difficulties might result from a wide range of causes, SwRDs still needed support from professional educators.

1.1.1.3. Multidisciplinary perspective

Contemporary, medical professionals, educators and psychologists have been collaborating with each other during the process of searching for the origin and solutions for reading difficulties. Most of the research related to reading difficulties is conducted under the multidisciplinary collaboration amongst medical sector, neurophysiologic sector, psychology and education. However, the main responsibility for supporting and intervening SwRDs should be given to educator, despite of the students' level of difficulties.

1.1.2. In Vietnam

The term "student with learning difficulties" was introduced by psychologists from the 1980. Nonetheless, this issue was initiated by a group of experts from the Institute of Educational Sciences during 1990s of the 20th century. In 2007, The Ho Chi Minh City Pedagogical University collaborated with the University of Brussels (ULB), and the Catholic University of Louvain (UCL) to use the assessments of language skills and calculation of children from 6 to 9 years old on 262 students in grade 1, 2, 3 in Ho Chi Minh City (central and suburban areas) of 8 primary schools, in order to diagnose specific disorders in learning. In 2012, there had been an announced thesis, which focused on intervention for SwRDs, entitled "Teaching SwRDs to read based on natural speech material".

Analyzing the above context and research history, we orient our research issue as follows: There are many views on the causes of dyslexia, but the research publication agreed the following reasons: students are injured or delayed during the development of areas related to language operation in their brain. Although the students are not sensory impairment, they have limited in perceiving reading texts.

1.2. STUDENTS WITH READING DIFFICULTIES

1.2.1. The concept of students with reading difficulties

In this study, we define the concept of reading difficulty is a defective primarily that affects the skills to decode letters into sounds (read out loud - reading speed, fluency, accuracy). Reading difficulty does not stem from the limited intellectual capacity, sensory impairments or environmental education is not guaranteed. It can occur while other difficulties can be seen in the functional aspects of language, motor coordination, computing capabilities, the ability to focus and organize their own activities, but this not the typical signs of reading difficulties.

1.2.2. Rationales of reading difficulties

Up to now, the real causes of the reading difficulty are still controversial and based on many different theories. However, according to multiple perspectives, the below approaches are not considered mutually negative, but they combined to help

better explain the underlying causes trigger a set of expression difficult to read: 1) Biological causes; 2) Cognitive reasons.

1.2.3. Classify

Based on the characteristics of word recognition and decoding, reading difficulty can be divided into 3 types: 1) Difficult to read phonology (phonological dyslexia); 2) Hard to read the word surface (surface dyslexia); 3) Mixed dyslexia.

1.2.4. Characteristics

The characteristics of reading difficulties depend on the severity of the defect and the age of individuals. With students in grades 1, it may appear the following characteristics:

- Difficulty to learn the order of the letters or letters arranged in alphabets.
- Difficulty to link sounds with corresponding grapheme.
- Difficulty to split syllables (separated phonemes) of elements such as initial consonants, syllables, tone and difficult to combine those components to form sound / words (phonemic synthesis).
- Difficulty to remember vocabulary or naming objects.
- Difficulty to read out loud (not read/spell or read very slowly; many errors; unsmooth) and not just read out the text.
- -Difficult to distinguish between similar sounds (auditory limitations distinction).

1.3. THEORY OF SUPPORTIVE TEACHING TO READ OUT LOUD

1.3.1. Supportive teaching

Supportive teaching is considered as a kind of teaching methods in inclusive education environment. Teachers will organize teaching activities based on skilled and characteristics of students. Team working will help to meet the maximum the special needs of the children.

1.3.2 The concept of teaching reading out loud

1.3.2.1 The concept of "reading"

Reading is an activity in which the reader are aware to use of language knowledge and understanding related to conduct decoding two levels: 1) decode letters into sounds and 2) decode letters the means (to understand what reading).

1.3.2.2 The concept of reading aloud

Reading aloud is the operation of the eye, the ear, word perception - to emit sound fidelity of the written lines recorded audio speech.

1.3.2.3 The skills of reading aloud

- Skills: Skills are the results of performing a certain action on the basis of the knowledge, experience and attitudes related to practical action in specific conditions.

- Reading out loud: Reading out loud is skill to transfer decoded symbols in the text written into the audio stream resounded in the air.

1.3.3. Related theories to teaching reading out loud

There are many theories related to teaching reading, but in this dissertation we use three following academic theories: 1) information theory; 2) active learning theory; and 3) tectonic theory.

Although there are different views of students' learning activities, but all three theories have a common is that to enhance the role of active subjects in the learning process, which is the process acquire knowledge from outside and active, actively turn them into private property of individuals. Learning to read is a complex process involving coordinated activities of the senses, the cognitive processes particularly continuous involvement from the outset of attention and met cognition. In addition, interest in learning and confidence are important factors directly involved in operating results. For some reasons, one or several parts is working imperfections that will affect the results of learning activities should take measures to overcome the above limitations.

