

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

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**COMPARISON OF READING COMPREHENSION
IN PHILOLOGY CURRICULUM OF VIETNAM
AND SEVERAL COUNTRIES IN THE WORLD**

Major: Theory and Method of teaching Literature – Vietnamese

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INTRODUCTION

1. Statements

1.1. The *Philology curriculum* in most countries in the world pay attention to form ability to use language for students in four basic skills, they are: listening, speaking, reading and writing. Some countries also focus on viewing skill and presenting skill. These skills are the important basis of training and forming communication skill by language for students in many different levels. In particular, reading, especially reading comprehension get a lot more attention. Thus, in the construction of Philology curriculum for Primary and Secondary schools (schools) in all countries, Vietnam included, the reading comprehension should be put more attention in terms of objectives, texts, standard knowledge skills, teaching methods and the assessment, etc.

1.2. In 1997, Organization for Economic Co-operation and Development (OECD) recommended The Program for International Student Assessment (PISA), in which the reading comprehension is regarded as one of the three primarily abilities to determine the level of students in the final stage of mandatory education program (students aged 15) because this ability is needed for a lifetime. But the definition of reading and the reading comprehension changes by time, economic and cultural conditions in each country. *Study* concept and especially *lifelong learning* requires the expanded understanding about reading comprehension. The concepts and requirements of PISA about reading comprehension are not based on any particular curriculum of any special country. But, as of 2012, up to 70 countries participated in PISA and followed the requirements of this program for international students evaluation. Vietnam participated in PISA in 2012. It shows that in international integration trend today, countries are closer together and assented to the concept and general requirements for reading comprehension. "Actively international integration" is one of the solutions and critical mission that was raised in the Resolution 8 (XI) to renovate the Education and Training basically and comprehensively. Innovating Philology curriculum can not help but pay attention to the requirements of this integration.

1.3. In the Vietnam's current *Philology curriculum*, reading comprehension is a main content, the number of texts have a larger proportion over Vietnamese lessons and writing lessons, especially in higher class / grade. Teaching and the assessing students' ability in reading comprehension take much more time in the distributed program. However,

the concept of the reading comprehension and the requirements of reading comprehension in our schools nowadays carry not much change from the concept of the previous curriculum; at the same time, there are many differences compared to the concept and requirements of reading comprehension in other countries with advanced education and to the requirements of PISA. Therefore, to innovate reading comprehension problem, it is necessary to compare academic *Philology curriculum* in Vietnam and some other countries in the region and in the world; thereby promoting the good, simultaneously absorb and adjust the inadequate problems; by which innovate curriculum and textbooks for *Philology* in our country, meeting the requirements of modernization and integration with international's trend on curriculum.

1.4. In another aspect, curriculum in general, *Philology curriculum* from Primary to Secondary of our country in particular have been built before and after 2000. According to the Resolution of the Eleventh (XI) Party Congress, The Ministry of Education and Training has been urgently formulated curriculum for years after 2015. To make "fundamental and comprehensive" innovation in *Philology curriculum* in secondary schools, including reading comprehension, it is necessary to have general recognition and assessment about the issue on the basis of comparison with reading comprehension in curriculum of some countries across the world. As a result, there are suggestions and orientation to build a modern *Philology curriculum* to the formation and development of reading comprehension ability for students, which is consistent with the reality of Vietnam and international integration.

Rooting from the above reasons, we have chosen topics *Comparison of reading comprehension in Philology curriculum of Vietnam and several countries in the world* to be the main topic of our research.

2. Objects and scope of research

2.1. Objects of research: *Reading comprehension* is presented in *Philology curriculum* in Vietnam and several countries such as South Korea, Singapore, The United States of America (California State).

2.2. Scope of research: The thesis will examine generally the documents about Curriculum and Standard curriculum in chosen countries / states; however, focus primarily on reading comprehension in aspects of targets, texts, standards, teaching method and reading comprehension assessment.

3. Overview of works related to the research

Through examining all the documents, it can be seen that the reading comprehension draws interest in academic researchers all over the world

for a long time and they got considerable achievements. This is a core capacity needed to be fitted, to be formed and developed for students. In Vietnam, the curriculum in 2000 concerned about reading comprehension, but it held many differences compared to international trends and it should be certainly adjusted in the future. Recently, there have been a number of comparisons between curriculum in general and Philology curriculum of Vietnam and several countries in particular. But there is not any research *studying* and *comparing* fully and comprehensively about Vietnam's Philology curriculum (and standards) and some of the countries in the world (from primary to secondary) to consider the reading comprehension in our country and other countries; from which to draw lessons, comments and recommendations for the development of curriculum (and standards); also to define the concept and requirements about teaching method and assessment of reading comprehension of Vietnamese students in the near future.

4. The purpose and mission

4.1. Purpose: Identifying the similarities and differences in perceptions and requirements of reading comprehension in Philology curriculum in Vietnam and several countries in the world; Since then, analyzing and evaluating to highlight some suggestions on the compilation of reading comprehension section in Vietnam's Philology curriculum to renew curriculum in our country in the future.

4.2. Mission: Identifying the rationale and practicality of the comparison the reading comprehension between Philology curriculum of Vietnam and several countries; Describing and analyzing the similarities and differences in the concept and requirements of reading comprehension in Philology curriculum of Vietnam and some countries in major aspects; Proposing the adjustment, changes in the compiling reading comprehension section in Vietnam Philology curriculum, to contribute to the common education reform in our country.

5. Methodology: theoretical methodology, practical survey methodology, materials retrospective methodology, specialists methodology, comparative methodology, synthetic approaches methodology.

6. Hypothesis: If pointing out the similarities and differences in the concept and requirements of reading comprehension shown in Literary text in Philology curriculum of Vietnam and some other countries, it can result in the general trend of reading comprehension; **hence**, proposing some proper adjustments to the compilation reading comprehension section in

Vietnam's Philology curriculum, meeting the requirements of international integration.

7. New contributions of the thesis:

- a) The thesis is the first to propose the comparison between curriculum and curriculum standards of Philology in an international level – *reading comprehension* in the Philology curriculum and curriculum standards of Vietnam and several countries in the world.
- b) The author of this thesis translated and provided for the reader a mass of diversified specific and detailed material about concepts of reading comprehension presented in the Philology curriculum and curriculum standards in Vietnam and Korea, Singapore, California (USA) as well as in The program of international student assessment (PISA).
- c) The thesis systemized and stated quite fully the concepts and requirements of reading comprehension in Philology curriculum and curriculum standards in some typical country; then proposed method, content, objects, comparison method; from which general international tendency was drawn.
- d) Thesis initially point out the similarities and differences in perceptions and requirements of reading comprehension shown in Philology curriculum and curriculum standards of Vietnam and other countries. Since then there are a number of recommendations on the compilation innovation for Vietnam's Philology curriculum in the upcoming time.

