

**MINISTRY OF EDUCATION AND TRAINING  
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**PHAM THI HUE**

**MODEL OF TEACHING QUESTIONS FOR  
COMPREHENDING ARGUMENTATIVE  
TEXTS IN LITERATURE SYLLABUS  
AT HIGH SCHOOLS**

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Scientific mentors:

**1. Bui Manh Nhi, PhD, Associate Professor**

**2. Nguyen Thi Hong Van, PhD**

Opponent 1: Nguyen Thanh Hung, PhD, Professor

**Hanoi national university of Education**

Opponent 2: Nguyen Thi Hanh, PhD, Associate Professor

**Vietnam Institute of Educational Sciences**

Opponent 3: Nguyen Thuy Hong, PhD, Associate Professor

**Ministry of Education and Training**

The thesis would be defended in front of Doctorate Thesis Council at Vietnam Institute of Educational Science, 101 Tran Hung Dao, Hanoi

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- **National Library;**
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## **RELATED PUBLISHED WORKS BY THE AUTHOR**

1. Pham Thi Hue (2011), “Instructions for students to make questions by themselves in teaching Literature”, Education Journal, Vol 269, September, pp.33.
2. Pham Thi Hue (2012), “Model of teaching questions for comprehending argumentative in Literature syllabus at high schools”, Education Journal, Vol 85, October, pp.37.
3. Pham Thi Hue (2013), “ The process of building and developing the model of teaching questions for comprehending argumentative in Literature syllabus at high schools”, Education Journal, Special Vol, April, pp.92.

# INTRODUCTION

## **1. Rationale of the topic**

**1.1.** With a view to implement educational innovation in Resolution No.29-NQ/TW on 4<sup>th</sup> November 2013 in the 8<sup>th</sup> National Congress Phase 11 that is about educational and training reform, it is urged to continue greatly innovating learning and teaching methods with an emphasis on students' activeness in learning. Students are expected to be the subjects to gain knowledge with the ability to apply the knowledge and skills being taught into real life.

**1.2.** Questions are basic and vital tools in teaching. Raising questions means identifying problems, stimulating thinking to look into and solve the problems. Hence, questions are regarded as an active learning tool, a goal that needs reaching in capability improvement program. To meet this requirement, students not only need to make questions but also have to choose the right approach to understand the core value.

**1.3.** How to build up questions during the teaching process plays a very important role. Among the objectives of teaching Literature is guiding students to receive and understand texts with their typical features. That is why questions about core elements of each genre are necessary and are must-haves in teaching reading comprehension. It is not an easy task to realize key questions in teaching each genre, as well as to organize and carry out activities with that question system in teaching. Even though there have been a lot of discussion about this issue in course book for pedagogical students or teaching manuals, in fact teachers are still confused about designing and using questions system to teach reading.

**1.4.** As for argumentative texts, most of the time teachers and students have difficulties in teaching and learning with the reading comprehension tasks. Most of the argument texts in the course book have not reached a high level of unity in questions model to instruct students to understand the lesson. In the meantime, it is necessary that there be some core and repeated questions in many documents to direct teachers as well as students know how to find the beauty of this specific genre.

**1.5.** During our professional guide, we have come to a conclusion that if teachers can master and organize the content of the lessons based on logical and scientific questions system, and if students can raise questions, debate and answer those questions given by teachers in learning activities, the lesson then would be a true success. The problem is how to build up an

efficient questions model that goes on well with the content of the lesson, especially in teaching reading comprehension of different genres.

With all the above-mentioned reasons, we have come up with the research title of “Questions model in teaching argumentative texts reading comprehension in secondary philology program”

## **2. Overview of the research**

By reviewing questions being asked in argumentative texts reading comprehension in some Western papers, it can be seen that questions play an important role as students are helped to identify and memorize information from the texts. Questions are also the tools to guide students in the cognitive process since making questions is considered to be one of the skills that helps form and develop reading comprehension skills. In Vietnam, there have been materials that mention the concept, requirements and principles to build and categorize reading questions, but they are not comprehensive and systematic enough to design and utilize questions effectively in reality. In terms of questions to teach argumentative texts, foreign papers’ reviews show that the integration with the other 3 remaining skills focuses on reading questions. These questions stick to all the features of this genre and the requirements are basically at application level in real life situations. In Vietnam, there has been no in-depth research on questions and the model of questions in teaching argumentative texts reading comprehension.

## **3. Objectives of the research**

The dissertation aims at building up a model of questions to teach argumentative texts reading comprehension and applying that model to teaching and learning processes so that teachers are orientated to design questions to instruct students to read in an active and effective way. Students then will step by step enhance their reading capability, which is the objective of teaching Literature in secondary school, to learn through their whole life.

## **4. Subject and object of the research**

### **4.1. Research object**

The teaching argumentative texts reading comprehension process in secondary philology program

### **4.2. Research subject**

The questions being used in teaching argumentative text reading comprehension process

## **5. Research methodologies**

### **5.1. Literature reviewing**

## **5.2. Expertise**

## **5.3. Interviewing, surveys and questionnaires**

## **5.4. Pedagogical practicum**

During the process of looking for supporting ideas and organizing them to prove the scientific hypothesis, those above-mentioned methods have been used flexibly in cooperation with other typical methods such as Philological analyzing, historical methods, genres comparison methods, as they have a strong and logical connection among themselves.