1.3.4. The formation stage reading out loud

According to Jeanne Chall's theory, he divided the development of reading skills into 6 stages. In which reading skills of the students to read aloud at grade 1 will cover the following stages:

- Pre-reading: (from birth to 6 years old.) From birth until the child is engaged in formal academic education, children live in a cultural environment, the system of writing; letters should have accumulated a wealth of knowledge about letters, words, and books. When the children grow they gradually control themselves in many different aspects such as: use correct grammar in written and spoken language. They are knowledgeable about the inner structure of the nature of syllables from some of the same prefix or suffix (rhyme and alliteration), we can divide it into sections syllables, and parts it can also be assembled, collated to form a syllable.
- Start reading - Initial Reading or Decoding - Decoding, Period: at grade of 1-2, (ages of 6 – 7). This stage is focused on how children learn letters and associate them with corresponding parts of speech.
- Validation phase, Fluency: grades 2-3 (age of 7 to 8 years). Basically, in Stage 2 learners reinforce what was learned in phase 1. In comparison with the previous period, the child at this stage reads more fluently. Reading at this stage is not only to collect new information, but also to consolidate and further refining the skills that the reader already knows that.

In two above stages, even student's still need to understand what they are reading, but the needed skills is to focus mainly reading aloud. When students read, they are required to increasing their 1) reading speed, 2) accuracy and 3) fluency.

1.3.5. The elements of supportive teaching for SwRDs

In the research of the teaching curricular for students with reading difficulty, supportive teaching needs to ensure following factors:

- The objective of supportive teachings to improve reading skills for students with reading difficulties to read out loud.
- The content of supportive teaching: is to focus on decoding skills through awareness-raising activities phonemes, stimulate the responsiveness of the senses and enhance students' interest in learning to read.
- The methodology and technical support teaching: Teaching reading visually stimulating maximum activity of all the senses. Organize training activities, practice regularly in all the hours of support. Students move from support form read to read independently and gradually increase the level of difficulty of the text read.
- The form of: Each student with reading difficulty has specific characteristics thus supporting the children was conducted in both personal details and information group. Depth Guide should be implemented in a systematic way, daily or several sessions each week.
- The time of supportive teaching: Conduct continuous weeks at least 20 hours of instruction.
- Evaluating supportive teaching: the assessment of each student's progress after each support session. Assessment activities are carried out regularly, on how to conduct diversity.
- The conditions to ensure:

+ Full of facilities equipped classrooms
+ Human implementation: Need some intensive training of phonological awareness.
+ Coordination between family, school and support teachers.

1.3.6. Educating setting for students with reading difficulties

Along with the trend of inclusive education. In most countries, students with reading difficulties even study in these schools (inclusive) but still get the special support services.

In the current conditions in Vietnam, the majority of students with reading problems are currently participating in inclusive schools.

CONCLUSIONS FOR CHAPTER 1

After analyzing of the theoretical background of students with reading difficulties. There are following shorts:

1). Although there are about 100 years of researching about reading difficulties in the world, this issue is quite new in Vietnam. The current trend of the study of this phenomenon is the multidisciplinary approach, with the participation of experts from various fields of medicine, psychology, linguistics and pedagogy. Among them, educators are taking increasingly more important role in providing the special support for those students.

2). Reading is a process of dual encoding: 1) decode letters into sounds (corresponding to read out loud), and 2) decode letters into meaning (with reading). Students with reading difficulties are limited at this dual decoding capability. In the early stages primary, concern, focusing on difficulties in decoding words - sound (reading aloud). These students have difficulty in reading aloud, but the cause is not due to lack of opportunities, learning conditions; or intellectual disabilities and sensory disabilities.

3). To now, the real cause of reading difficulty is still controversial and exist many different theories. There are two main groups: 1) biological causes; 2) causes cognitive. There are restriction of information processing; the memory impairments; and the defects in phonological awareness as well.

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4). There have been many studies on supportive teaching for SwRDs in the world and Vietnam. Although organizing teaching activities for students with reading problems does not depend on an only approach, we need to teach reading by different ways based on types of hard to read and read each child's characteristics. However, the purpose is to improve the skills of phonological awareness, thanks to better enable multiple activities of all sense and make sense in an environment rich in meaningful learning to read with the child.

5). Most SwRDs are studying in inclusive schools in Vietnam. Teachers use the program of general education program then, the children with special reading problems are required to receive special reading supports. Basically, SwRDs are involved in normal schools, in formal classes; all students are learning together with peers at the same level, it will create psychological comfort, ready learning center rather than having to attend special classes in other environments.