8. The structure of the thesis

Apart from the Introduction, Conclusion, Appendices and Reference, the thesis consists of three main chapters: *Chapter 1: Theoretical and practical basis of the thesis; Chapter 2: Reading comprehension in Philology curriculum of Vietnam, Korea, Singapore and California state by comparison method; Chapter 3: Some proposals on reading comprehension for Vietnam's Philology curriculum.*

CHAPTER I

THEORETICAL PRACTICAL BASIS OF THESIS

1.1. THEORETICAL

1.1.1. Some issues about the program, standard program

1.1.1.1. About “Curriculum”: Thesis reviews the aspects of program such as the definition of "curriculum", the structure of curriculum, curriculum classification.

1.1.1.2. About “Curriculum Standard”: Thesis learns the definition of "Curriculum Standard", function and the basic requirements of the curriculum standard, the presentation of curriculum standard.

1.1.1.3. About *Philology Curriculum and Philology Curriculum Standard*

a) *Name of the subject:* The thesis uses the term *Philology* to collectively called *Philology* subject in other countries corresponding to *Philology* subject in Vietnamese schools, for example, the United States use "*English Language Arts*" (English subject), Singapore uses "*English Language*" (English), South Korean uses "*Korean language*" (Korean). The common point in most of the curriculum and curriculum standard is using the name of subject to be s the official language of the country.

b) *Location of Philology curriculum and Philology curriculum standards:* In common education program of some countries in the world, the curriculum and *Philology* curriculum standards always hold a special position, aiming to equip students capacity to use the language fluently. In addition, *Philology* subject also contribute more other core and common capacity, such as *thinking capacity, creation capacity, culture and inter-culture capacity*, etc. The element “position of *Philology*” is made text program or not depending on the concept in building the curriculum and *Philology* curriculum standards of each country.

c) *The objective of the Philology curriculum and Philology curriculum standards:* Depending on the concept, orientation for constructing the Curriculum and *Philology* curriculum standards, each country has a different goal. However, the *Philology* curriculum in every countries guides to some major tasks, namely: to help ordinary students have the ability to communicate (listen, speak, read, write) properly, to see the beauty of the literary texts, to accumulate knowledge, to nourish the soul, etc.

d) *The content circuit in the Philology curriculum and Philology curriculum standards:* The content circuit (including the field of knowledge and skills related to *Language and Literature*) will be built

corresponding to each orientation for constructing the Philology curriculum and Philology curriculum standards. Every the Philology curriculum and Philology curriculum standards has its own "read" circuit but "read" (mainly *comprehensive reading*) in each the Philology curriculum and Philology curriculum standards has its own characteristics.

e) Presentation of the Philology curriculum and Philology curriculum standards: Many countries build the Philology curriculum and Philology curriculum standards as a whole from primary to high school, but other countries build as "cut", it means there is a fundamental difference between primary and secondary school, high school in terms of appearance and presentation.

1.1.2. Some problems about reading comprehension in the Philology curriculum and Philology curriculum standards

1.1.2.1. Reading comprehension concept: Recently, the concept of PISA and UNESCO about reading comprehension is widely endorsed. The two concepts expanded the connotation of "comprehensive" than the concept of local researchers. Although the notion of PISA about reading comprehension and reading comprehension capacity is not based on the requirements of the *Philology curriculum* in educational schools in any particular country, it results from society's requirements for education system, the skills needed for the future life of students, etc, but the requirements of the PISA is relevant to teaching *Philology* in the schools of many countries around the world.

1.1.2.2. Target of comprehensive reading: to form reading capacity for students.

1.1.2.3. Reading comprehension standards: the basic requirements, the minimum of knowledge and skills that students should and can be reached after comprehensive reading; a measure of reading comprehension capacity of readers. At each level / grade and type of text will have its own reading comprehension standards. Determining reading comprehension shows the concept and requirements about reading comprehension of each program and standard program. Standard reading comprehension shows the program's approach, enables teaching method navigation and assessment students' reading comprehension capacity. Current international trends endorse the concept of PISA to determine the standard of comprehensive reading.

1.1.2.4. Object of comprehensive reading: the text, which is divided into two types: information text and literary text. These two types of text is presented in different multiple format of "language".

1.1.2.5. Teaching method for comprehensive reading: system of the method which teachers use to guide student to comprehensive reading. However, it should be agreed that with each reading purpose, depending on student, there would have different reading comprehension method. However, teaching reading comprehension based on any teaching method system should apply the methods which teachers guide students to decode the elements of written language; analyze and evaluate to understand the form and content of the text; manipulate what they have read into individual life.

1.1.2.6. Reading comprehension assessment: the last stage but yet have great influence to the teaching process, couples with reading comprehension teaching method. Currently, people often rely on the cognitive ladder of Benjamin Bloom raised or base on the reading comprehension level for each type of text that PISA proposed.

1.1.3. Some issues about comparative education, applied to comparison between the curriculum and curriculum standard

The thesis studies about: the concept of "comparative education", the object of study, research purposes, research principles, research approach and criteria for comparison. The thesis inherits the research of some authors such as Nguyen Tien Dat, Bui Duc Thiep, Do Ngoc Thong in theoretical terms, specifies the use in solving topic of the thesis, especially in the determination of the comparative criteria (including reading comprehension goal; reading comprehension text; reading comprehension standards; teaching method and reading comprehension assessment. These above criteria are the factors related to reading comprehension issues appearing directly or indirectly in the curriculum and curriculum standards that studied in the thesis).