## **6. Mission and scope of the research**

### **6.1. Mission of the research**

- Doing a study on topic background including theories on teaching reading comprehension, building up questions system and question models to teach reading comprehension

- Looking into questions being asked in argumentative texts reading comprehension task in textbooks of Vietnamese secondary philology program; comparing these with those of other countries, so as to draw a lesson to propose question models to teach argumentative text reading comprehension in Literature.

- Proposing objectives and regulations to build up general and specific models; employing them to use in teaching process; assessing students' reading comprehension and initially proposing to reform guiding questions system for reading comprehension in textbooks.

- Experimenting the questions model in building up lesson plans and reading class facilitation with some of the argumentative texts in secondary philology program

### **6.2. Scope of the research**

The dissertation does not dig deep into question structuring model (forming structure of questions) but focus on question system models (a.k.a question models) which are used in teaching argumentative text reading comprehension. Teaching questions in reading comprehension is also called reading comprehension questions.

## **7. Scientific hypothesis of the topic**

Once the model is built up, teachers will have foundation and direction to design the specific question system, as well as the ability to organize and facilitate students' learning activities so as to instruct them to read the texts with their typical features. This is actually one of the objectives of teaching Literature in secondary program.

## **8. Contribution of the paper**

### **8.1. Theoretically**

-Formulating concepts of reading comprehension questions, question models in teaching reading comprehension.

- Identifying goals, features and principles to produce questions model for teaching argumentative texts

- Proposing the questions model and directing to apply these questions to teach reading comprehension as genre typical features suggest.

### **8.2. Practically**

- Proposing models to direct teachers to exploit core elements of argumentative texts, then help students to understand the beauty of the texts as well as know how to read this kind of document.

- Orientating teachers in producing and implementing questions system in teaching specific reading comprehension texts in coursebook so that they know how to design lessons out of the syllabus so as for students to establish and develop reading and writing abilities.

- Contributing to building up questions bank to assess reading comprehension and to design teaching materials such as students' books and teachers' books, etc.

### **9. Organization of the research paper**

Except for Introduction, Conclusion and Appendix, Reference, the paper includes 3 chapters with the content mentioned as follow:

**Chapter 1. Literature review on questions model to teach argumentative texts reading comprehension in secondary philology program**

**Chapter 2. Establishing and implementing questions model in teaching argumentative texts reading comprehension in secondary philology program**

**Chapter 3. Pedagogic experiment**

# CHAPTER 1

## LITERATURE REVIEW ON QUESTION MODELS TO TEACH ARGUMENTATIVE TEXTS READING COMPREHENSION IN PHILOLOGY PROGRAMS AT SECONDARY SCHOOLS

### **1.1. Reading comprehension and the model of questions to teach reading comprehension**

#### ***1.1.1. Reading comprehension teaching***

##### ***1.1.1.1. Review on text reading comprehension and teaching reading comprehension***

Reading comprehension is the whole process of direct exposing to texts (including the sensing process of material signals and realizing the meaning of those signals); is the cognitive and thinking process (receiving and analysing the meaning of texts, reading between the lines, decoding symbols and the hidden meaning, restating in readers' words to create the meaning of documents); is the feedback process to utilize texts (changing readers' cognition, ideas, emotion so as to find the historical meaning and values of documents in different eras)

The objectives of reading comprehension teaching are not only to help students understand the content and arts of the work but also to help them read, understand, experience different feeling stages and thoroughly think about the texts under the supervision of teachers. Hence, students will have skills and methods to read in order to comprehend which is one of the basic abilities of human in social life. The nature of reading comprehension teaching is facilitating students with steps and skills to master the piece as an active reader with a particular goal of using the documents.

The teaching process can be divided into 3 main stages: pre-reading, while-reading and post-reading. In each stage, several ways of reading should be used such as speed reading, silent reading, skimming, voice reading, expressing reading, etc. Some methods should also be employed including decoding, gap filling, particularizing, etc. Similarly, some cognitive techniques such as problems identifying, analyzing, explaining, evaluating and commenting, etc. are also used. Generally speaking, all of these methods and techniques are used in good and flexible cooperation during the whole process of teaching reading comprehension

##### ***1.1.1.2. Teaching reading based on typical features of genres***

Reading any documents needs to use a specific way of reading. Teaching literature in the spirit of reading comprehension is merely teaching students this reading method. As each document has its core and basic factor that creates typical features for that genre, reading comprehension teaching is to provide students with methods to look into the meaning of texts based on those core and basic elements. If students can master this method, they will know how to read and understand different kinds of texts with ease. The theories on different genres that the textbook provides among texts are the tools that support the reading comprehension process. However, the knowledge about genres is just orientating as these genre features are of pretty fixed patterns whereas each text is a distinct creation of writers which exists in a specific and definite form of one genre or in the cross-genres. Those genre features are expressed vividly and clung to the specific and distinct content of each piece. Therefore, it is advisable that the text decoding process, understanding and creating text meaning need to combine genres background knowledge with specific reading skills in order to avoid being imposed and dogmatic in reading comprehension.

