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TEACHING READING COMPREHENSION SKILLS ON TYPE ABOUT NEW POETRY FROM 1932 – 1945 IN HIGH SCHOOLS

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THE SCIENTIFIC WORKS OF AUTHOR RELATED TO THESIS

1. Phan Ngoc Thanh (2011), ***Education of beauty for student through literary*** (Education magazine No. 259, period (4/2011).
2. Phan Ngoc Thanh (2011), ***Languages in literary works at high schools and the education of beauty for student*** (Education magazine No. 265, period 1 (7/2011).
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4. Phan Ngoc Thanh (2014), ***The manipulation of the feature of author type – lyrical ego of New Poetry (1932-1945) to guide student to read comprehension New Poetry in literature program for high school*** (Education magazine No. 345 period 1 (11/2014).
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INTRODUCTION

1. Rational of the study

1.1. There are many methods used to research literature up to now, in which has typical method. The type issue is meaningful not only to the literature researchers but also to the readers in apprehending literature in general and to the students in reading comprehension at school in particular.

1.2. New Poetry "has new prosody, new lyrical type" in comparison with the previous poetry. In other way, New Poetry has significant characteristics on type, and the supply of knowledge about New Poetry from 1932 to 1945 for student is able to do. With knowledge about New Poetry from 1932 to 1945, which is equipped for student, teacher can help them transfer knowledge into method. Therefore, student can read comprehension better for specific poem in study program.

1.3. In the study and practice of teaching, the manipulation of type feature of New Poetry from 1932 to 1945 to read comprehension the specific New Poetry has not been adequate attention so far. We realize that the manipulation of New Poetry type feature as the orientation to help student read comprehension the specific New Poetry is necessary. Therefore, we choose topic ***Teaching reading comprehension skills on type about New Poetry from 1932 – 1945 in High Schools*** to study, in order to renew and improve the efficiency of teaching reading comprehension New Poetry in High School in particular and teaching reading literary texts in general.

2. Subjects and scope of the study

The subjects of the study are the features of New Poetry's type, the methods and measures to guide students along reading comprehension New Poetry in literature program at high school following the feature of type.

Scope of the study includes the poems of New Poetry movement from 1932 – 1945, the research works about New Poetry's type, the feature of New Poetry's type crystallized in New Poetry, which is in high school literature program, the theory of reading comprehension text, the manipulation of this theory to read comprehension New Poetry according to type feature.

3. Aims, duties of the study

3.1. The aims of the study – topic: Teaching reading comprehension skills on type about Vietnam's New Poetry from 1932 – 1945 in high schools are to

confirm that this method is implemented with the science basis and this will bring highly effective.

3.2. To reach to the targets, the thesis will implement the following tasks: determining the scientific basis of the research; summarizing the feature of New Poetry' type through synthesis of the research on New Poetry type of other people; proposing the requires for teaching reading comprehension New Poetry as well as the methods of teaching reading comprehension New Poetry following the feature of type; practicing pedagogy to confirm the scientific of the research's topic.

4. Scientific theory

The guiding student reading comprehension New Poetry in high school literature program according to the feature type is to equip them a way to read comprehension literary text, which has not been concerned properly previously: reading comprehension according to the feature type. If this thesis confirms that the requires and methods in reading comprehension New Poetry following the feature of type mentioned above have science basis, it will help for teaching this type of poem in particular and for literary texts in general be exploited with true nature and the rule of existence of artistic text, and bring high efficiency.

5. Methods of the study

During the implementation process of this thesis, we use the following methods: type method; meta-analysis method; comparison method; survey methods; pedagogical practice method; interdisciplinary research method,…

6. New contribution of the study

The thesis builds theoretical basis of teaching reading comprehension text in general and New Poetry in particular following the feature of type; proposes the method to help student use the feature of type in reading comprehension New Poetry, thereby forming, practicing the reading comprehension skills following the feature of type.

7. The structure of the study

Besides the parts: introduction, conclusion, reference and appendix, the thesis is formed into four chapters. Chapter 1 is : Overview on the research problem of the topic. Chapter 2 is The scientific basis of reading comprehension

skills on type about Vietnam's New Poetry from 1932 – 1945 in high schools. Chapter 3 is Requirements and methods of teaching reading comprehension skills on type about Vietnam's New Poetry in high schools. Chapter 4 is Pedagogic practice.