1.2. PRACTICAL BASIS

1.2.1. Orientation to approaching capacity in building Vietnam's Philology curriculum

1.2.1.1. On the curriculum and implementation of current Philology curriculum

a) *On the curriculum:* After a time of application, the *Philology curriculum* of Vietnam shows a lot of disadvantages. The curriculum is mainly for delivering knowledge without specializing capacity target; the curriculum content is suitable to the systematic and updating knowledge of the Language and Literature branch, however, its academic properties is getting higher after every higher grade level in school while its ability to affect the development and capacity completion of students is weaker and

weaker; there is no suitable decentralization for specific areas and students, etc. Especially, the number of literary texts is large. When teaching reading skill, almost all teachers only pay attention to literary text, there are even teachers who disappreciate or bypass texts for everyday use, especially high school teachers. In addition, the curriculum detailedly regulate the name of work, even that each paragraph of the work though meets certain requirements of management but still creates a closed program which is not consistent to literature update, unsuitable with the psychology and reading tendency of students nowadays, therefore, it cannot raise the study interest of students. Thus, after taking courses of *Philology curriculum*, Vietnamese students are equipped with a huge knowledge of *Language and Literature*. However, the knowledge obtained from reading comprehension is not well applied in practice by students.

b) On the implementation of current Philology curriculum:

* *Textbook*: Basically, textbooks are consistent with the curriculum and are compiled in the spirit of integration. However, the layout of lessons in the textbook for Primary, Secondary school is different from that for High school level. Vietnamese textbook for Primary students contains a system of lessons that are built in different topics, each topic is a close combination of listening, speaking, reading and writing skills. Meanwhile, the lesson system of Philology textbooks for Secondary and High school is built in weeks with a lesson of reading comprehension each week, a lesson of Vietnamese and an essay writing; however, the integrity between the lesson content for a week is loosened at every higher level of grade. The layout of a comprehension lesson of current textbook (especially those for Secondary and High school) does not differ from that of previous Philology textbooks. The question system is in fact instructions on teaching method without any difference in the way of raising question and question content compared to Philology textbook. Although texts for reading comprehension are classified into different categories, the question and exercise system in each lesson do not consistently show the principles of teaching reading comprehension based on genre characteristics, the difficult level in latter lessons are not enhanced compared to previous lessons either. The intention of teaching literary reading in the direction of building reading method and reading capacity for students is also not clearly seen.

* *Teacher Book and Reference*: Teacher book is considered as the main reference for teachers. However, instead of giving instructions on teaching method, current teacher books mainly tend to answer specific

questions in each reading comprehension lesson in the textbook or present the basic content of the lecture or focus on analyzing literary works in the view of the writer, etc. In comparison to previous Teacher *Language Book*, the current Philology book hardly has any difference in instructions of teaching method. Other references basically are consistent with the curriculum content and textbook in illustration, they also guide teachers and students to comprehensively read a specific text in the curriculum. The references are commonly complete writings and show the reading comprehension result of the compiler instead of specifically pointing out comprehension methods. There are also books that are based on the instructive question system to guide the students to answer those questions and to master the lesson in the textbook. However, these methods are in fact “reading and comprehension done by the researchers”. In view of teaching method orientation, these references do not give teachers and students a clear sight of teaching and learning of comprehensive reading, they are also not able to either control the comprehension of students or guide the students to self-study and apply understood knowledge into practical life. Therefore, these references are not different from previous references for “teaching literature”.

* *Teaching method:* Currently, since instruction documents of implementing the program, Philology textbook and references do not contain specific and clear teaching methods, the study of students in reading comprehension lesson has only got to the point of reading out loud, expressive reading, which also means perfunctory reading before teachers deliver the lesson content, etc. Teachers usually “do the work of reading” and “do the work of literary comprehension” for their students by giving the content layout for the lesson (which are well-prepared in the lesson plan) and raising questions to clarify those contents for most time of the lesson, especially in classes of High school. Due to examination pressure, the main task of teachers in a reading comprehension lesson is to lecture the lesson, “reading - dictating”, “showing - dictating”, while the task of students is “listening - dictating” or “seeing - dictating”, etc. Thus, the teaching of reading comprehension in Secondary and High schools of Vietnam has not reached the target of building reading capacity that was planned in the curriculum.

* *Assessment:* Basically, the current assessment of Secondary and High schools in Vietnam is not able to help students improve their reading comprehension capacity. Examination questions are mainly for testing literary knowledge, usually main literary texts in the curriculum. There is

almost no appearance of extra reading texts or texts in the same category but outside the curriculum and textbook. These questions usually are at the levels of “aprehending” and “understanding”, they are unable to test the “applying” ability of the students. Tests are mainly in writing form. To perform well in tests and important examinations, students have to “listen carefully to lectures” and “learn by heart” the lesson content delivered by their teachers. This assessment method does not encourage teaching and studying of reading comprehension in its judicious spirit, which makes many students lack reading comprehension capacity and effective reading comprehension toward new texts (that are not included in the curriculum and textbook) after taking courses of Philology curriculum, etc.

1.2.1.2. Orientation to build a Philology competency-based curriculum

In building and developing curriculum, *developing learners' competency* is considered a curriculum innovation trend in many countries all over the world, it is also an urgent requirement to transfer the education process from mainly competition and high appreciation of diploma into practical study and practice as well as high appreciation of capacity. This is also the matter stated in the Strategy for Education Development in Vietnam from 2011 to 2020. According to this Strategy, the *Philology curriculum* would be established and developed for general and core student capacity (*to communicate by Language*, including two aspects: *acquisition* (reading, listening, watching/seeing) and *creating* (writing, speaking, presenting) and specific capacity (*Litarary sensing*).

1.2.2. The tendency to appreciate text reading comprehension capacity in the

Many countries in the world already signed up for international prestige assessment programs such as PISA, TIMSS, PIRLS, READ, etc. These programs all set general assessment criteria and method in certain fields to determine the hierarchy of each country's education in the regionally and globally educational maps. Vietnam signed up for PISA in 2012 and has strictly followed the regulations and methods of holding examinations and student capacity assessment, including reading comprehension capacity of PISA. Based on the results obtained by the students, the teaching of reading comprehension in secondary and high schools will be adjusted and re-oriented. However, PISA is neither a teaching program nor an official document on teaching method. PISA has only mentioned reading comprehension as a core competency without mentioning specific competencies, etc. Therefore, beside learning the testing style of PISA, it is necessary that curriculum of countries in the world be studied to

propose the core elements of this capacity, in order to both meet the characteristics of Vietnam and reflect the international tendency of reading comprehension and thus, specialize a standard for reading comprehension for Vietnamese students in the near future. Currently, a study of Assoc Prof Thi Hanh Nguyen on “Building standard reading comprehension capacity for *Philology* curriculum after 2015 of Vietnam” can be inherited. According to her study, reading comprehension includes following element groups: *intellectual element of texts and reading strategy; skill element to execute reading comprehension actions, behaviors; readiness element to execute tasks of studying, responsibilities in life that require reading comprehension skill.* This thesis takes these as the criteria to assess different aspects of reading comprehension issue, especially the reading comprehension standard in the *Philology* curriculum of examined countries.