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CHAPTER II

PRACTICAL BACKGROUND OF SUPPORTIVE TEACHING FOR STUDENTS WITH READING DIFFICULTIES AT GRADE 1 TO READ OUT LOUD

2.1. TEACHING CURRICULAR OF READING OUT LOUD AT GRADE 1

2.1.1. Purpose of the curricular

In Grade 1, the main goal is to help students to read properly and smoothly, instant read each sentence, recognize in comma breaks and rest a little bit in the right place dots.

1.1.2. Contents of the curricular

Vietnam syllabary at this stage last through the first semester and the first 7 weeks of the second semester, the system of knowledge, skills formation and development of teaching spelling.

2.1.3. The role of textbook in teaching to read out loud

The total syllabary syllable unit at Grade 1 is 161 units.

2.1.4. Supportive teaching for reading out loud skills

2.1.4.1. Aspects of teachings

- Read audible, clear words.
- Read the correct sound.
- Disconnect the tone right place: stay after paragraph breaks in prose language, and section (pauses) in poetry.
- Disconnect the break while reading the words are the expression of a character decoding skills associated with premium content to understand the text. Decoding skills including analytical skills and the structure of the analytical skills to understand the context of the meaning of words.
- Read the matching text genre is an important requirement in practice reading out loud, especially expressive reading.

2.1.4.2. Teaching instructions

- At grade 1, when students' reading level is low, teachers should read as samples and note the need to read the right place. Teachers may organize and guide students to identify the correct reading, how to stay the sentence hang in the post.
- Organize read in unison: Students' interest to read in unison and we learn a lot from listening and reading along with you.

- Personal Reading: This form of learning in order to stimulate active learning of learners.
- Organization of the games was easily consolidating practicing reading.
- Teaching young children to read aloud is always associated with reading the meaning of the section and using the techniques combined with developing reading aloud from recognizing capital.

2.1.4.3. Teaching solutions
a) Teaching new lessons include 3 phases:

- Phase 1. Forming learning concepts;
- Phase 2. Practicing the skills of application guidance;
- Phase 3. Strengthen skills, expanding the skills learned to enhance aggregate use.

b) Reviewing includes 3 phases
- Phase 1: Organizing of activities to help students sound system / rhyme learned;
- Phase 2. Practicing reinforce the skills to create rhymes, create and read plain English;
- Phase 3. Applying aggregate.

2.1.4.5. The regulations of developing learning activities
- Using Multi sensory
- Systemizing and improving gradually
- Directed instructions
- Individualized teaching
- Analyzing and combination in teaching.

2.2. TEACHING READING OUT LOUD FOR OF STUDENTS WITH READING DIFFICULTIES AT GRADE 1

2.2.1. An overview of the survey process
2.2.1.1. Purpose
Use the survey tools to identify SwRDs; depth assessment to determine the characteristics of reading skills and causes of difficulties in reading. Beside that we conduct learn methods teachers use to support the children in the inclusive environment.
2.2.1.2. Content
Contents of the survey focused on two aspects: 1) The situation of reading skills of SwRDs; 2) The situation supportive teaching to read out loud for SwRDs in inclusive schools.
2.2.1.3. Survey Methodology

The methods used in the process of collecting and processing information including: Quiz; further interviews; Observation; Methods of mathematical statistics.

2.2.1.4. Survey Toolkit

The dissertation uses the following tools to conduct the survey: the assessment tools and cognitive abilities of SwRDs, teachers share in-depth interviews, managers and lesson observation sheets.

2.2.1.5 Survey Organization

Survey activities were closely held and conducted in 4 steps:

Step 1. Identify the risk of reading difficulties

Step 2. Detect exclusion factors

Step 3. Review reading skills

2.2.2. Survey results

2.2.2.1. Features of reading out loud

According to obtained data, SwRDs often read lighter and inadequate accounting for 52.6% of total reading difficulties (of which 23.1% of the average, 29.5% of the light). These are the students with the ability to recognize all letters, accent marks, reading a good rhyme. Reading simple words is relatively good. But when having to read sentences and paragraphs of students also spelled lot and make mistakes.

Results showed that the majority of students who have struggled to read who have no trouble with the skills to recognize letters and accent marks. Students started experiencing difficulties with reading and spelling difficulty when they read the whole text.