Chapter 1
OVERVIEW ON THE RESEARCH PROBLEM OF THE TOPIC

1.1. Overview on the issue of type in researching literature

The process of determining the literature is an art form has existed for a long time, from the time of Aristotle (384-322 p. CN), G.E. Lessing (1729-1781). Next, the research on the type in literature field, in overseas, after Aristotle, we can mention to G. Hegel, V. Girmunxki, F. Schiller, L.I. Timôphêep, M.B. Khravchenko, V.IA.Propp.

In Vietnam , the research on type in literature field can be mentioned Methodology of literature theory, Theory of comparative literature (Nguyen Van Dan), literature and theater Exchange (Phan Trong Thuong). From the type theory to practical application , there are some works such as Preliminary understand the problems of the past fairy tale Tam Cam (Dinh Gia Khanh), Confucianism and Vietnamese Literature in the Middle Ages and the Pre-modern times (Tran Dinh Huou), Typology of writers: Amateur Confucians and Vietnamese literature, East – West Exchange and the literary paradigm transformation (Tran Ngoc Vuong), The art world of poetry (Tran Dinh Su) , Tone of lyrical poetry (Nguyen Dang Diep), Type of work Thien uyen tap anh (Nguyen Huu Son), Lyrical poem structure viewed on the perspective of `type (Phan Huy Dung), The New Poetry of Vietnam (1932 – 1945), (Nguyen Thanh Tam),…

The most important meaningful of type method in researching literature is to classify, evaluate the literary phenomenon in relationship with community value and demonstrate for the existence of the certain type of literature.

1.2. Research on New Poetry's type

In general, there are many research works about the feature of New Poetry' type , each researcher has different type of perspective. With the Synthesis of

the research of the scientists mentioned above, New Poetry is identified with the following typical characteristics: type feature of author, type feature of “me” lyrical, type feature of tone , type feature of music type, type feature of structural work, type feature of style the author,…

1.3. The knowledge of feature of New Poetry’s type introduced in text book and teacher’s text book.

New Poetry has been put into textbook program since it was born for 7 years (in Vietnamese ‘s textbook, Duong Quang Ham, in 1939). Before 1975, New Poetry kept an important role in secondary literature program and it was ranked the first and the second at the Southern Vietnam. From 1989, New Poetry always appreciated highly and was the integral part in the program of the high school literature. In each period, each text book, the knowledge of the feature of New Poetry’s type is put into with the different lever, but generally, that knowledge was incomplete, not systematic and not become knowledge tools for student comprehension.

1.4. The content guiding to teach and study New poetry in teacher’s text book and literature text book

In the text book before 1975, as mentioned above, the part of New Poetry was introduced in literary history. New Poetry works was studied in the part of literature presentation. This text book did not have the guidance content to teach and study New Poetry. The way of teaching and learning was presented through by the activities of commenting and praising poetry…When New Poetry reintroduced high school literature program (from 1989), the literature textbook for 8th grade, 11th grade, Literature Appendix 12 has had the guidance for teaching and studying New Poetry.

Point through literature textbooks and teacher’s textbooks (from 1989), which has put New Poetry in the program, we have found something in common: Steps to teach / teach to read comprehension each poem are suggested and guided. Textbooks are compiled in view of teaching reading comprehension or not, have the important knowledge to help students and teachers learn smoothly in reading comprehension the New Poetry works, in which there are a lot of knowledge belong to type feature of new poetry that works this

knowledge, there is much knowledge belongs to type features. These knowledge (theory of reading comprehension called comprehension knowledge) in all the literary history, in the Sub-led, annotation, reading comprehension knowledge of textbooks and things need to note of Teacher's textbooks. In the part of Guidance on studying (or guidance on learning), the textbooks have question system, which offers student to find out the core of content and work art. And many questions orients them to discover the characteristics of New Poetry, which do not have in previous type of poem.

