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SOME MEASURES TO SOLVE EXTENSIVE READING SKILLS FOR GRADE 4, 5 STUDENTS IN HAU GIANG

Abstract. The Covid-19 epidemic has brought many changes to the education industry. Because of the epidemic, students have to stay home from school. During this time, children have many opportunities to read books. But how to orient students to self-study effectively. We conducted a survey of 25 teachers and 200 students of grades 4 and 5 in Vi Thanh city, Hau Giang province. The survey shows that the actual situation of students' self-directed reading is still very low. This stems from many reasons. From there, the solutions to overcome include: 1) Determining the teacher's need for extensive reading instruction; 2) Forming students' desire to read; 3) Designing tools, testing, evaluating and implementing extended reading instruction for students.

Keywords: measures, students, primary school, extended reading.

1. Introduction

From the basis of psychology, education, researchers have shown that from primary school level, schools not only provide knowledge knowledge, but also to form for students self-study methods, self-equip knowledge, and practice self-study skills so that learning is lifelong. However, in order for students to form self-study capacity, teachers need to help them identify their own learning tasks. The school year 2020–2021 as we know it is a special school year for the education industry. In this article, we approach from the reality that reading culture is gradually disappearing and the limitations that primary school students are facing when they participate in extended reading. From there, the article proposes pedagogical measures to create conditions for primary school students to study more actively, actively and effectively.

2. Research content

2.1. Extensive reading and the role of reading for students

2.1.1. *The concept of extended reading* Extended reading is a rather strange concept to most teachers today. Although in the past, in the period 1980–1989, Vietnamese textbooks included additional readings

to serve for extended reading of students. However, in current textbooks, additional readings no longer appear in Vietnamese. But extensive reading is still taught in a variety of ways. In 2018, when the Literature program was introduced, the role of extended reading in Vietnamese was emphasized once again when the Program introduced requirements for students to achieve extended reading in each grade. For example, for a 4th grader, in a school year, read at least 35 literary texts and 18 informational texts (including guided texts on the Internet) of different genres and lengths. equivalent to learned texts ...

The 2018 high school program has paid more attention to the development of students' reading ability, helping students develop the ability to perceive, be self-aware of themselves and understand more about around the world through extensive reading skills.

So what is extended reading? We can read about extended reading comprehension specifically mentioned in the new training materials: *Teaching and developing Vietnamese language skills in primary schools* [2], *Training materials for teaching according to textbooks. new department of Vietnamese language 1st grade* (the book series Connecting knowledge to life) [3],

Training materials for teaching Vietnamese 1 (the book series Creative Horizons) [8] ... There are quite a few ways to understand reading extensive reading but most have the same opinion: *extensive reading is reading a variety of materials with an interest to help students improve their reading skills and develop reading habits.*

2.1.2. The role of reading for students

During the opening ceremony of the 3rd Vietnam Book Fair in April 2016, Deputy Minister of Education and Training Pham Manh Hung said that in Vietnam, the average a resident reads only four books/year. This number is too small compared to developed countries when an average of their people read from 20 books/year. This shows that Vietnamese people do not have the habit of reading books.

For students, learning through reading is very important. The habit of reading books should be inculcated in children from elementary school years. Cultivating reading habits for children is one of the key issues of education towards lifelong self-learning capacity. Forging children's reading habits and reading skills is of strategic significance for all countries in raising people's intellectual level. Realizing the importance of reading, our country's education has also issued regulations on building and developing a reading culture for students. Article 24, Chapter III, Charter of Primary Schools (Promulgated together with Circular 28/2020/TT-BGDĐT dated September 4, 2020 of the Minister of Education and Training) provides for the construction and development Developing reading culture for primary school students: "Schools need to create reading habits for students, organize reading promotion activities and educational activities using information from the library, encourage building electronic institute." Through the provisions in the charter, it can be seen the urgency of forging reading habits for

children as well as creating a favorable reading environment with a system of facilities, documents, books to meet the needs of children. student reading.

2.2. Current status of elementary school students' extensive reading

The researcher collected the current situation of extended reading teaching by surveying teachers and students in some primary schools in Vi Thanh city, Hau Giang province. In which, we choose to analyze a number of questions directly related to the reality of extended reading, specifically as follows:

* For teachers:

Question 1. What do you understand by extended reading?

According to the statistical results, 15/25 (60%) teachers believe that extended reading is reading a lot of books and materials with different topics with passion to practice reading habits for students. 8/25 teachers (32%) said that reading a variety of texts on topics and forms; Text can be above the reader's level to improve students' reading skills. 2/25 teachers (8%) believe that extended reading is reading a variety of texts related to learning content to enjoy and develop reading skills in general. Through statistics, we can see that the concept of extended reading is understood by most teachers as reading a lot of documents, but how the material is appropriate, teachers still have many doubts. In the 2018 Literacy Program, extensive reading is included in the required reading skills. But the concept and how to organize extended reading activities have not been specifically mentioned. And in fact, the understanding of the concept of extended reading is still quite new in Vietnam, so many teachers are still confused with this question.

Question 2. What are the difficulties teachers often face when organizing extended reading instruction?