#### *1.1.1.3. Reading comprehension teaching with students-centered activities*

In order to make students' reading comprehension activities more constructive, first teachers need to inspire students to take interest in reading the texts and once they have motivation and goals set, they will enthusiastically be involved in text receiving process. Teaching reading comprehension also needs to be student-centered with experience activities, basic activities, practice activities, application activities, expanding activities to create opportunity and urge students to look into and expose to the texts in an active and confident way. Instead of reading and analyzing the texts for students, or talking too much, teachers should put a lot of questions as well as guide them to make questions, encourage them to state their own opinions when reading. Using questioning techniques in teaching reading comprehension should be viewed from different perspectives in a multi-dimension relation which closely supports other active teaching methods so that readers – students can enhance their activeness and creativeness in reading comprehension teaching.

#### ***1.1.2. Models in texts reading comprehension teaching***

##### *1.1.2.1. Questions in teaching and in teaching reading texts*

###### *a) Questions in teaching*



Questions are the center of dialogue technique. In order for dialogue method to enhance students' activeness and to be highly educationally effective, teachers need to build up a suitable question system and closely cooperate with other methods in the working periods following the logic of that system. All the questions must be students-centered, and they cannot be just guiding questions that act as linking steps or leading to teachers' imposing conclusions about the lesson content.

In modern teaching, the subjects of questions are not only teachers, but also students. The fact that students raise questions is an organic element of learning activity, representing activeness in interactive reaction to teachers and learning content. Questioning helps practice thinking and language abilities, communication skills, behaviors and confident attitude in learning. Encouraging students to make questions and teaching them to do it are methods to do active teaching.

*b) Questions in teaching texts reading comprehension*

Reading comprehension questions are questions used to guide, facilitate reading activities for students, in order to help them with reading methods so that they can read themselves. In reading comprehension teaching, teachers raise questions to activate, direct, elicit, instruct students to take part in decoding, creating text meaning so students know how to thoroughly understand text meaning. On the other hand, students also need to make questions during the direct text exposing process as an independent reader to share his/her own experience, understanding with other readers (including teachers and peers).

When and after answering questions, students not only understand the value of the texts but also know how to find texts meaning, or read texts of the same genre. Students then become the subjects that directly expose to the texts, being active readers with reading methods (not passive readers, following teachers without any specific goals)

Questions in reading comprehension teaching are of great variety both in content and form, however, the question system of a lesson on the one hand needs to rely on the content and text type; on the other hand, needs to ensure different levels of reading comprehension process, which can be seen in the following aspects:

*Identifying questions* are those that focus on collecting and managing information out of and identifying key information in the texts

*Analyzing and explaining questions* include those heading for pointing out, clarifying content and the relation among different parts or paragraphs in the text, or that between the title and the whole text;

explaining the organization, word choice and expressing methods to present ideas and content of the text; clarifying meaning and content as well as arts value of the text.

Evaluating and feedback questions go for tackling comments, judgments based on thorough understanding of the text; presenting multi-facet effects of the text to readers. These questions require students to have precise deduction and evaluation about the text so as to apply the texts flexibly and creatively.

#### *1.1.2.2. Questions model in teaching reading comprehension*

The questions model in teaching reading comprehension is a short form of expressing main features of core questions system being used the text reading comprehension process. The characteristic of the questions model is visuality (with models, teachers and students can realize the basic way to master; approach the texts with their genre features as well as different levels and aspects of this process; understand different kinds, forms and categories of questions being used in the process); stability (the model covers core questions that any documents of the same genres have to be questioned to reach the objectives and create the reading skills being needed to read other texts of the same genre); “openness” in application (based on the model, people can build up a system of various open questions)

*Core questions* are those with the content going along with basic concepts, skills and methods that learners have to master. *Open questions* are those with the details of core questions, or those with content being not directly involved in core questions but can be used as an elicitation device to elicit, direct or instruct the way to find the answer to the core questions.

A reading text can have more than one core question, and is of rather limited number (normally less than open questions). One core question can have many open questions but it is not necessary that any core ones have to have open ones.

## **1.2. Teaching argumentative text reading comprehension in literature coursebook of secondary program in Vietnam**

### *1.2.1. Argumentative texts*

#### *1.2.1.1. Definition and features*

In terms of text genre, argument is the kind of text in which writers use reasons to persuade people to follow their ideas and viewpoints so that they will share the same attitude and actions in life. In terms of expressing method, this kind of text mainly employ reasoning with evidence. The documents of this genre being employed to be the subject of reading

comprehension activities in philology program in secondary schools are called argumentative text. In this paper, the term *argumentative texts* has been used to maintain the unity with the concepts in the coursebook.

The main feature of arguments is the persuasion, compelling logic, and generalization. To talk about arguments, people have to mention *topic*, *discussion point*, *evidence* and *argument*. *Topic* is the main issue that needs to be dealt with and discussed. That topic is developed into many discussion points. *Discussion point* is the idea, viewpoint or opinion of the speaker or writer about the issue. *Evidence* is the truth, reasons, examples to be the foundation for the opinions. *Argument* is the organization of ideas, the cooperation among evidence to prove the standing point.

In terms of ideology, argumentative texts are actually those used to persuade with direct reasons for arguments so the ideology can be seen very clearly. It is the outcome of logical thoughts, vigilant and sharp thinking in order to present writers' ideas and viewpoints in a clear way.

In terms of language, the wording in argumentative texts is not arid or lack of expressiveness because of reasoning with evidence, or being the outcome of logic thinking. Emotiveness is also an important factor that creates the typical persuasive feature of arguments. It is created by the strength of proofs and reasons, the writers' enthusiasm in persuading people that can be seen in their tone. Preciseness is a basic feature of the language in argumentative texts, too.