1.5. Research document of teaching and teaching reading comprehension for high schools.

There are many documents, which research on teaching and supplementing for teachers and students to learn New Poetry in school when it is reintroduced in high school literature program. However, up to now, there is no specific documents on teaching reading New Poetry in high school literature program, there is only the document designed, or practiced skills of reading comprehension New Poetry in teacher's books or reference books for students.

Chapter 2
THE SCIENTIFIC BASIS OF READING COMPREHENSION SKILLS ON TYPE ABOUT NEW POETRY FROM 1932 – 1945 IN HIGH SCHOOLS

2.1. Rationale

2.1.1. Theory of reading comprehension text

2.1.1.1. The concept of reading comprehension text

"Reading comprehension" is the process of exposure with text, through by the activities and actions to capture the value of content and form of text. "Reading comprehension text" or "reading comprehension" is reading literature, reading literary text. With this way, reading comprehension New Poetry from 1932-1945 according to type feature is a way of reading comprehension text: manipulating the feature of New Poetry type to capture the core of the value of content and form of the specific poems.

2.1.1.2. The objects of reading comprehension

The objects of reading comprehension activity are all type of text, which have variety content and exist in handwriting (maybe in handwriting collaborating with signs, number, image, symbols,..). The objects of reading comprehension New Poetry from 1932-1945 in high schools is the New Poetry texts are inside or outside Literature program, in which students are studying.

2.1.1.3. Aims and targets of reading comprehension text

In the reading comprehension activity, reading is activity and comprehension is the purpose. The aim of reading comprehension in teaching literature is to develop the reading ability, reading skill for students – to understand any text of the same type. From reading comprehension, students will receive directly the literature value, experience the thought and feelings conveyed by the art of words, after that they can form their own reading style and become human with personality,…

The topic ***Teaching reading comprehension skills on type about New Poetry from 1932 – 1945 in High Schools*** is also help student form reading ability for New Poetry, in particular the feature of type, perceive the values of New Poetry both inside and outside study program, contribute to form and develop ideas, emotion and intellectual,.. for students.

2.1.1.4. Content of reading comprehension text

In detail, reading comprehension text is read to understand three content as the following: the meaningful value of word structure (through content expression value of sound, image, rhetorical measures, semantics, syntax, meaning fields), the meaningful value of art icon structure (through the value of form and means of building a unique literary icon), the meaningful value of ideas structure and the meaningful of work on human life. Reading comprehension New Poetry according to the feature of type is oriented to the same content mentioned above.

2.1.1.5. Skills and capacity of reading comprehension text

Teaching reading comprehension skills on type about New Poetry from 1932 – 1945 in high schools is the training of students in a new way of reading: reading comprehension on type. Like reading comprehension methods, teaching reading comprehension skills on type about New Poetry also helps students

develop basic reading skills such as correct reading skills, analytical reading skills, creative reading skills, cumulative reading skills, and become competent readers with good sensuality about works of verbal art.

2.1.2. The feature of type in reading comprehension literary.

2.1.2.1. Type Features equipped "scaffolding" for readers reading comprehension literary texts

The scaffolding theory was first introduced in the late of 1950s by Jerome Bruner, a cognitive psychologist, then reinforced by Jerome Bruner, Wood and Ross (1976) and further developed by Hetherington and Parke (1986), Jesper Hoffmeyer, Mercer, Fisher (1993), Field (2004).

“Scaffolding” is used in teaching as a tactic helping temporarily student to complete their tasks that they cannot or are hard for them to do without supporting of teacher. “Scaffolding can support, adjust awareness of student in the process of reading comprehension, helps them inform and develop reading skills. The role of teacher is to create fulcrum, build “scaffolding” for student to base on this to create their knowledge house, which is the literary texts and they can receive all value of works. Building knowledge tool to read comprehension literary texts according to type feature is create the important “scaffolding” in reading.

This is suitable with today's teaching trend, which is changing from main teaching content to students to teaching methods to gain knowledge. To become independent, creative readers, children must be equipped with literary reading ways and methods. One of them is using the knowledge tools of reading comprehension- methodical knowledge. Requirement of the knowledge tools - "scaffolding" one- to help students read a type of literary texts is:

First of all, Knowledge tools for reading literary texts on type features is scientific knowledge, however, unlike others, the knowledge tools for reading literary texts according to typical characteristics is knowledge having content and method, being the key to discover new knowledge. Therefore the knowledge is capable of producing new knowledge, "active", "open" knowledge. It goes beyond the material properties, ensuring "concentrated", "compacted" to have high generalization.