CHAPTER II

READING COMPREHENSION IN THE *PHILOLOGY* CURRICULUM IN VIETNAM, KOREA, SINGAPORE AND STATE OF CALIFORNIA IN COMPARISON

2.1. TARGET OF COMPREHENSIVE READING

* **Similarity:** Curriculums and Curriculum standards appreciate reading comprehension as an important communication skill - the skill of language acquisition that students need to learn and develop in the years of secondary and high schools, which contributes to the establishment of reading capacity in specific and communication capacity in general. Curriculums and Curriculum standards consider the establishment and development of reading comprehension skill to be helping students to complete their tasks of study at school; obtain knowledge about nature, society, human, culture, Language; nurture personality and soul; meet the social demands to survive, work and develop. They assume that teaching reading comprehension should not only focus on providing knowledge but also build and enhance skills, attitudes, behaviors of students, which shows the appreciation of both elements: theory and practice. Curriculums and Curriculum standards of the four countries consider the reading comprehension teaching in Primary school level as building the initial skills, strategies, behaviors, attitudes of students and the basis of comprehensive reading. In secondary school, they set the targets to one-step improve the reading comprehension capacity built in Primary school, at the same time, help students to build the acquisition capacity of specific types of text. In high school, curriculums and curriculum standards focus on improving reading comprehension capacity of students, especially the acquisition

capacity of literary work, aesthetic sensing, reading method, independent reading ability with critical thinking and application of obtained knowledge into real life. In addition, they directly or indirectly orient toward reading comprehension teaching that is suitable to personality, interest and forte of each student, which means decentralization in the requirements on teaching content and method.

* **Basic difference:** Each curriculum and curriculum standards has its own conception of the target and target interpretation of comprehensive reading. The curriculum of Vietnam focus on the target of building acquisition capacity of Language, while other curriculums and curriculum standards tend to build general reading comprehension capacity. The reading comprehension targets of curriculums and curriculum standards of other countries/states are consistent and continued at all levels of education, meanwhile, the target of Vietnam is lacking of consistency between primary education level and higher levels.

2.2. STANDARDS COMPREHENSIVE READING

2.2.1. Common core standards for comprehensive reading

* **Similarity:** Stating or not stating the common core standards for reading comprehension depends on whether the investigated text is curriculum or curriculum standards. Two texts of Singapore and California present the common core standards or the outputs for comprehensive reading; since then, specify standards for each grade. The standards can be classified into 3 groups of formation reading comprehension capacity as stated in section 1.2.2 of *Chapter 1*.

* **Basic difference:** Because the common core standards cannot be determined, the should-be-achieved standards for reading comprehension of Vietnamese and South Korean curriculum shows no consistency. In this regard, the thesis will be presented in more detail in the following section (when referring to the reading comprehension standards of each grade / class). The common core standard in the texts of Singapore and California carry characteristic of expressed standard, standards of California is clearer. The text creates common core standard model, standard for classes, educational levels are expressed under following this model.

2.2.2. Reading comprehension standards in primary school: This section compares the reading comprehension standards for grade 1 and grade 5.

* **Similarity:** The curriculum and curriculum standards outline the single reading comprehension standards for each grade. Some standards have

been identified in grade 1 can be repeated in grade 5. There are some new standards in grade 5. The curriculum and curriculum standards determine the standards by reading same type of text. However, the level of each grade differs. Since the specified object of reading comprehension, the curriculum and curriculum standards present no text required students to comprehend (it only suggests the topic, text name for teachers and students to choose), so when specifying standards, the curriculum and curriculum standards does not state reading comprehension standards for any particular text. Instead, if any, the curriculum and curriculum standards only state reading comprehension standard for each type of text (Literary or information). The curriculum of Vietnam and Korea have the same terms of matter in the presentation, "level to be achieved" with "the standard to be achieved", "interpretation" with "examples of content (standard)".

* **Basic difference:** The way used to identify and state the standards in the primary grades reflect the concept of curriculum and curriculum standards - makers of the country / state about students' reading comprehension capacity. The specificities of the reading comprehension standard in primary schools of each country / state stated above shows the difference among countries/states in the level of reading comprehension from grade 1 to grade 5, which implies the requirements and application of knowledge and skills capacity. Reading comprehension standards for elementary school in California, Singapore and South Korea are full of elements to form reading comprehension capacity. Vietnam's reading comprehension standard, basically, is not included these elements. Nevertheless, according to the observations, in fact, in reading comprehension lessons, the Vietnamese elementary students not only use skills identified by program but also read a lot of others texts (Language and information) which are not involved in curriculum. So, if we just define the standards to be achieved as curriculum mentioned, will we properly reflect the Vietnamese students' reading comprehension capacity? Does the application of knowledge and skills taught in school to real life is unnecessary for Vietnamese students?

2.2.3. Reading comprehension standards in secondary school: This section compares the standard reading comprehension for students in grades 9 - the final stage of compulsory education and grade 12.

* **Similarities:** The curriculum and curriculum standards both list reading comprehension standard for every kind of text in the secondary grades. The quantity and level of standard increase over the primary grades and the grades under secondary to meet the goal of training, retraining and

enhancing reading comprehension capacity for students. The standard presentation and expression of syllabus in Singapore, South Korea and California show the consistence with the elementary school and elements to form reading comprehension capacity.

** The basic difference:*

The Vietnam's curriculum just set out the reading comprehension standard for each specific text, specially literary text. However, the level to be achieved in terms of literary text reading skills that Vietnamese curriculum poses with students in grades 9 and 12 is not specific which does not show the standards to measure students' reading levels as that of Singapore, South Korea and California. The presentation and performance of Vietnamese standards is inconsistent with primary school but similar to that in junior and senior high grades which means there is no third element to form comprehensive reading.

In the high grades, the number of daily use text (with some text can be classified information text) in Vietnamese curriculum is becoming smaller and smaller, meanwhile, as already mentioned, the curriculum and curriculum standards of information text in Singapore, South Korea, California is increasing. The standards set for the reading information text in curriculum and curriculum standards are raised gradually in these countries with the diversity of genres and reading skills corresponding to each category.

As for information text, thesis examine the requirements of PISA about the nature of each level, and compare them with the presentation of each curriculum and curriculum standards in order to result in the affirmation of the students' reading comprehension degree at the age of 15 in the country / states that curriculum and curriculum standards are surveyed. However, thesis compares only the level of printed reading comprehension not the level of digital reading comprehension due to the lack of that kind text in Vietnam. Specifically:

- *Level 6:* Singapore, California
- *Level 5:* Singapore, California
- *Level 4:* Singapore, South Korea, California
- *Level 3, 2, 1a, 1b:* All 4 countries / states.