#### *1.2.1.2. The roles of argumentative texts in life and in the secondary philology program*

In our real life, arguments are inevitable and somehow parts of your success can be determined by your reasoning and persuading skills about one idea, or viewpoints on some issues.

In our current Literature program, arguments play a remarkable role. Being the subject of text-reading sub-category in literature, argumentative texts account for 8% to 21% in the total number of texts in reading comprehension section. Arguments have been taught since Grade 7 to Grade 12 and there are no senior secondary school entrance and final exams or university entrance exams without writing arguments skills.

The current philology program in secondary schools includes different kinds of reading texts. Vietnamese arguments in the old time are popular with royal proclamation, royal edict-like announcement, proclamation, tale addressing, title, literature piece on stele, letters, etc. The modern ones in Vietnam and foreign countries cover 2 main types: literature arguments and social arguments

### *1.2.1.3. Teaching objectives of argumentative text reading comprehension teaching*

These objectives should be built up in the direction of improving students' reading comprehension capability and forming modern human beings' characteristics to meet the requirements of integration in the current society. In particular,

- Students understand the value of content and arts of the specific argumentative texts and then create and develop critical reading skills.
- Students are aware of the variety and comprehensiveness of the documents and literature in general.
- Students broaden their knowledge about literature, improve their understanding about real life and can apply when they do social works.
- Students know how to evaluate problems in real life, with critical thinking skills to form their own viewpoints or outlook on life..
- Students know how to read different kinds of texts critically, and then have reading abilities, one of the vital skills for their future.

### *1.2.2.The situation of establishing questions system in teaching argumentative texts reading comprehension*

#### *1.2.2.1. Questions system in coursebook*

##### **a) Advantages**

First, questions represent the spirit of teaching reading with genre typical features

Second, students' active participation in reading activities are emphasized

Third, the question systems can be used to categorize students' level

##### **b) Disadvantages**

First, the questions system has not fully focused on different levels and aspects of reading comprehension

Second, this system is not likely to enhance active thinking and requires students to deduce at a high level in the reading process

Third, not much integration with other skills can be seen in this questions system.

#### *1.2.2.2. Comparing and contrasting questions system in teachers' manual and teaching hours with that in course book*

After looking into teachers' manuals and observing classes, we came up with specific results which help us have some initial opinions as follow:

##### **a) Questions system in teachers' manuals**

*Advantages:* Teachers are aware of the role of questions in students' activeness in learning. Questions are stuck to text typical features, especially

arguments. Besides, questions can be used to categorize and integrate well with other skills.

*Things to improve:* There is a lack of unity and logic in these questions. Some are too easy while others are too difficult. The wording is rather monotonous and repetitive. The instructions are not really directing students' learning activities or giving any clue to find a good method to read and find the answer. The questions are mainly explaining and lecturing, not for reading comprehension. There seems to have no elicitation, situation raising, reality association to form living attitude for students.

#### **b) Questions system in teaching hours**

*Advantages:* Teachers are aware to use instructing questions to guide students' reading comprehension activities. They have also combined dialogue technique with other activities. Moreover, they have paid attention to change the way questions are raised with greater variety. Teachers now take notice of students' feedback and encourage them to make questions.

*Things to improve:* The questions are still one-way of asking and answering with a lack of direction and instructions to do specific reading activities. The way they organize forums and debates showing students' opinions in front of the whole class is not effective and appealing to students.

#### **c) Contrasting questions in teachers' manuals and teaching hours with guiding questions in course book**

Teachers have to base on the objectives of lessons and students' cognitive and skill levels to modify the questions in coursebook to make their own questions system. Teachers then need to be instructed to design questions system scientifically and effectively based on questions in the coursebook. Hence, it is vital and urgent to build up a questions model to teach reading comprehension.

## **CHAPTER 2**

### **ESTABLISHING AND IMPLEMENTING QUESTIONS MODEL IN TEACHING ARGUMENTATIVE TEXT READING COMPREHENSION IN PHILOLOGY PROGRAMS AT SECONDARY SCHOOLS**

#### **2.1. Identifying objectives of building up questions model in teaching argumentative text reading comprehension**

##### **2.1.1. General view**

Building up questions model in teaching argumentative text reading comprehension aims at continuing to innovate literature teaching and learning methods and to assess with a view to forming abilities and skills to apply knowledge learnt to tackle life problems.

##### **2.1.2. Objectives**

- Forming core questions framework generalizing content and reading methods with genre features.
- Proving pre-eminence and effects of dialogue teaching techniques in teaching reading comprehension.
- Utilizing question models to teach argumentative texts reading comprehension to contribute to reform students' reading and writing assessment to meet the objectives of the subject in secondary educational program after 2015.