The following is the findings characteristics of reading out loud of 78 students in each group:
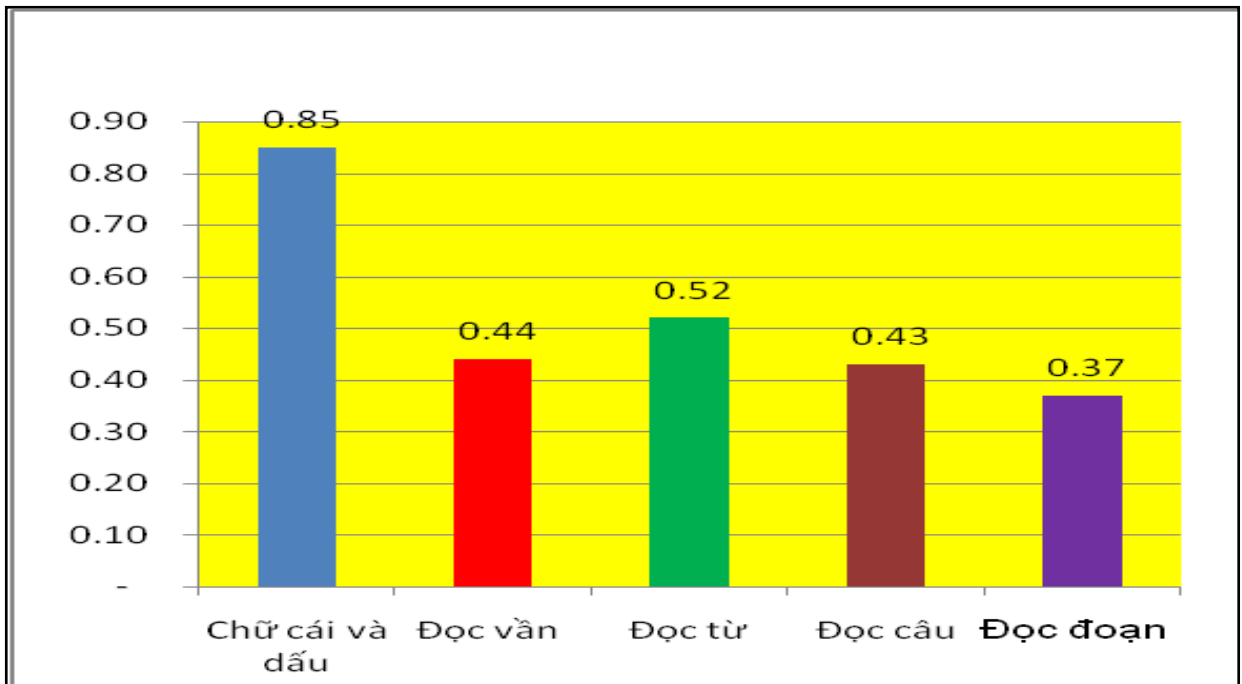
Chart 1. Comparison of percentage point to read aloud

In the total of 78 students were evaluated, 70/78 can read correctly 28/36 letters. Some letters that students cannot read or read incorrectly such as qu⇨ u qu; ⇨ p qu; â ⇨ A; d ⇨ b; ê ⇨ e. These letters have a common characteristic is that they have roughly the same shape or symmetry structure. There are students who can read as suggested and requested. But after a few minutes, students still read as the original mangled.

There are about 7 types of errors: skips words, evasive, repetition, hesitation, replaced the word, add a word, the wrong sign. There is not much difference between boys and girls in the incidence of errors.

78 SwRDs were unable to achieve a rate of 30 words / minutes. Thus, all of them cannot meet the Vietnamese Grade 1 program standard...

2.2.2.2. The fact of supportive teaching for SwRDs to read aloud

About the status of supportive teaching reading out loud to SwRDs in grade 1:

When diagnosing, all teachers spent their time and effort to teach students to read. However, the results of supporting are not as expectation, for reasons:

1. Objectives of supportive teaching for SwRDs focus on teaching to read smooth right, reading without interruption. Goals are skilled at commas interrupt steam, vapor break in dots and reading less expressive are not much concerned.

2. Contents of supportive teaching: Most teachers use the general reading curricular to teach reading for SwRDs as the rest of class. Because this is the textbook, so SwRDs will have to read it so many times during the school day in the classroom, at home and school learning support. Some teachers choose to teach other readings for these students as taking in books, stories for preschool children or children to practice journalism for these students to read.

3. Teaching methods: Teachers selected diverse supportive teaching methods for student to read out loud. Among them there were 7 following ways that many teachers use: peer helping; sampling; reading more time than their peers; adjusting immediately after students make mistakes; reading and writing combination; re-teaching and learning awards.

4. Forms of teaching reading aloud to SwRDs: teachers are very flexible to choose of teaching time for students: groups and individuals.

5. Evaluation the results of supportive teaching: Most teachers use reading skills Grade 1 standard adjustments to evaluate SwRDs. Decision adjustment depends on subjective opinions of teachers. Few teachers adjust the assessment according to the individual education plan.

Both teachers and parents look forward to the cooperation, helping each other to increase the effectiveness of care and education have expressed SwRDs. Their specific recommendations are as follows:

- Organize training for parents on how teachers and child-care support in the classroom and at home.
- Further enhance the exchange of information between teachers and parents.
- Parents and teachers should pay more attention for SwRDs.
- Use a reward system to encourage students more interested in learning activities.
- SwRDs should have extra individual support. Because these students need to learn to read more and special than the other students.