From level 4 and upper, PISA requires students to apply skills to read the "new context" or "a text with new forms or total different content "or "a text with diversity of themes and forms of expression ". Thus, according to the wording of the curriculum, Vietnamese students have not achieved this level. However, as for students in primary school, it is realized that students

at junior and senior classes still read many text not included in textbook. That curriculum did not mention the third elements (the willingness to perform tasks in study and in life requires comprehensive reading) is not a true reflection of student comprehensive reading.

In summary, there is an important factor reading comprehension. Reading comprehension standard reflect the knowledge / ability to comprehend text of students (including text reading skills in schools and applying skills in real life's reading activities). The identification and performance the show the perception and requirement of each country in the assessment of student proficiency. Through the comparison with curriculum and curriculum standards of some countries, it can be seen that the reading comprehension standards in Vietnam's curriculum are general, unspecific and non-vivid as reality of reading comprehension of students in schools and in society. In particular, there is no detail in standard to make it the orientation for teaching method and reading comprehension assessment in curriculum and curriculum standards of the countries researched.

2.3. READING COMPREHENSION TEXT

2.2.1. General reading comprehension text

* **Similarity:** Specifying text for reading comprehension in curriculum and curriculum standards are an expression specifying the goals and text reading comprehension standards in the schools in each country / state. Curriculum and curriculum standards use two types of literary text and information text / daily use text as the object of reading comprehension in the schools. Literary texts cover different genres, at different developmental periods of literature. Naming ways of the non-literary texts differ, but they are texts with the task of providing information or used in certain functions. Respecting text type also depends on the goals and standards on text reading comprehension of the curriculum and curriculum standards.

* **Basic differences:** The curriculum and curriculum standards have different conceptions about the ratio among the text types, the nature and source of comprehension text in the schools. In the curriculum of Vietnam, literary texts are majority. This is consistent with the goal of teaching text reading comprehension in the curriculum of our country. Vietnam's curriculum has no multimedia documents. Characteristic of the texts in the curriculum is to be printed by scripts on paper, only some texts combine pictures and words, but the number of pictures is not much, these pictures also fails to promote their value in illustrating or supplementing and

coordinating to reflect the content of the text. Documents are not printed by colors, so not attractive. The other curriculum and curriculum standards respect both text types, concurrently mining many different document sources, extending the concept of language and form of presentation of the text.

2.3.2. Reading comprehension text in the primary grades

* **Similarity:** The curriculum and curriculum standards of all countries interpret the characteristics of the text - the object for reading comprehension in primary school. The countries have similar concepts that reading comprehension texts at this level of education are the short texts, content and form is appropriate with the needs, capabilities and interests of primary school students. This interpretation helps teachers easily select text to serve for teaching comprehensive reading.

Curriculum and curriculum standards of the countries respect both literary text and information text, specify the subtype of two types of texts, and interpret generally or specifically about characteristics of the texts (the origin, function, form, content ...).

Curriculum and curriculum standards of all countries have specific distribution on type of reading comprehension text in each grade, very easy to find that the difficult texts are read in the higher grades, the lower grades are usually read the simple texts.

Curriculums of Vietnam and Korea have two contents reading / reading skills and literary knowledge / literature, so there is distinction between these two types of content. Both curriculums refer to the theme of the text types.

Generally, according to the expression of the curriculum and curriculum standards, in primary school, all countries do not impose specific texts that students have to implement comprehensive reading, there is the "open" allowing the compilation people of textbooks or teachers can flexibly select texts for comprehension in each grade for students.

* **Basic difference:** compared with curriculum and curriculum standards of countries, the curriculum of Vietnam express quite clearly on the subject of the texts required for reading in primary school. There are many literary texts, no multimedia texts. Primary school students across the country, basically, read the same texts. In countries: Singapore, South Korea and state of California, students read both types of texts; and the reading texts are consistent with the characteristics of the level and trends of students in each locality.

2.3.3. Reading comprehension in secondary school grades

* **Similarity:** As well as primary school, curriculum and curriculum standards of all countries interpret the characteristics of the text - the object to be read in junior high school and high school. Countries have similar concepts that comprehension texts in two school levels are the texts with content and form appropriate to the needs, capabilities and interests of junior high school students. This interpretation helps teachers easily select texts to serve for teaching comprehensive reading. Curriculum and curriculum standards of the countries determine that reading comprehension texts are both literary text and information text/daily use text, specify the subtype of two types of texts, and interpret generally or specifically about characteristics of the texts (the origin, function, form, content ...). Curriculum and curriculum standards of all countries have specific distribution on type of reading comprehension text in each grade. In curriculum and curriculum standards in Singapore, Korea, state of California, it is easy to find that the difficult texts are read in the higher grades, the lower grades are usually read the simple texts. Curriculum and curriculum standards in Junior high school of Korea, Singapore, state of California do not impose specific texts that students have to implement comprehensive reading, there is the "open" allowing the compilation people of textbooks or teachers can flexibly select texts for comprehension in each grade for students.

* **Basic difference:** compared to curriculum and curriculum standards of Korea, Singapore, curriculum of Vietnam have no consistency in the manner specified reading text compared with primary school. Our curriculum have a lot of literary texts, and specify texts in each grade. Look at the full comprehension texts in junior high school and high school in the curriculum of Vietnam, can find that in the lower grade (grade 7, grade 10), students must read and understand the texts more difficult than the higher grades (grade 8, grade 9) because the curriculum arranges the literary texts according to the historical process. So, the way for determining reading texts like this is not consistent with age physiology psychology and levels of students. In addition, the amount of daily use texts is not much, not diverse on topics. But, the way of determining reading text as this is compliance with curriculum for reading text (to establish and develop the capacity to receive literature for students). Curriculum and curriculum standards of the other countries / states respect both texts and not specify names of texts required to teach comprehensive reading. The distribution of objects for reading in grades is suitable for the development of the student's reading level.

In summary, according to us, comprehension text is an important factor in comprehensive reading, showing that the ability to apply the knowledge and skills formed and trained in school into practice by students is more or less, feasible or not feasible ... By appreciating literary texts, the Vietnam's curriculum has provided a large volume of literature knowledge for students, aimed at forming capable of receiving the literature for students. However, the ability to apply what they have learned (knowledge and literature skills) into practice is not high. In fact, students are underperforming capable of receiving literature text into the life. Because many students, after graduating from high school, do not do the jobs related to literature. Ability to read the information texts/ daily use texts is very necessary, but unfortunately, this is not train more in the schools. Moreover, the specific and strict regulations reading of the text of the Vietnam's curriculum associated with the approach to the content of the curriculum has led to the imposition of teaching way, learning way in a long time.