#### **2.2. Identifying principles to build up questions model in teaching argumentative text reading comprehension**

In addition to making sure that all requirements are met, this model needs to follow typical principles stated below:

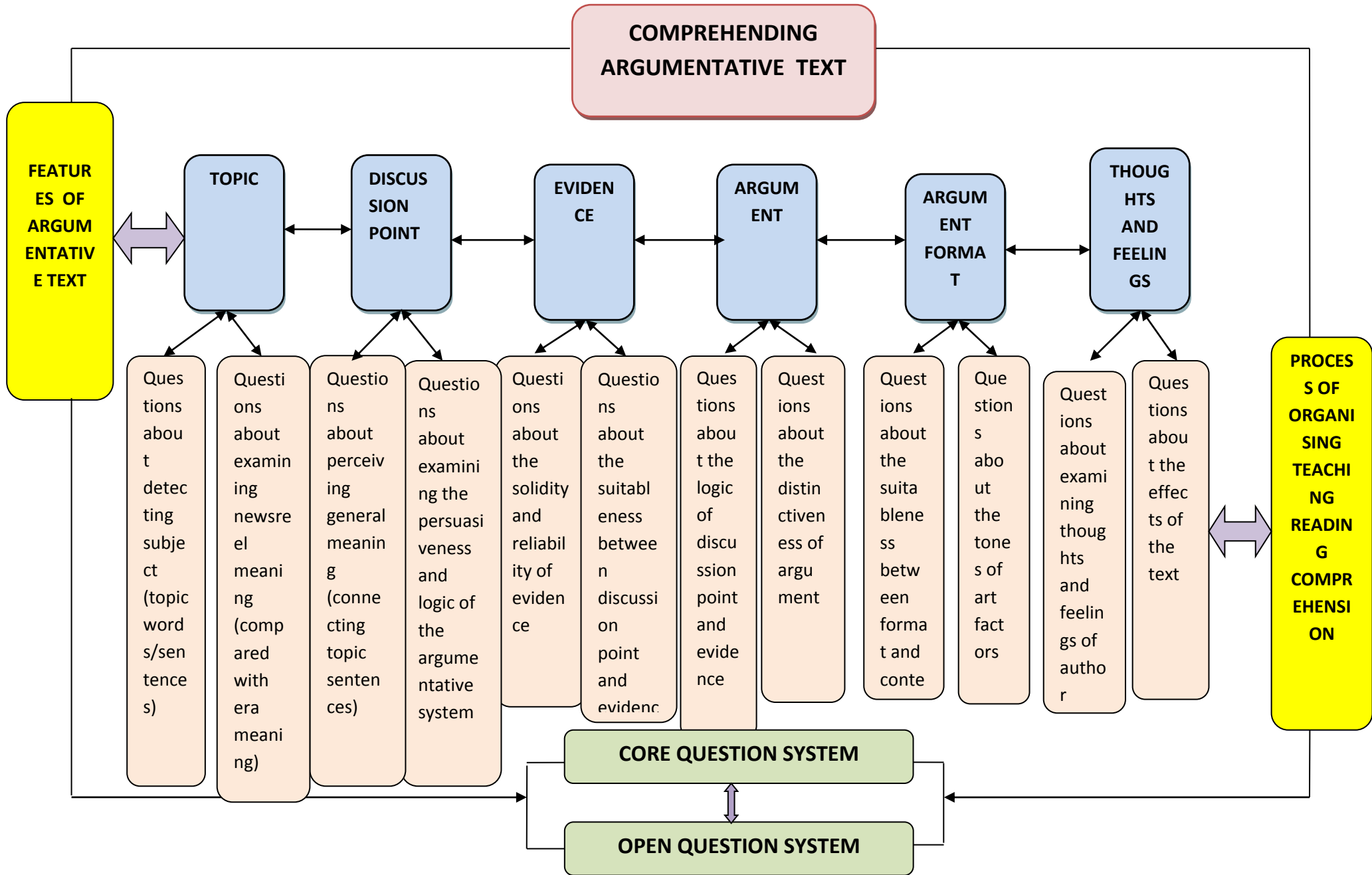
- Requirements about forming and enhancing students' reading comprehension abilities
- Requirements about teaching reading comprehension following genre features
- Requirements about active teaching
- Requirements about integrated teaching

#### **2.3. Proposing models of question in teaching argumentative text reading comprehension**

##### ***2.3.1. Question model in argumentative text reading comprehension***

During the teaching process, teachers need to design a system of questions to facilitate students to receive argumentative texts at their core, following the genres features. This should be carried out every

time argumentative texts are taught, along with guidelines about reading skills so that students can understand the beauty of each piece of work and know how to read an argumentative text comprehensively. The model of questions in teaching argumentative text reading comprehension can be seen in the following diagram:





- *Questions about Topic:* What does the text discuss? Is the topic new, special and meaningful? (in the text forming as well as current contexts?) Students are required to comprehend the meaning of the title, detect repeated words and phrases in the text; find out topic sentences; know how to compare and contrast matters raised in the text and other texts by the same author and in the same age in order to catch the unique, advanced and exceptional differences; know how to connect to the problem of text to the context to understand the topic; know how to present the effects of text on their own thoughts and feelings.

- *Questions about Discussion point:* How diversifiedly and persuasively does the text develop discussion points? Students are required to perceive opening or closing sentences and understand their meanings, generalize their meanings to find out discussion points; know how to point out the meaning connection between discussion points and between them with the topic; know how to recognize, analyze, and explain the ideas development; know how to draw lessons about giving ideas, consider a matter about life and literature.

- *Questions about Evidence:* Is the evidence precise, sharp, and fresh? Which level of representativeness, generalisation, diversification, richness, and clarity are the data and evidences in? Students are required to differentiate argument and evidence; analyze and explain the suitability of evidences for discussion points; give some hypothesis of developing evidences; apply to synthesize knowledge about reading comprehension, literature understanding, life experience so as to clarify the author's points or find other ways to develop discussion points; examine correctly the evidence system that the text set up.