CONCLUSION FOR CHAPTER 2

The chapter briefly mentions:

The characteristics of SwRDs:

1. There are SwRDs in grades 1 in primary schools in HaiLang district, QuangTri province. According to Disability Law, reading difficulty belongs to the group of "other disability" with the mild degree of disability. Therefore, in order to better understand them, the Department of Education should have officially documents, which define SwRDs also need special supports in inclusive schools.

2. Characteristics of SwRDs are obviously diverse. They can be difficulties from mild to blind readers. Therefore, teachers, parents need to take the time to learn to read carefully the characteristics, abilities and needs of each child, so that they can understand correctly students, from there, use supportive teachingappropriately.

3. Although, the skills to recognize letters has correlation with other reading skills; but reading has tight positive correlation with reading, sentences and paragraphs. Therefore, educators should not wait until the end of grade 1 when the student has new poor reading results. It is essential to detect them earlier. To do this, teachers, parents need to pay attention to the difficulties, expressed by students at the start of school year.

4. When reading out loud, SwRDs often make more than one in seven types of errors. 100%SwRDs do not achieve a rate of 30 words / minutes. This result shows that the reading speed is a criterion to determine whether a student suffering reading difficulty.

5. SwRDs have normal intelligence (on average, above average, even higher), but many of them have difficulty with the task of understanding the text; forget the rhyme and words learned. To be able to understand, explain the characteristics associated to SwRDs above, when assessing the intelligent level, we need to give students the psychological indicators such as language thinking, memory work, good processing speed and image. So, instead of using the Raven color test colors (for the general IQ), we should test should use Wisc - IV to have more useful information.

6. Confidence and excitement have extremely important roles in the formation of the mind and studying motivation. Meanwhile, 100% students with reading difficulties join the survey lack of confidence and low interest in learning to read in class activities as well as at home. Therefore, to supportive teaching for this group, we need to focus not only on the ability of reading but we need to organize activities to help students have a chance to succeed, understanding and love learning more reading activities.

On the status of to supportive teaching read out loud for SwRDs:

When diagnosing SwRDs, teachers are taking the time and effort to teach reading to students. However, the results of support are not as expected. Supportive teaching should proceed towards individuals and groups in the following directions:

1. Early detection and organizations for students in grades 1 who have reading difficulty at the end of the semester 1.

2. Supportive teachings teaching student to learn the ways of learning.

3. Equip teachers with needed knowledge and skills to support SwRDs.

CHAPTER 3

EXPERIMENTAL PROCEDURES AND RECOMMENDATIONS OF TEACHING METHODS TO IMPROVE THE SKILLS OF READING OUT LOUD FOR STUDENTS WITH READING DIFFICULTIES IN GRADE 1

3.1. APPROACHES AND PRINCIPLES FOR ACCESSING TO THE RECOMMENDATIONS

3.1.1. Perspective approaches to supportive teaching methods

3.1.1.1. Students with reading difficulties is central of supporting teaching model (Individualized teaching reading activities)

3.1.1.2. Maximum stimulates the activity of all the senses in the process of learning to read

3.1.1.3. Enhances phonemic awareness combined with stimulation of student's interest in learning to read

3.1.2. The principals of proposing supportive teaching methods

3.1.2.1. Ensure legality
3.1.2.2. Ensure characteristic of inclusive education
3.1.2.3. Ensure scientific factors
3.1.2.4. Ensure practical factors
3.1.2.5. Practice awareness
3.1.2.6. Integrated