2.4. METHODS OF TEACHING READING COMPREHENSION

a) Similarity: The curriculum and curriculum standards have general guidelines on the subject teaching methods. Common points in the interpretation of the subject teaching methods among countries are: promoting active role of learners; organizing teaching activities in accordance with specific subjects; integrated teaching; teaching with differentiation (according to age, according to the ability of students); diversity of organizational forms of teaching (class, group, individual); no absolute method or form of organization; use of teaching equipment...

Curriculum and curriculum standards of countries Singapore, South Korea and California state directly and indirectly raise the methods of teaching text reading comprehension in general, teaching reading each text in particular. The curriculum and curriculum standards of the state of California, Singapore also mention how to teach reading texts for each grade and each specific purpose for reading. Although there are differences in the wording, but can see that curriculum and curriculum standards of Singapore and California state are very similar in concept to teach reading text types and purposes of specific comprehensive reading.

b) Basic difference: compared with curriculum and curriculum standards of countries / states surveyed, Vietnam's outlines a general orientation of language teaching methods; however, not yet find clearly the specific features of teaching methods and not yet specify the method of teaching reading each text type, each grade and each different reading purpose.

Although in fact there are many references to teach reading comprehension texts in schools (as described in Section 1.2.1), but because there is no specific guidance on methods in curriculum, teaching the text reading has no different than "literature teaching" before.

In addition, the standards on reading comprehension (as described in Section 2.2) have not materialized into skills, actions; so when teaching text comprehensive reading, teachers of Vietnam still confuse on the methods. So far, many teachers still don't know what is teaching reading; guiding students reading the texts not in the textbooks (also meaning that having no teacher guide) is very difficult.

2.5. ASSESS THE RESULTS OF READING COMPREHENSION

a) Similarity: the curriculum and curriculum standards do not specify separately the assessment on results of text comprehensive reading, but refers to the issues related to the assessment on learning language subject in general; but can understand that the assessment on results of text reading comprehension must also comply with the guidelines. Curriculum and curriculum standards of Vietnam, Singapore, South Korea refer to issues such as: the role of assessment, assessment objectives, assessment content, assessment methods, assessment criteria, assessment tools, assessment subjects. Not give a specific assessment scale, curriculum and curriculum standards consider the reading comprehension standard as a basis for evaluating reading comprehension ability of students.

b) The basic difference: because the curriculum does not have specific instructions, standards for reading comprehension are just general, so the assessment on results of text reading in schools in Vietnam has difference compared with countries / states surveyed. The current assessment objectives are mainly to mark and classify students' study ability. The assessment tools are mainly to test their knowledge and capacity on literary sensation. The schools conduct regular and periodic assessment prescribed by the Ministry of Education and Training (Ministry prescribes minimum points for each levels on which to build and distribute program for subjects at each level). Tests are mainly in the form of self-written (in secondary school). Teachers are subject of assessment; students are not self-assessment.

Chapter 3

SOME PROPOSALS ON TEXT READING COMPREHENSION FOR VIETNAM'S CURRICULUM

3.1 CONCEPTION ON CONSENT OF TEXT READING COMPREHENSION

3.1.1. The objective of text reading comprehension

In the future, the Philology curriculum of Vietnam should be built according to "development orientation of students' competency" as "strategy of 2011-2020 education development" identified. Accordingly, the curriculum will focus on identifying the areas of language skills which need to form and foster students (such as listening, speaking, reading, writing, viewing, presenting ...) to develop communicative competence by the language to the students. For each field, the curriculum should set specific goals so that generalize into knowledge standards and skills that students need to achieve at each specific level / grade. Particularly in the field of reading skills, the new Philology curriculum pays special attention to text reading comprehension. From our point of view, the target of text reading comprehension in the future is to form and foster the skills of reading comprehension of literary texts and information texts obtained from various sources to help students gain reading ability, simultaneously know how to apply it into learning practice and their own activities. Together with other language competencies such as listening, speaking, writing, viewing and presenting ... students are able to foster and develop communicative competence in the language. From the above overall target, generalize target of reading each type of texts (literary and information).

3.1.2. Reading comprehension text: Need to change the perception of reading comprehension text. Specifically:

- Regard reading comprehension text as literary text and information text. It's essential to increase the number of information text compared to practice to cultivate reading skills and enhance the practicality and applicability of reading knowledge and skills of this text kind into life; create excitement for students and be proper with their qualifications and tendencies.
- Not only use the plain text written by existing words but also need to provide more the texts presented in the form of graphics, pictures, logos, symbols, pictures ... in both forms of print and digital.
- Include not only the texts in the curriculum and Philology textbooks but also the texts of the curriculum and textbooks of natural science and social science taught in the schools.
- Do not specify the name of the text comprehended in the curriculum but regulate categories of texts comprehended in the curriculum as well as

distribute the categories comprehended at each specific grade. It's advisable to build addendum of reading comprehension text for each grade. There will be suggested texts at each level so that the writer of textbooks, teachers and students can choose, which serves for teaching reading comprehension, consistent with the characteristics of each object or specific local.

- The selection of texts to teach reading comprehension must be based on certain criteria. In addition, it's advisable to specify reading comprehension to be the complete text, an independent entity. For junior students, the short text should be chosen; for senior students, the curriculum of longer texts should be taken into in order that students can have a complete look of the text. Do not put into too many texts catching up with numbers but select typical the text for each cluster of category. Depending on the purpose of the reading, teacher will select, guild students to comprehend the whole text read or specialize in the typical section, but definitely a must for students to have access to the full text. All texts selected must be of high quality and proper for the age physiology and standard of knowledge, skill set for students.

3.1.3 Reading comprehension standards: The trend of many countries around the world today is to determine and present reading comprehension standards in the form of "Performance Standards". It's advisable to refer Singapore's selective manner in the issue to be proper with Vietnam students. On the other hand, research is required to set the standards for text reading comprehension in the subjects of social science, natural science and technology. When recommending specific standards, PISA's manner is advised to be referred in the matter of raising five levels of reading comprehension and research results of Associate Prof. Dr. Nguyen Thi Hanh (Tlidd).