- *Questions about Argument:* How persuasively and logically does the text argue? Students are required to read through the text again, recognize the argument chain, the logic of the matter; know how to use mind map, tables and charts, mind map to explain the arrangement of ideas; know how to analyze the persuasiveness and explain the chosen arguments; integrate Literature knowledge to understand thoroughly and analyze, explain appropriately the art of arguments of the questions; underline connective words and phrases placed at the beginning of the sentences and paragraphs, and explain their meanings, apply the effective arguments of the text to speaking and writing skills for specifically communicative purpose.

- *Questions about Argument format:* What is the meaning of vocabulary range applied in the text in expressing the topic of the text and the author's thoughts and feelings? How are the tones and emotions of the text expressed and how meaningful are they in persuading listeners and readers? Students are required to find out the special format signals of the vocabulary range, sentence structures, paragraphing, opening and closing arrangement, and their precise and deep meanings in clarifying the topic, discussion points, and evidences.

- *Questions about Thoughts and feelings:* What is the author's attitude in the text (for or against, praise or criticise, positive or negative)? What is the author's feeling in the text (respect or adore, etc.)? What are the author's thoughts? Students are required to read the text several times to recognize the author's thoughts and feelings through the tones, sentence structures, vocabulary usage, subject's or object's addressing. Furthermore, based on discussion purposes and aimed objects of the text, students have to judge the author's thoughts and feelings.

### ***2.3.2. The model of teaching questions for comprehending medieval argumentative text***

The model of teaching questions for comprehending medieval argumentative text is basically similar to the model of teaching questions for comprehending general ones. However, because of the "merged literature, history, and philosophy" characteristic, the convention of medieval argumentative text, the model of this kind of text has its own features. Based on the general model and other aforementioned focused points, the core question system about comprehending medieval argumentative text could be:

Question 1: What is the ideological/political topic raised in the text? What is its meaning at that and current times?

Questions 2: Compared with the convention of types, how innovative is the development of discussion points, evidences, and arguments?

Question 3: The convincing art of the text(abiding and obeying strict regulations about types, tones, language, etc.)

Question 4: Judging the argumentative subjects.

Questions 5: Judging historical lessons, ideological lessons to the students themselves.

### ***2.3.3. The model of teaching questions for comprehending modern argumentative text (literature argument)***

Because modern argumentative literature discuss matters which are plentiful and diversified in contents, bearing the stamps of authors,

illustrating unique and fresh approach, the model of teaching questions of this kind of text expresses the requirements of the of teaching questions for comprehending general argumentative text and its own ones. The core question system about comprehending modern argumentative text could be:

Question 1: What is the topic discussed in the text?

Question 2: What is new in the way the author approaches and examines matters?

Question 3: How convincing is the system of discussion points, evidences, and arguments?

Question 4: Is there any special about language, tones, etc.?

Question 5: Could any lesson be drawn from judging and discussing a literature matter by reading the text?

#### ***2.3.4. The model of teaching questions for comprehending modern argumentative text (social argument)***

Modern argumentative text discussing social matters should be employed from the angles of education, newsreel meaning, the author's unique views and innovativeness in solving problems. Therefore, the core question system about comprehending modern argumentative text could be:

Question 1: What is the topic of the text? What is the newsreel and historical meanings of the matters?

Question 2: What is new and unique about the author's views in detecting problems and suggesting solutions?

Question 3: What is the author's convincing art (tones, communication, language, discussion, etc.)?

Question 4: What is the message the author wants to send to readers? Is that meaningful to the students?

Questions 5: Are there other ways to convince about the problems raised in the text?

#### **2.4. The process of building the question model of teaching reading comprehension of argumentative text**

**The process consists of 5 following steps:**

*Step 1:* Thoroughly grasping the characteristics of argumentative text.

*Step 2:* Researching on the process of teaching text reading comprehension.

*Step 3:* Studying the specific objectives of the lessons.

*Step 4:* Selecting teaching methods and organizational forms of teaching.

*Step5: Building the key questions.*

## **2.5. Applying the question model in teaching argumentative text reading**

### **2.5.1. Applying the question model in organizing the process of teaching argumentative text reading**

*2.5.1.1. Applying the question model in organizing class time teaching*

*Step1: Preparation*

a) Teachers identify learning needs of students.

b) Study lessons.

*Step2: Implement the question model in teaching reading comprehension with a specific question system.*

a) Orient questions' content:

b) Select and determine the necessary extent to be reached for the question content corresponding to the requirements of knowledge and reading comprehension activity of students.

c) Classify questions relevant to the ability of each student group.

d) Select and coordinate methods and forms of teaching organization to use the questions.

e) Arrange questions according to the process of lesson activities.

*Step3: Evaluate and improve the text model.*

a) Receive feedback.

b) Analyze, complete questions.