3.2. SUPPORTIVEMETHODS FOR TEACHING THE SKILLS OF READING OUT LOUD

The process of organizing learning support for SwRDS should ensure dual goals:
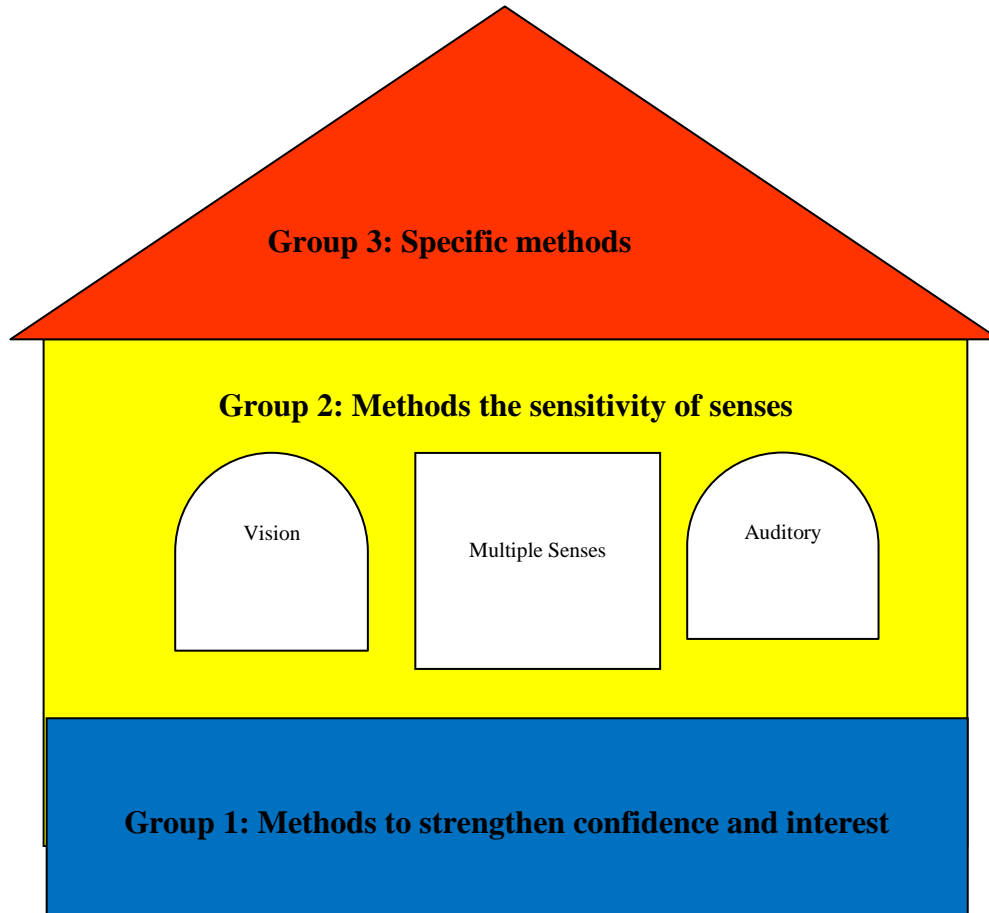
- Improving the skills of the students read out loud focus on the following aspects: enhancing reading speed, fluency and minimizing the number of mistakes when they read.

- Enhancing the excitement, stimulation of initiative, positive for activities for learning to read.

Contents of teaching for students do not out of the general curriculum, provided by the Vietnamese MOET. This does not mean that teachers do not teach the whole of knowledge and skills that an old ways that need flexible option, redesigned and organized differently to suit the learning style of each student with reading problems.

After a period of learning rhymes, the majority of students had grade 1 skills at the level decoding words, sentences like: reviewing skills, identify sounds, syllables to form words; splitting skills (a combination of letters) to the sound; Phonological awareness formation; Skills to recognize correspondence between sounds and letters; Spelling skills.. Although students with reading problems have chance to learn as other peer but they are lack of one or more of the above skills at different levels. Therefore, the content of supportive teaching will add some lacked skills. Depending on the characteristics of each student with reading difficulties (after the results of the assessment, supporting teachers will choose the strength, weak, incomplete to redesign teaching activities. This thesis proposed three solutions to strengthen reading skills for students in grades 1 to read out loud: Solutions to strengthen confidence and interest in learning to read; Solutions to enhance the sensitivity of the senses; Reading instruction specific solution have specialized functions. Each solution is presented including the following: 1) Purpose; 2) Content; 3) How to proceed; 4) Conditions of implementation.

Supportive teaching methods for reading aloud including:

Group 3: Specific methods

Group 2: Methods the sensitivity of senses

Vision

Multiple Senses

Auditory

Group 1: Methods to strengthen confidence and interest

3.2.4. Orientation to use supportive teaching methods

Each student with reading difficulties has its own characteristics so the support is conducted in both personal details and information group.

While other students are in classroom with teachers, the students struggle to read Vietnamese engage more individuals or groups with supportive teachers. The organizing process of supportive teaching should ensure the following elements:

a) Students are comfortable and excited to participate in learning.

b) Students improved reading skills.

c) Teachers evaluate immediately the students' improvement after each supporting time.

d) Only one teacher in charge (groups and individual support).

e) All students with reading difficulties in team receive support which suit to individual needs.

3.2.5 The principals

3.2.5.1 Facilitate classroom equipment
3.2.5.2 Enrich human source
3.2.5.3 Coordination between family, school and supportive teachers.

3.3. EXPERIMENTS AND EVALUATION SUPPORTIVE METHODSFOR TEACHING THE SKILLS OF READING OUT LOUD

3.3.1. The process of experiment

3.3.1.1. Purpose

Test the effectiveness of the supportive teaching methods for SwRDs in primary inclusive schools.

3.3.1.2 Experimental Content

Experimenting the supportive teaching for students with reading problems in grade 1 to read aloud. The empirical case in accordance with the supportive teaching methods was proposed: 1) Evaluation detection and characterization; 2) Develop a supportive teaching plan; 3) Conduct individual and group support; 4) Evaluate the supportive teaching results.