3.2. TEACHING METHODS OF TEXT READING COMPREHENSION

3.2.1. Teaching method of text reading comprehension in Philology

3.2.1.1. Teaching method of text reading comprehension in general

Text reading comprehension gives prominence to the positive subject role, students' creativity in reading activities. Depending on the type of text, reading purpose, type of student..., teachers should be free to choose any manners of teaching and guidance that they want. Whatever methods and means, however, teachers should design activities that can help students to read the text by themselves, apply many analytical skills, reasoning, giving the evidence in the text as the basis for their judgments and analysis. At

the same time, there is time to allow every student to have the right of reading in accordance with their experience, feelings (but they are based on details and evidence from the text). Since then, students' ability of text analysis and synthesis will be formed. Teachers should also provide chances for students to study and do assignments on the text read. Nevertheless, not every student has ability to do so. For weaker students, the teacher can give hints or simpler requirements. And, whatever methods, teaching text reading comprehension in Language, it's required that activities, instruction of using skills, manipulation to read correctly/accurately and reading with critical / evaluative features on the factors of form, content and meaning of the text, since then apply knowledge and skills into practice of our lives.

From above conception, there may be a large number of methods to guide students to read various texts. Here, please give a process to guide student reading comprehension considered to promote students' initiative and creativity: first, teachers choose appropriate texts; then, teachers introduce the text briefly, clarify concepts or new words that can be difficult for students, recommend students to read under a certain strategy or a purpose (requirement needs to be gained), generalize, prepare for students to read the text by themselves; Next, students will read silently or read aloud the text; while students read, the teacher will observe and assist as needed. After the student finishes reading, the teacher will ask them to talk/ discuss what they have read by recalling / recount / recall the details in the text or give personal thoughts about what they have read (This is also the time to discuss any questions/ problems/ exercises that students meet or must do during the process of reading, especially the questions / problems/ exercises related to the characteristics of the genre, topic, theme, ideological content... of the text); after exchange is complete, teachers can recommend students to review the text to reaffirm what has been analyzed and synthesized in text or can make use of text to teach a skill or a new concept that (the inquiry activities extend beyond text, from text content or application of things read into practice can also be done at this time). It is a noticeable thing that during and after the students read the text, teachers observe and record the results concerning attitude and the progress of students in aspects such as use of reading strategies, the initiative in the activities, the accuracy of the answers/ exercise ... to make assessment document for student later. This is teaching method of reading comprehension on the spirit of guidelines firstly developed by Irene Fountas and Gay Su Pinnell (1996).

Besides teaching text reading comprehension in above direction, among many existing teaching methods, we see the application of *The Constructivism* can promote positive and active subject role of the students in the process of reading comprehension of the text. Through the survey about teaching method of the *English language syllabus 2010, Primary & Secondary (Express/ Normal [Academic]* of Singapore and some documents on reading comprehension in English, it can be seen many countries are interested in guiding students to read according to the K-W-L process. Teaching in accordance with this process is a manifestation of the application of the creative theory. K- W- L is a three-step process designed by Donna Ogle (1986). According to the American Educators, K- W- L process is probably the best known process and is common used to search for information in texts with the nature of stating, description, explanation (i.e. information text) in both print and digital formats. As three steps in above process included the launch/ experience, stated purpose through the questions and find the answers to these questions virtually guarantees students' active learning. This process itself also creates excitement and meets their needs. However, from our point of view, it can be called as a form of teaching, corresponding with the teaching of text reading comprehension by genre (including literary text but not particularly information text). Get creative theory as a basis, in each type of the text (literary and information) instructions on text reading comprehension should be supplemented more in accordance with the specific features of its category.

3.2.1.2. Teaching methods of reading comprehension of literary texts

Teaching reading comprehension of literary text according to the creative theory must closely follow characteristic of the genre that text uses. In each above category, beside the characteristics of literary text, there are also its particular characteristics. Therefore, innovative the teaching of reading comprehension of literary text is still must comply with the principle of "specificity genre" and "from the form to the content" (here is the form of the genre). That is, text reading comprehension needs to start from reading comprehension of words, sentence, expressions, from which to infer connotations of imagery and meaning. However, among the genres, there are still a common features but not completely different. That means, the same genre but latter text reading must have the changes regarding requirement, level compared to previous text. Reading new genres must discover the similarities and differences with the genre which is approached. Therefore, it is necessary to apply creative theory to

organize reading activities, apply knowledge and skills they read into new situations, which creates a relation between things from the reading of the previous text and the latter one, foster and develop skills of text reading according to specific nature of genre and text reading in general. In addition, it can refer to the standards of reading comprehension of literary texts in Singapore's and California State's curriculum and curriculum standards to guide students reading comprehension, because those standards, especially standards in Singapore's curriculum are classified as a process of text reading comprehension which is worth learning.

3.2.1.3. Teaching methods of reading comprehension of information text

As reading comprehension of literary texts, reading information text must understand the characteristics of this kind of text. Currently in Vietnam, there aren't many researches on the features as well as manner to teach reading information text. To guide students in reading comprehension of information text, firstly, in our opinion, PISA's manner should be referred in raising the reading task (as the reading tasks which PISA gives are actually appropriate with the type of this text), then, depending on the selected text, teachers will offer manner of organizing activities for students to perform the duties of this reading. The process of reading comprehension of the information text can be implemented in accordance with process of text reading comprehension in general based on based on the theory of creation as mentioned above.

3.2.2. Teaching methods of text reading comprehension in other subjects

To help students improve in their studies, teachers of the subjects of Social Sciences, Natural Sciences and Technology in the future should not only teach the subject knowledge but also have the responsibility to train reading skills for students to perceived knowledge of the area in which that subject refers. Teacher who conducts the teaching of text reading comprehension in Social Sciences, Natural Sciences and technology is the teacher's subjects himself but not teaches reading comprehension like Philology. To do this, first and foremost, teachers need to master teaching method of subjects they undertake, grasp the characteristics of each types of documents used in curriculum, textbooks and other resources related to the subject; simultaneously master comprehension skills of information text (because texts in textbooks and materials of the subject of Social Sciences, Natural Sciences and technology are information texts). Guiding students with reading comprehension of the text in the subject of Social Sciences, Natural Sciences and Technology will not take place in the order

of teaching hours of text reading comprehension in Philology but depend on the purpose of text / lesson, combination with teaching method of subjects and teachers will guide students to search, select, explain and evaluate information from text.

3.3. RESULT ASSESSMENT OF TEXT READING COMPREHENSION

Here merely propose some orientations for assessing outcomes of text reading comprehension in Philology.

3.3.1. Assessment purposes: examine ability of applying knowledge, skills to solve the problems that arise in practice (here is reading comprehension of the texts in new situations).

3.3.2. Content for assessment: include knowledge, skills, text reading comprehension specified in the new Philology (for the reading comprehension section).