When Knowledge tools to read literary texts on type characteristics are "extracted" into the operating system, they can be applied to achieve the object. As a knowledge tool, it is involved in the operating system - the way in which it is used - used by a particular subject that is attached to a particular object and purpose. Knowledge tools for reading literary texts according to typical characteristics have to suitable with the levels of awareness, the requirements for the development of secondary school students, meeting the purpose of usage and it must be used to read by students.

2.1.2.2. Type feature refers readers to relying point to define and evaluate in the relation with "community values"

For writers, in the writing process, writing is take parting in a dialogue . For the readers, reading is awakening. When reading text, the world is awakened to readers who have aesthetic experiences, literary ability. Read is linked with inter-texts for dialogue and sharing. There are many "channels" to connect with. Characteristics of the type is a literary channel, which can help the readers decode the text better. Thank to the typical characteristics, readers are equipped with fulcrums to read inter-texts, locate and evaluate works in a "community of values" relationship. When reading a literary text, experienced readers often link with other texts having the same type or different types to compare, contrast, and find out what is their own and great value the texts contain. Art requires creativity. On the common background, the general standard of a type, the readers easily recognize works having creativity, uniqueness to the type features in which it is influenced. In other words, it is locating and evaluating the value of the work. Reading is also enjoyment, comment. Evaluating must have system of standards. Type is a criteria, one of other system of standards with its values. The type helps the readers recognize what is value of the work, how it is positioned, what is the same or differences in the relationship to other works that make this type.

2.1.2.3. Type feature in reading comprehension text promotes the development of generalized thinking for reader

In reading literary texts, generalizing the artistic details of the text is an integral part. In each literary text, specific feeling is always associated organically

with generality. This is characteristic of the measure of reflection by verbal art. Therefore, to understand a literary text can not interpret in small, random, sporadic, non-systematic things and can not also approach each element in the structure of the text as a specific, fragmentary detail without having a general meaning to the author's creative intention. Therefore, if general thinking in literary reception is not developed, the literary texts will not be understood well.

Type is a kind of knowledge, which are formed from generalized thinking. When you read any text, knowledge of type will be the basis that help readers understand correctly and deeply. On the other hand, readers will explore type feature thank to generalizing the lessons after reading in the different texts. In other words, type feature of knowledge will promote the development of generalized thinking of readers.

2.1.2.4. Teaching reading comprehension literary text according to type feature is the way guiding reader to create the meaning of text

Tectonic teaching is one of the modern teaching ideas, based on the cognitive tectonic theory by J. Piaget (1896 - 1980), a Swiss psychologist. In the opinion of this theory, learning is the personal process to form knowledge. The process of knowledge reception takes place through assimilation and accommodation. In other words, in learning, "students build their own knowledge by combining existing information with new information."

Teaching reading comprehension literary text according to type feature is the process of guiding student to manipulate type feature to read comprehension text. Teacher equips or guides for student the way how to equip knowledge about type of text, after that teacher guide for student to use this knowledge as “tool” to read comprehension specific text. When you start getting “unauthenticated information and undefined issues” (Literary text prepares for reading comprehension), student must take action to decode the meaning of text. Therefore, Student will create the meaning of text through the supporting of knowledge tool equipped.

2.1.3 Type feature of Vietnam’s New Poetry from 1932-1945

Many researchers have explored the characteristics of New Poetry so far and they have confirmed that New Poetry has type feature. Based on the

achievements of the previous researchers on the type feature of New poetry, which is considered as the scientific basis for teaching reading comprehension New Poetry 1932-1945 at high schools according to type feature, we introduce New Poetry and restate the following type features:

2.1.3.1. Type feature : lyrical "Ego" in New Poetry

The lyrical "ego" in New Poetry includes individual "ego" in New Poetry, a new artistic conception of human and world in New Poetry.