3.3.2. Experimental Results

The experimental results are drawn from the application of the supportive teaching for SwRDs in grade 1; there is also a comparative before and after the experiment using assessment tools to measure carefully reading out loud ability.
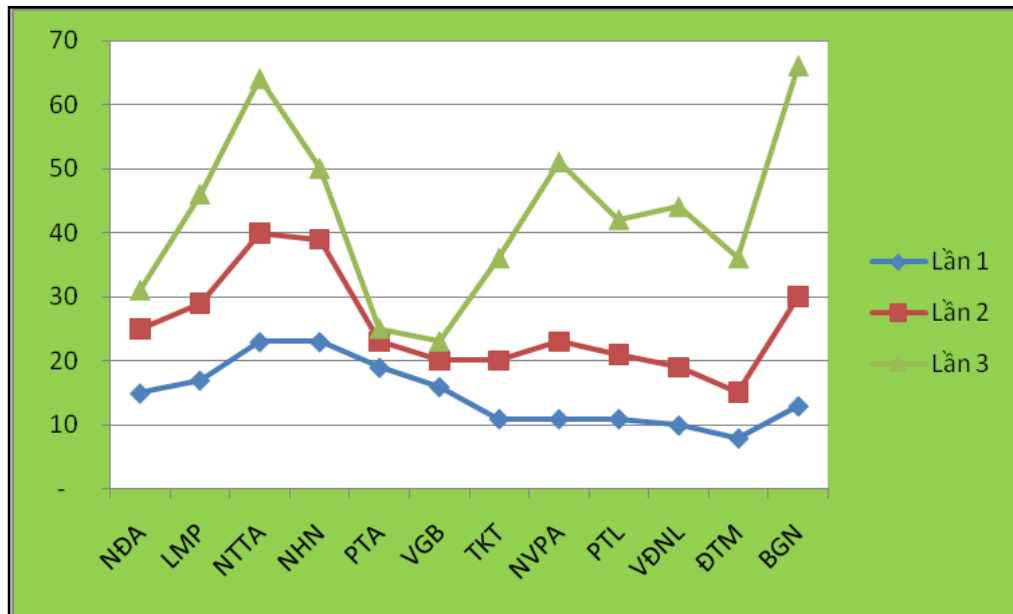
Chart 2. Comparison of reading speed of SwRDs

3.3.2.1. Speed of reading aloud

Comparing the results of progress in reading speed with 6 experimental students with 6 other students. It shows that:

- All 12 students who get struggle to read improve their reading aloud skills.

- The level of improvement of students is different. There are many students who have great promotion like BGN, NTTA but also the little development as VGB and PTA.

- As stated in the case empirically selected. After identifying 12 students who have reading troubles, we decide to select 6 slowest reading speed students and get most mistakes while reading. After 15 supporting weeks, all 6 students get the requirements. Even the slowest person also reached 36 words/ 1 min. Meanwhile, the other 6 students with better starting point but after 14 weeks of learning to your disqualification, for instance VGB (25 words/ 1 min) and PTA (23 words/ 1 minute). 3 students have more improvement for example NDA (reading speed increased from 15 to 31 words/ 1 min.

3.3.2.2. Accuracy

The results showed that in general, 6 students in the experimental group have developed in reading accuracy. In specific, the least improvement students are BGN, NVPA. Two students have a little improvement and they have limited visual perception. In difference to experimental group, control group there was little progress in reading accuracy. Even 3 students are MP, TA and HN; they have many mistakes than the input and the mid-term evaluation. The reason for this phenomenon is due to the number of letters in the post used to assess increase after time by time (input: 61 digits; Midterm: 90 words; output: 103 words), different number of syllables appear and more, so much more students mangled in the number of letters in the text.

3.3.2.3. *Excitement of learning to read*

The results obtained from the interviews of 6 students showed: students often like the activities at supporting rooms with following reasons: The teachers and other students are so friendly; They are involved in many activities; They like the supporting room because it looks attractive; students can participate in the game; students find the readings are interesting; teachers and peers often give compliments;, they find they develop their reading skills while studying in this room. The students in the group also mentioned that they like other students in the group. When being asked if students like individual or group activities, they prefer group learning (6/6). Because they think that group learning is more fun, learn from each other.

CONCLUSION OF CHAPTER 3

- Solutions for teaching SwRDs at grade 1 to read aloud have been built based on following approaches: maximum learning activities which use all the senses; raise awareness of phonemes associated with enhanced students' interest. And supportive teaching methods should ensure the inclusive general principles such as respecting the difference; Organizing flexible learning activities based on students' strengths; be sure to add principles of learning Vietnamese (Principles of script and interoperability

between audio and text; principles of identifying words; Principles of cognitive; Principles of integrated ...).

- Methods for teaching SwRDs at grade 1 to read aloud are grouped into three categories: 1) Methods to strengthen, confidence and interest in learning to read; 2) Methods to enhance the sensitivity of the senses; 3) Methods of reading instruction specific. Each group includes various methods. Each method certainly have significant impacts on reading skills of SwRDs. Based on the unique characteristics of each student with reading difficulties so supporting teachers can choose appropriate solutions, in order to fulfill their potentials.