3.3.3. Level of assessment: based on the perceived level of learner that B.S.Bloom proposed, including: *perception, comprehension, application, analysis, synthesis and evaluation*. However, in education, the level that students need to achieve in each content is usually specified according to the levels of *perception*, understanding and application. In our opinion, need to generalize the level of *perception* into the levels in evaluating reading comprehension ability of students in each grade for each different type of text. However, we firstly can inherit the research results of the Ministry- level subject: *National Assessment of student's study result* to by Associate Prof. Dr. Do Ngoc Thong as chairman of the subject, the section of *assessment of results of reading comprehension* built by Dr. Nguyen Thi Hong Van.

3.3.4. Assessment Method: In evaluating the results of reading comprehension in Philology, it's advisable to use the form of written tests (not apply form of question and answer). The test questions with a combination of form of multiple choice questions and essay. Encourage to put into forms of knowledge application to solve practical situations. Initially, these questions should be built in the direction of examining PISA's competence, including objective multiple choice questions with simple forms; objective question with multiple choice of complex forms; closed questions with short answer; open questions with long answer.

3.3.5. Design some tests of the ability of text reading comprehension

CONCLUSION

1. Text reading comprehension is one of the capabilities required of a citizen, have a large role in the development of each individual human and social interaction. Initially learn to read and then read to learn. Having no capable of reading comprehension, we will be hard to learn for a lifetime, even hard to survive in a developing society. In recent years, in the schools of Vietnam, text reading comprehension becomes the main content and the most important content in Philology curriculum. Studies on text reading comprehension in the curriculum and textbooks of Philology have made significant achievements, contributing to innovative methods of teaching and assessment of learning outcomes, educational level of students. Vietnam also joined in PISA in 2012. It can be considered as a landmark in the innovation process to put the education of our country into gradual integration with the international trend.

However, due to many reasons, the construction of Philology curriculum in general, the concept and requirements in reading and teaching methods for reading text in particular in Vietnam is still inadequate compared with countries with developed strong education in the region and the world. Before the demands of practice and international trends, education of Vietnam needs to innovate "radically" and "comprehensively". In a series of required changes, requirement of innovating curriculum is very important and urgent to enhance the quality of education. To develop towards modernization and international integration, learning experience abroad, including countries mentioned above are a necessity to develop a curriculum in our country today.

International trends in building curriculum is transferred from curriculum of content approach into curriculum of approaching the competency of students, including Philology curriculum and reading comprehension issue.

2. To be closer to countries with a developed education in concepts and requirements in this issue, need to examine and contrast reading comprehension issues in curriculum in our country today with the curriculum and curriculum standards of a number of countries around the world, including Singapore, South Korea, the United States (California) ... these are the countries with the developed education in the region and the world. The purpose of this comparison is to see the similarities and differences in perceptions and requirements in reading the text, thereby, analyze and evaluate to highlight some of the suggestions on the compilation for section of text reading comprehension to reform Philology curriculum of Vietnam in the coming time.

3. In the comparative view, issue of text reading comprehension in the Vietnam schools now have similarities but also differences with Singapore, South Korea and California. The cause making this difference is Philology of Vietnam mainly built in orientation of content approach, focusing on providing knowledge about language and literature for students. So, not only reading comprehension, the ability to listen, speak, write ... of Vietnam students are also different from the world. But, the thesis just goes into reading comprehension issue.

On the target of comprehensive reading, the Vietnam' curriculum is in favor of the formation and training capacity of literary reading comprehension for students in the schools; the curriculum and curriculum standards of other countries / states emphasize the formation and building capacity of reading comprehension in general to put into practice the life of the learners. On the reading text, pupils in Vietnam mainly read literary texts; pupils from other countries / other states read fairly balance between the two types of literary text and information text. On reading comprehension standards, the Vietnam's Philology curriculum primarily determines the knowledge content standards of specific literary texts grouped category; curriculum and curriculum standards of countries, especially Singapore and California state include the standard of knowledge, skills and comprehension attitudes, are presented in a standard form shown; specially, common core standards of California state also set out standards for reading text in the subjects of social sciences, natural sciences and technology. On methods of teaching comprehensive reading, the Vietnam's curriculum has not specified the organizational method for learning in order to instruct students to read and understand text; curriculum and curriculum standards of other countries / states are more specific in presenting these issues. On evaluating the results of reading the text in the schools today in Vietnam, the evaluation primarily test the knowledge on the texts used for reading comprehension at the schools, so not really promote reading capacity (including reading literary texts) of Vietnam students.

4. To innovation issue of reading text in the schools, firstly need to unify the concept of text reading comprehension in the main levels as targets, subjects, reading comprehension standards. Because the new curriculum will be built in orientation of student capacity development, including the reading comprehension ability, so the target of reading comprehension will be to form and foster the reading skills of all kinds of text taken from many different sources to help students become competent readers, and

applying it into practice of learning and daily activities, contribute to foster and develop communicative competence in the language. Reading comprehension text will include both literary text and information text presented in various forms and various means, including the text of the Philology curriculum and other sciences; The curriculum will not mention by name of comprehension text but only specify categories of documents as well as the distribution of the category read at each specific grade... Reading standards will have to cover the knowledge, skills, specific reading attitudes, basically corresponding to each kind of text that students need to form and nurture for the development of reading ability; is presented in the form of "Performance Standards"; including reading standards in Philology and social sciences, natural sciences and technology; with Philology, standards must ensure three levels: read correctly / accurately, read criticism / evaluation and application of reading skills with various degrees.

From the unified conception of reading as above, need to innovate methods of teaching reading comprehension and result assessment of reading documents suitable for the objectives, standards and methods of teaching reading comprehension as discussed out. Result assessment is in the new spirit, tending competency tests to apply knowledge, skills to read the texts in new situations and apply what you've learned in the life. The level of assessment will follow the levels of awareness, understanding and application by form of writing test with system of multiple-choice questions and essays, in which focus on all types of using knowledge to solve practical situations. Consider ways of PISA in the construction of the questions in the direction of testing student ability.

5. Focusing on the ability of reading literature is a strength of the schools in Vietnam, suitable for long-standing traditional culture of the people of Vietnam. But this strength promotes really the effectiveness when it is associated with the life of the learners. Therefore, it is necessary to preserve and promote the educational elite of the nation, but also need to absorb the experiences of countries that have developed a strong education in the world in extending the concept of text and reading goals. This is what many countries did and succeeded. Thus, that is also the motto of the Philology scientists in our country today.

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- | NO. | NAME OF SCIENTIFIC WORKS |
|-----|---|
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