*2.5.1.2. Applying the question model in guiding students to self-study*

**a) Instruct students to self-study before reading new texts.**

Processing steps as follows:

*Step1: Teachers study the texts, objectives to be achieved, teaching content and compile the question system according to the model mentioned above.*

*Step2: Teacher examine and classify students into groups based on reading ability and attitudes toward learning. It should be groups of 5-7 students, there are three ways to divide.*

*Step3: Teachers divide questions for the groups, suggest solution and evaluation criteria or give mark for competition. Studying voucher can be used for each group.*

*Step4: Evaluate results of lesson preparation.*

**b) Instruct students to ask questions during reading argumentative texts.**

The question model of teaching reading comprehension will guide students to ask key questions, know how to ask correctly, hit necessary

problems, avoid asking diffused questions, lack of focus and main points in order to form a self-learning competence in reading text at specific time: when checking old lessons, examining the self-study at home, teaching new lessons, strengthening and training at the end of classes, or when guiding students to self-study at home.

### ***2.5.2 Applying the question model in evaluating students' ability in reading text comprehension***

From the question model of teaching reading argumentative texts proposed, it is able to implement into specific questions to build a library, a question bank to test and assess reading comprehension ability of students for argumentative texts. Deployment of the model should pay attention to the general constructing principles of the question model described in Chapter 2. The way to use specific question system must be based on the purpose and aims of testing and assessment.

- a) Questions to detect thesis, theoretical points of the texts.
- b) Questions to analyze, explain the thesis, theoretical points and foundations system, the reasoning, the tone, the language of the texts.
- c) Questions to evaluate, reflect on lessons, cognition and impacts of the texts.

### ***2.5.3. Applying the question model in compiling question system of reading text guiding in the textbooks***

The question system can be proposed in Philology textbook in the coming period as follows:

- a) The question system of reading text guided in the textbook need to be consistent for each type of text.
- b) The questions should be divided according to the stages of reading (before, during and while reading), according to the using objectives (to reinforce basic knowledge of the text and reading, to expand knowledge reading, or generalize knowledge about category group, or read selected texts).
- c) Some forms of studying voucher or question voucher should be used for teachers to test, assess the process of students' self-reading at home (before and after class hours).
- d) Limiting questions which give a statement, an idea, content with available requests for students to explain or prove.
- e) Increasing questions for text assessment and feedback.

f) It is necessary to integrate objectives to form and develop four skills: reading, listening, speaking, and writing in the questions system of reading comprehension guiding.

g) Reinforce to raise situation questions related to practical issues.

h) Renewing the presentation of reading comprehension guiding questions.

i) Teachers should focus on guiding educators to organize teaching reading for each kind of texts, to help students understand the information in the textbook.

## **CHAPTER 3**

### **PEDAGOGICAL EXPERIMENT**

#### **3.1. General Introduction**

##### ***3.1.1. Purpose and task of the experiment***

###### *3.1.1.1. Purpose of the experiment*

The purpose of the experiment is to verify the validity of scientific theories described in this thesis.

###### *3.1.1.2. Task of the experiment*

The task is to choose experimental subjects; to organize lessons in which using question models developed by teachers; to conduct an inspection, evaluation of the experiment's results.

##### ***3.1.2. Subjects and locality of the experiment***

###### *3.1.2.1. Criteria to choose locality of the experiment*

+ Ensure the facility conditions for normal teaching and learning.

+ Hold qualified school management, staffs and teachers who have professional skills, enthusiasm, and a sense of responsibility.

###### *3.1.2.2. Selection and training of teachers for the experimental period*

+ Teachers at young age with 3 years or more of service, expertise at qualified or more passable.

+ Teachers hold enthusiasm in teaching, innovativeness in teaching methods, and creativity in teaching Philology reading.

+ Teachers have computer skills, know how to use and also quite frequently use the Internet and a number of teaching software programs applied in compiling and lecturing.

###### *3.1.2.3. Selection the experimental students*

Experimental students at grade 7, grade 10, 11 and 12.

##### ***3.1.3. Empirical content***

###### *3.1.3.1. Building up lesson plans*

We choose four texts to build up experimental lesson plans including: *Literary Significance* (Hoai Thanh) grade 7; *The Virtuous and Talented is The Life-sustaining Element of the Nation* (Than Nhan Trung) grade 10; *An Era of Poetry* (Hoai Thanh) grade 11; *The Road to Become a Modern Scholar* (Nguyen Khac Vien) grade 12-Advanced.

### *3.1.3.2. Teaching Organization*

Experimental period: Semester II, school year 2011-2012, 2012-2013.

Experimental teaching process consists of 8 steps:

**Step 1:** Determining the experimental subjects.

**Step 2:** Working with the experimental teachers.

**Step 3:** Classroom observing, exchanging and collecting opinion of teachers and students about the teaching periods in two experimental classes and control classes.

**Step 4:** Organizing tests for two experimental classes and control classes after the experiment.

**Step 5:** Reckoning up, analyzing, and processing test results after the experiment by the verification Independent T-test.

**Step 6:** Commenting and concluding the pedagogical experiment.

**Step 7:** Adjusting the question system in teachers' empirical lesson plans.

**Step 8:** Giving assessment and conclusion on the feasibility of applying, developing the question model of teaching reading comprehension of argumentative texts.

### *3.1.3.3. Evaluation*

#### **a) On the qualitative side**

We conduct a consultation with teachers and students to evaluate the class atmosphere, the students' reading comprehension activities in experimental teaching hours; the attitude and interest in commenting of students on the question system in argumentative texts' reading period.

#### **b) On the quantitative side**

We evaluate the effectiveness of teaching reading argumentative texts following the question model proposed in the thesis by the results of students' reading argumentative text tests, according to the following levels: Excellent, good, passable, failed.