"Ego" in New Poetry is individual "ego", essence, dares to express thoughts and feelings honestly, naturally. "Ego" in New Poetry is polarization "ego": feelings "ego" and rationalism "ego"; dreamy, happy "ego" and boring , lonely "ego".

The lyrical "ego" in New Poetry represents a new look about the objective world, a new artistic conception of man and the world.

The Lyrical "Ego" in New Poetry expresses a new view of the objective world, a new artistic concept about human and the world. The direct feelings of the lyrical character in the New Poetry have become very clear, the mood of the poets is very lively and unique because of the high awareness of individuals for the outside world.

Associated with a new perspective on the objective world, about life, expressing a direct and subjective look on descriptive object, inheriting Western literature (especially symbolism), New Poetry has created and built up a "strange" poetic image in comparison with the poetry of the Middle Ages.

For artistic conception of space art as well as poetry in general, space in New Poetry includes "natural space" and "mental space". However, they bring the unique features, which make type, these are "space of separation, cold, droop, and dream ".

For artistic conception of time in New Poetry, there are "nostalgic time, separation time, broken time, change time, and mood time "

For artistic conception of human in New Poetry, there are very diverse: "universe human, dreaming human, lonely human, sad human,

self-awareness human, failure human in love and in life, human going away hometown, guest, enthusiastic human ”,...

2.1.3.2. Type feature of New Poetry’s tone

New Poetry is kind of lyrical and modern poetry, it brings the voice of personal and essence feeling, “taking the voice of human to be the basis for music and tone” is the voice of “lyrical tone”. The general tone of New Poetry is boring and lonely.

2.1.3.3. The type feature of New Poetry’s structure.

New Poetry is kind of poetry structured according to the natural emotion of poem. All poem in New Poetry type are normally divided into many paragraphs. New Poetry is longer than medieval poetry, the structure of poem is diverse, rhythm is rich and more flexible. These result are thank to the change in rhythmic punctuation and spell system in each poem paragraph. The identity of the concept of verses and line of poetry are broken, which create the enjambments phenomenon; size of verse and line of poetry are open , the number of imaginary words and words with music function are increased functionality, rhythmic punctuation is more flexible,…

2.1.3.4. Type feature of New Poetry seen from the art style of the author

Any kind of poetry has owned an unique style of author. Personal style is considered as type feature of New Poetry because New Poetry is poetry movement with various style of art.

2.1.3.5. Musical type feature of New Poetry

New Poetry is a kind of poetry that enriches the musical (rhythm). The rhythm in New Poetry plays an important role, it manage mainly the organization of a poem, lead and harmonize idea, emotion and soul of lyrical object and author. New Poetry rhythm is the rhythm of emotion and soul.

2.2. Practical basis

2.2.1. The position of New Poetry in high school literature program

New Poetry has put into text book since the early days in Vietnamese literature textbook, in 1939. Before 1975, New Poetry took a quite solid place in high school literature program in the South of Vietnam, but in the North of Vietnam, it is not put into teaching in high schools.

2.2.1.2. New Poetry in literature program for high school after 1975

After the country was reunified, it was not until the late 80s of the twentieth century, New Poetry was reaffirmed its value and was put into textbooks and since then, New Poetry always plays a key role in literature program for high school (from 1989 to now, there are 20 New Poetries put into literature textbook for high school).

2.2.2. Survey the status of teaching reading comprehension New Poetry in literature program for 11th grade at some high schools

2.2.2.1. Survey knowledge of type feature of New Poetry, the result of reading comprehension New Poetry of students

The result of survey shows that class 11 student do not understand clearly the minimum knowledge about type feature of New Poetry. Reading comprehension skills for poetry in general and New Poetry in particular are not good.

2.2.2.2. Survey the awareness of teacher in the manipulation of type feature to guide student to read comprehension New Poetry

Most teachers confirm that New Poetry has owned type feature, but its content is not studied carefully. Teachers say that we should apply type feature of New Poetry in teaching reading comprehension New Poetry in study program, although they do not know the way how to manipulate effectively.