No.	Common difficulties	Number of teachers selected
1.	There is not much time to organize for students to read in class.	22/25
2.	Difficulty controlling student reading.	19/25
3.	There are not many materials available to students.	17/25
4.	Students are not very interested in reading.	12/25
5.	Parents do not have time to support students to participate in reading MR	20/25

The statistics show that, when organizing extended reading instruction for students, over 50% of teachers have difficulty in terms of time, effort when having to find the right source of material for them. Besides, the opinion chosen with a high percentage is that teachers do not have much time to organize reading for students in class with 22/25 teachers agree. Reading time in class is quite limited, but teachers also have difficulty in finding help from parents at home (20 teachers selected). The data also recognizes the things that make teachers wonder when teaching extended reading, which is “How to control children’s reading? How do students get excited about reading?” This gives the researcher even more motivation about the need to find solutions help teachers have a clearer view of extended reading as well as how to organize extended reading activities.

Question 3. In your opinion, how important is extended reading in improving students’ reading skills?

There are 4 levels of survey given: Very important, important, normal, not important. In which, 12/25 teachers chose level 1 (Very important),

13/25 teachers chose level 2 (important). No teacher chooses the other 2 levels. This result shows that most teachers are aware of the role of extended reading for students in general. This is a very positive signal for teachers to be ready to be ready to innovate teaching methods to suit the requirements to be achieved in the 2018 Literature Program.

** For students,*

the researcher has suggested the main teacher responsible for two grades 4A1 and 5A3 to organize extended reading activities in class for 2 periods. In period 1, students are free to choose the genre and type of book they like. Term 2 will be held after the reading lesson, “Class on the road” (Grade 4). Lesson “Drawing the surface of a safe life” (Block 5). They were asked to read more articles about cultures, historical sites, and landmarks of some countries in newspapers, books and the Internet. Reading materials can be collected by teachers or students. Then, the researcher conducted a survey on the students’ interest in extended reading, obtained the results in table 2.2 as follows:

Table 1.

Class	4A1		5A5	
	Quantity	Ratio	Number	Rate
Very interesting	15/ 44	34.09%	16/35	45.71%
Interesting	18/44	40.9%	12/35	34.29%
Normal	8/44	18.18%	5/35	14.29%
Not interested	3/44	7.64%	2/35	5.71%

Statistics Table 2.2 shows that the number of students who are very interested or interested in extended reading is quite high (more than 50% of the students in the class). The children were quite interested in participating in reading activities of the class. When being interviewed, they all said that reading books and reading more documents with content related to the lesson helps them better understand the topic being studied. The free reading of books during reading time also attracts the children to participate enthusiastically. Because before, it’s not that they don’t like to read books, but because outside of class, they

spend time playing and talking with friends. Because no one organizes a free reading activity like this for you. Therefore, if there is time to read books in class with friends, students are willing to participate in reading. Besides being interested in extended reading time, some children are still not very interested or not interested in extended reading because they are not used to reading books. When they were asked during the epidemic break, they studied at home, why do they have a lot of free time but still don’t like to read books? Most of the children who are not interested in reading have quite similar reasons such as: the teacher does

not ask for it, there are no books they want to read, there are no books at home, they prefer watching TV, playing video games over reading books. ...

** General comment on the current situation*

Through the survey, we can see that, at present, primary school teachers are facing many difficulties in teaching extended reading because there are not many reading materials dedicated to students of each grade. Class; as well as there have not been many domestic studies on the content, organization and assessment of extended reading. The problem of extended teaching in schools is not yet popular because of many reasons surveyed above. Based on theory and practice, we find that it is necessary and appropriate to research and build extended reading support forms for students, and in accordance with the requirements of the 2018 Literature Program, which is about to be introduced. apply to students in grades 4 and 5 in the coming time. The survey also shows that students still have interest when participating in extended reading. This not only limits students' entertainment habits on TV and Smartphone devices, but also helps students practice reading habits, promoting self-disciplined proficiency in language acquisition. In addition, extensive reading is conducted from a learner-oriented perspective, helping students to have the capacity to meet the challenges of life, in accordance with the psychophysiology of primary school students, linguistic foundations., education. Therefore, extensive reading for students, especially at primary school level, needs to be researched and guided in mass implementation.

2.3. Some measures to help students actively and actively participate in extended reading

2.3.1. Measure 1: Identify the teacher's need for extensive reading instruction

According to the survey, most teachers highly appreciate the importance of extensive reading for the development of students' language ability in general. and reading ability of students in particular. However, the difficulty of teachers when organizing extended reading instruction comes from two basic problems: time and means of support. Therefore, to overcome the above

difficulty, it is thought that relevant units: schools, textbook editors, teacher books, reference materials need to create a means of supporting teachers in teaching extended reading. such as:

a. Library: should arrange materials by grade so that students can easily find and read. The head of the block can choose with the teacher the materials and arrange them into two categories: by topic and free reading. In the Subject section, readings are selected according to the topic being taught in the current curriculum. The free reading section includes rich texts on genres of stories, poems, etc. Through the readings, it helps students develop noble qualities: patriotism, love of nature, kindness, love of things. beautiful, love goodness, have healthy emotions, have an interest in learning, love work, be honest and responsible. Teachers can assign tasks related to lesson topics for students to read and solve assigned tasks in individual or group form with easy-to-find materials right in the library. In this way, students are given the opportunity to choose what they want to read, helping them to realize that the readings are meaningful to life. Students can also express their own opinions on the text. They will be comfortable and free to use their own knowledge to approach the text. Students gradually form self-reading ability in an active and active way.