- Supportive teaching was conducted with the same elements that have relationships with each other dialectically create the harmonious operation of the model of SwRDs.

- Researching the possibility of supportive teaching methods which experimenting 6 SwRDs grade 1 at a primary school in Ba Dinh District, Hanoi. After 14 weeks of receiving supports, 6/6 students improved their ability to reading aloud than their input level and with the other students in the control group. However the surface dyslexia improved less than by phonological awarenessdyslexia.

- Supportive teachers, school managers, parents and students appropriate the methods as effective, positive impact on reading aloud and awareness for student. All members agree the implementation of supportive teaching for supportive teaching at inclusive primary schools.

CONCLUSION

In conclusion, after analyzing the rationale, conducting survey and experimenting solutions for SwRDs in grades 1, there are some following conclusions:

1). SwRDs is the group of disabilities. This type of learning difficulties is quite new in Vietnam. SwRDs often limit their ability to decode letters into sounds and decode meaning. SwRDs need more attention to the first encoding process - demonstrated outside in reading aloud. The causes of reading problems can be two groups:

biological and cognitive. The cognitive causes include: The limitations in information processing (lack of sensitivity of the senses); the memory impairments; and defecting in phonologies. Defects in phonological awareness and sensitivity limitations of the senses are the major cause of failure in learning to read for SwRDs.

2). In the world, there are many methods and techniques for supporting SwRDs. These methods have a common that they are not based on a unique approach that uses a combination of different approaches, depending on the level of difficulties, abilities and learning needs of each student. All methods aims to enhance the skills of phonological awareness stimulate maximum of all the senses and create a rich learning environment for students.

3). SwRDs exist in the primary school in Hai Lang district, Quang Tri province with a frequency 5,45%. Student with reading problems do not only read poor (non-standard speed, wrong many errors and did not understand the text), but also have a lack of confidence and low interest in learning to read particular activity and learning in general. Although, teachers and the schools always concern in learning outcomes but they do not improve.

4). Based on theory and research results for SwRDs in inclusive educational environment, the dissertation has built three approaches; 2 groups of educational principles (general principles of inclusive education and principles for teaching Vietnamese) to propose 3 groups of supportive teaching methods (totally 8 specific methods) for supportive teaching for SwRDs in grade 1.

5). Supportive teaching methods for dyslexic students have been implemented in an experimental primary school in Hanoi. After 14 weeks with 60 sessions of supportive teaching (individuals and groups), all students have improved their reading aloud skills and they become more excited in reading then their input level and compared with other control students. These methods received a positive appropriation from teachers, school managers, parents and students with dyslexia. They do not only want to apply

these approach and teaching methods for students with dyslexia at grade 1 but for all primary school students have reading problems.

RECOMMENDATIONS

1. With the Primary School

SwRDs are parts of inclusive education in primary schools. They need special supportive teaching. Thus, supportive teaching should be implemented as soon as possible to limit the difficulties and promote the full students' potentials. In order to do that, schools should prepare the human source and essential facility for implementing supportive teaching for SwRDs. Supportive teaching should be implemented step by step from detecting, assessing reading skills, planning, implementation and evaluation of the results of teaching. Besides, the school should organize to share experience teachers and teachers; between students with students; between teachers and parents of all students in schools. From then gradually schools can establish relationships in close cooperation with the common goal to help SwRDs.

2. With research institutions

At the primary level, basic reading skills will help students to comprehend the foundation of other subjects and continue to engage in effective learning higher education. Failed in learning to read right from grade 1 will not only limit students' learning opportunities, but also makes them lose confidence and interest in learning. Therefore, identification, early detection, providing appropriate services for students with reading difficulties is an urgent requirement. It is recommended that research institutions in Vietnam should consider this issue, develop and publish toolkits for early identification, assessment and support school skills for all SwRDs.

3. The Ministry of Education and Training

SwRDs are students with learning impairments. Due to their limitations on decoding skills so they have difficulty with reading in particular learning activities and

learning in general. To help SwRDs have equal opportunities in education as every student, The Ministry of Education and Training should:

1.1. Early recognition this group as one type of children with special educational needs.

1.2. Compiling, providing needed documents, and training teachers, school managers, parents, social workers to improve their knowledge and skills about learning difficulties.

1.3. Facilitate expansion of recommendation for supportive teaching for reading difficulties in particular and for learning difficulties in general.

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4. Nguyen Thi Kim Hoa (2014), "Status of teaching to read aloud for students with reading difficulties in grades 1", Journal of Education.

5. Nguyen Thi Kim Hoa (2015), "Models of learning support for students with reading difficulties in grades 1". Journal of Science Education.