2.2.2.3. Survey the fact of teaching hour in reading comprehension New Poetry in literature program for 11th grade

In the fact of teaching, teachers and students have not identified the importance of type feature of reading comprehension New Poetry. The discovery of content's value and poem‘s art are difficulties.

In summary, the new poetry teaching reading comprehension 1932 - 1945 in the schools with theoretical basis and solid practice. *Teaching reading comprehension skills on type about vietnam's new poetry from 1932 – 1945 in high schools* should be studied type made in the schools.

Chapter 3

REQUIREMENTS AND METHODS OF TEACHING READING COMPREHENSION SKILLS ON TYPE ABOUT NEW POETRY IN HIGH SCHOOLS FROM 1932-1945

3.1. Requirements of reading comprehension skills on type of New Poetry

3.1.1. Guide student to use type feature to discover the unique beauty of New Poetry

New poetry has its own beauties. The readers can not discover the unique beauties when compared to the medieval poetry that they are learned before unless it can be based on type feature to explain, interpret and absorb. In teaching reading comprehension New Poetry, the guidance on manipulation of type feature to explore the unique beauty of each New Poetry is the important requirement, is not just detection, listing out the type feature, which is in poem.

3.1.*2. Guide student about the coordination of type feature and reading comprehension knowledge to apprehend New Poetry works.*

When teaching reading comprehension New Poetry, teachers remind student to pay attention to coordinate type feature with knowledge of author, about born circumstance, and cultural context, knowledge about romantic poetry, life, literature,.. to understand works.

3.1.3.Concretize the manipulation of type feature in teaching reading New Poetry into the system of way, method, activity,… in reading a specific text

In theory of teaching method in general, the method of teaching literature in particular, there are the demarcation between levels: methodology and specific method. The manipulation of type feature in teaching to read comprehension New Poetry belongs to the level of teaching direction , the way of organization for student to approach objects, take a look on object and analyze, find out object. Therefore, in the fact of teaching, its direction need to be concretized, made into the specific methods, measures in teaching to read comprehension. Particularly, teaching reading comprehension about New poetry on typical characteristics or on any other ways, the teachers must also focus on the way of reading comprehension about poetry to perform; In teaching of reading, there are many comparative measures, especially the

comparison of the new poetry type with the medieval poetry. Because there is a comparison of the characteristics of the new poetry to other types of poetry, the new values of the new poetry are shown; Teaching reading comprehension of literary texts in general and teaching the reading of new poetry according to the characteristics in particular, techniques and teaching strategies of reading comprehension being used nowadays need to be applied.

3.1.4. The manipulation of type feature in reading comprehension needs to be suitable for student's ability, excitement and positive receiving

First, New Poetry type knowledge provides for students must be simple, understandable and suitable for their level of the receiving. Teacher need select type features that can be capable of manipulating of reading comprehension current text, and make them become a handbook method easily to remember and understand. Second, the manipulation type feature of reading comprehension New Poetry must create excitement for students. Therefore, students can understand clearly work thank to the manipulation type feature of reading, after that they fall in love with New Poetry works.

3.2. Methods of teaching reading comprehension skills of New Poetry on type

3.2.1. Building and handling document resource about New Poetry's type feature to become knowledge tool of reading comprehension

3.2.1.1. Building document resource of New Poetry's type feature

On the perspective of content, there are two part of New Poetry's resource. Part one is based on the result given by the type feature research and part two includes the outstanding New Poetry works. New Poetry has presented for type feature.

On the perspective of gathering documents: the documents are gathering from the references of researchers, who study New Poetry. On the "package" form of document: Gathering into books, prints and give them for students who are not able to use computer; save in software and share for students, who have owned computer. We upload all documents to web and website "Truong hoc ket noi". This resource can be supplemented, updated after each year by teachers and students.

3.2.1.2. Handling the resource of type feature of New Poetry into knowledge in reading comprehension

The document after being gathered need to be handled and made into knowledge tool, which can serve for reading comprehension activity of student and teaching reading comprehension of teacher. “Handbook” for teacher during this process as follow: read, think deeply, perceive after that teacher will form knowledge of New Poetry’s type (written influentially and variously, having explanation, analysis, scope widely, deeply by basis scientists, teacher as readers, commentators… (called knowledge level 1). Next, Teacher generalizes, summarizes, ... this knowledge into the brief conclusion concisely, generally that “captures charisma exactly” and name each important type feature. The generalized lessons will be used as the fulcrum to choose the way to guide student in reading comprehension New Poetry. All of these are called as knowledge tool (Knowledge level 2).