b. Instructional materials: it is necessary to provide or suggest some new materials suitable to the content of extended reading instruction in Vietnamese for grades 4 and 5; build some samples of reading comprehension, mind maps to help students grasp the reading deeply; introduce a number of good books, suitable for psychology, associated with topics in Vietnamese for grades 4 and 5.

c. Parents: During the quarantine at home, parents face many difficulties because their children spend a lot of time at home, so they often use their free time to watch TV and play video games. If during the quarantine period, teachers organize extended reading for students through learning tools: computers, phones, etc. with an Internet connection under the control of parents, then the children's reading

skills will improve a lot. In addition, the fact that teachers assign specific tasks each day helps to motivate students to learn. Parents also find it very easy to find learning resources for their children. Parents and children easily find common ground when discussing the content of a reading or a book.

d. Teachers themselves: aware of the role of innovating teaching methods. Self-motivation to innovate, constantly explore, learn new methods, build a number of exercises and games on extended reading suitable for students. In order to be able to motivate students to learn, teaching materials should be carefully collected, documents related to reality, suitable for students' knowledge, close to the topics they have studied and taught. are learning to help them learn and analyze easily.

2.3.2. Measure 2: Forming students' desire to read

Students' acquisition of knowledge is more effective when motivated. Rewards are used to increase learning. Reward products such as gifts, compliments, etc. are warmly and joyfully received. Psychologists also study individual student motivation. The individual's motivation is to set goals and strive to achieve the set goals. Educational psychologists also make judgments about teaching goals to suit student psychology:

- Select learning content that is appropriate to reality.
- Valid while applying.

Teachers consider extended reading to be difficult when it comes to keeping track of children's reading. To solve this problem, the researcher proposes a num-

ber of activities that will help teachers connect with students, understand more about their reading, and create an environment for them to share what they have read. Only then will reading be effective.

First, organize extended reading activities at home: read as quickly as possible, read silently alone, read often, read over and over again, keep a reading journal.

Second, extended reading activities in class: guess the content by the title, guess the sequence of events in a story, guess the next event, discuss the reading material, listen to and write about readings. The program is designed so that students are free to choose the books they want to read. In addition, since reading takes place in an intimate atmosphere, the teacher's main role is to help students gain joy from reading. teachers can organize in class contests to reinforce students' reading content such as: Organize Book Introduction contest; Draw pictures according to the content of the article read; Draw a mind map to summarize the reading... These activities will help children become more interested when participating in extended reading, then synthesizing into knowledge that needs to be read and memorized.

2.3.3. Measure 3: Design tools, test, evaluate and implement extended reading teaching for students

Evaluation criteria: teachers assess the progress in students' reading skills, the number of reading materials; the number of readings per week, conducting assessments, surveys; students' learning products, ... For example, product evaluation when students participate in extended group/class reading.

Table 2.

Product	Quantity	Rated
1. Reading/book review		
2. Mind Map		
3. Draw a picture of the content of the reading/book		
4. Book introduction presentation		

Or teachers can develop assessment criteria for each individual student based on many aspects:

Knowledge, skills and attitudes achieved by students through the following table of criteria:

Table 3.

Rating of	Performance
<i>of Good</i>	<ul style="list-style-type: none"> – Fully and accurately complete all requirements and tasks. – The number of reading passages is more than the teacher’s assignment each week. – The tasks are completed with high creativity. – Apply and connect the content read with real life, solve practical problems flexibly.
<i>Accomplish</i>	<ul style="list-style-type: none"> – Achieve the correct number of reading assignments given by the teacher each week. – Apply knowledge and experience to solve the requirements and tasks. – Applying a part of the content of the reading to solve some problems in life
<i>Unfinished</i>	<ul style="list-style-type: none"> – Achieve the correct number of readings as assigned by the teacher each week. – Not knowing how to apply their own knowledge and experience to solve the requirements and tasks. – Do not know how to apply and relate lesson content to solving practical problems.

Depending on the specific conditions of each unit, teachers can flexibly choose and build assessment criteria to suit the target audience. However, the purpose of designing tools, testing, evaluating and implementing extended reading teaching for students is not outside the requirement to help learners acquire knowledge, form reading skills, working habits. With reading text, effectively develop reading skills in school.

3. Conclusion

Advantages and limitations of students always exist in parallel with the teaching process. In teaching

in general and teaching reading in particular, if teachers pay due attention to promoting students’ reading ability, the quality will be improved. Therefore, teachers need to apply the above measures flexibly, suitable for each location and specific audience, to overcome the limitations in reading skills that students are facing, and bring effective results. in reading in general and extended reading of students in particular.

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