### *3.1.4. Experimental Methods*

#### *3.1.4.1. Comparative experiment*

In order to find differences of effectiveness in teaching reading argumentative texts based on the question model proposed

in the thesis, we carry out experiments on two different subjects who are randomly selected, including the control class and the experimental class.

#### *3.1.4.2. Test experiment*

To test the hypothesis, we consider the difference in reading comprehension ability of argumentative texts of the control group and the experimental group by the test results after the impact.

### **3.2. Experimental Organization**

#### **3.2.1. Teaching experiment**

*3.2.1.1. Deployment of teaching argumentative text reading in experimental classes*

*3.2.1.2. Classroom observation of teaching argumentative text reading period in control classes*

#### **3.2.2. Evaluating experiment**

##### *3.2.2.1. Design test subjects and conduct tests*

Design test subjects after impact for two random groups: experimental classes and control classes. Each experimental class and control class does two tests: a reading comprehension of argumentative text test for the experiment composed by teachers and a reading comprehension of argumentative text outside the program, textbook is compiled by us.

##### *3.2.2.2. Make statistics and process results*

###### **a) Make statistics and process test results after the experiment.**

Once having the test results, we use the verification Independent T-test.

###### **b) General conclusion**

Index has shown that students who learn the question model of reading comprehension suggested in the thesis have better results.

*3.2.2.3. Synthesize and evaluate results of the opinion poll of teachers and students*

###### **a) The first method**

Observe and assess classroom the atmosphere of the control class and the experimental class when teaching reading comprehension with the same argumentative text.

###### **b) The second method**

Collect opinion of teachers (the one who observes classes and the one who teaches experimental period) about the design and implementation of the question system in the empirical lessons.

###### **c) The third method**

Use a questionnaire to measure attitudes, interest, and evaluation of students participated in experimental periods about the



system question used in teaching argumentative text reading based on the model proposed in the thesis.

### **3.3. Review and Evaluation**

#### ***3.3.1. Evaluation on application of the question model in teaching reading comprehension of argumentative texts proposed***

From the question model proposed in the thesis, teachers have prepared the lesson designs which use the question system as the backbone of the lecture to guide students to read the texts. This question system measures aspects as well as specific steps of the process of text reading comprehension, consistency in following the characteristics of the argumentative text closely, integrating reading and speaking, writing, and simultaneously guide students know how to read.

Following the experimental lesson plans, students have initiative, are more positive in self-learning; besides, students not only know the answers for questions in the textbook, but also know to make questions.

With the question model proposed, teachers initially know how to design lessons and organize class time in ways that build capacity, take students' studying activities to be learning-centered, which is the basic activities, practical activities, applied activities; lesson plans have combined the method of raising questions with other methods of activity organization flexibly and efficiently.

#### ***3.3.2. Conditions of implementing teaching argumentative text reading based on the question model proposed in the thesis***

Teachers and students need to invest a lot of preparation time. Teachers should instruct students how to search and process information related to the contents of the lessons specifically, detailed, and closely. Students have to be serious in self-learning and researching before the class.

Time duration per lesson should be increased so that teachers can teach carefully each typical document for the genre in order to help students form comprehension skills for that kind of texts.

The examination and assessment of learning outcomes are required to be capability-oriented innovation.

Textbook is for guiding students to self-study scientifically, objective-closed and easy to use, especially focused on the question system guiding reading comprehension.

## CONCLUSION

In teaching Philology with the spirit of innovation, question system of reading comprehension is an important tool; has a great meaning to help students understand, evaluate, use the writings and self-read the same kind outside program category, textbook. But the problem of concepts of reading comprehension questions, principles to build reading comprehension questions, the way to use them are not interested profoundly and thoroughly. For the teaching of deliberative writings, a popular genre in life and have an important position in high school Language Arts program at present, the use of reading comprehension questions has not achieved the desired effect.

From nature itself, content of reading comprehension; role and requirements of questions in innovative teaching in general, characteristics of deliberative literary style with the aim of teaching reading deliberative writings, the thesis has set up the basic concepts of the tool are: the concept of reading comprehension questions, the question model of teaching reading comprehension and the principles of building question model for teaching reading comprehension. On this basis, we proposed the question model of teaching reading comprehension of argumentative texts and the way to apply that model in the class time, to guide students to self-study and self-test and assess their reading comprehension competence. Based on the pedagogical experimental results we have achieved, it can be concluded that these orientations of applying question model are very feasible. That proves the soundness of the assumptions we have made. Vietnam participating in PISA 2012 with a positive result of the rank 19/65 in all countries about reading ability is a motivation but at the same time is also a necessary challenge to promote the innovation in teaching Philology. It also gives us confidence and hope for the feasibility and effectiveness of the application of the question model in teaching reading comprehension of argumentative texts proposed in the thesis in the future.

To achieve good results in applying, we outline a few recommendations as follows:

- The aim to form and develop students' reading ability should be clearly reflected in the entire structure content of textbook, Philology textbook in teaching innovation and assessment.

-Teachers of Philology need re-training and further training to become qualified teachers in reading and writing based on regional and international standards.

-Experts at governmental departments should strengthen the capacity of self-training, researching; innovate leading thinking and technical management to meet curriculum objectives in this era of knowledge economy and integration.

-Ministry of Education and Training need to develop new criteria to evaluate teaching hours of reading documents to meet the objective of Philology in general and towards the PISA standards in the field of reading comprehension.