Teacher also guides student to build for themselves knowledge tool to read comprehension New Poetry in outdoor activities.

For students, as the position of readers, they have to handle material into knowledge tool, of course, it is suitable for their level. “The process” as following:

Before reading New Poetry, teacher provides for student material level 2 (the knowledge tool in reading comprehension New Poetry is built by teacher or is the result of student’s summary after being guided by teacher, teacher will adjust it shortly, with less difficulty, clear important content, closely with the lesson that student will be studied,…). Students read material level 2 and make a comparison with the current New Poetry text to define what type feature included in this poem, after that students draw orientation for reading text by answer the following questions "the information has just drawn help student orient to read the text in which way? Which content? What is different from the others New Poetry writing that I have read before?”.

3.2.2. Guide student to use tool knowledge about type feature to read comprehension New Poetry text

The process of guiding student to approach New Poetry from type feature is the process of reading comprehension text. According to the researchers

about the teaching theory of reading comprehension text, reading activity can be implemented in three steps: before, in, and after reading. For the phase of before reading, we have guide student discover knowledge about type and build this knowledge in to reading comprehension tool. The step of using type tool for reading comprehension text will be applied in and after reading.

While reading text, type knowledge will help student supervise the process of reading. Readers – students will be directed to use the type feature of “trial” in text to identify, analyze, exchange, discuss to have a deep, wide and general connection. After that they will get the feedback, evaluation and manipulation in detail for reading literary text and life.

The way to do: through the study record designed according to “the process” of using knowledge tool in reading comprehension text. On the study records, the teachers prepare the knowledge tools of reading to give to the students and then ask students to read the text through the specific "commands".

Base on the result of creating the meaning activity for text while reading, teacher can guide student to analyze, cut the meaning, comment the this type feature through the next activity after reading (following the content of discussion).

With this way, teacher guides student to use knowledge tool about type feature of New Poetry:

3.2.2.1. Guide student to use knowledge tool about type feature of lyrical “ego” in New Poetry to identify, analyze, cut meaning, compare, comment New Poetry text

The main purpose of reading literary texts is to understand their values, contents and art forms. To achieve this goal, the readers must know how to analyze, explain, compare, and comment and evaluate the texts, and these are the activities that take place during the reading process of literary texts. Using of public knowledge about the type features to conduct the teaching of reading comprehension about new poetry is also the using of knowledge about the typical characteristics to analyze, explain, compare, evaluate new poetry texts.

3.2.2.2. Guide student to use knowledge tool about type feature of New Poetry’ tone to identify, analyze, cut meaning, compare, comment New Poetry text

Identifying the type of tune of a poetic movement or the tune of a poem will contribute to feel a poetical work more accurate, deep. Getting the tune is having the "spirit" of the poetry, from which a good read voice is produced. Recognizing the tune of each poem, each poets, the learners will realize the

uniqueness of each author's style that promote the interest to learn literacy. Based on the knowledge of the typical tune is equipped, students can identify the tune of each poem read.

3.2.2.3 Guide student to use knowledge tool about type feature of New Poetry's structure to identify, analyze, cut meaning, compare, comment New Poetry text

New Poetry is kind of poetry structured in the natural emotional chains of poem, expressed in the content as well as art forms of works. In particular, the title of the poem often expresses moments of mood and it makes the form, the structure of the poem change, giving many ways of beginning and ending poem liberally. "Respect the natural flow of emotions," the nature of discourse requires new poets to find a modern poetry language: sentences and tones. Poems in New Poetry are often divided into many paragraphs, rhythm is richer and more flexible, the unity of the concept between the sentences and line is broken, which creates the enjambments phenomenon; size of verse and line of poetry are open , the number of imaginary words and words with music function are increased functionality, rhythmic punctuation is more flexible,…When teaching to read new poetry, teachers lead students to base on the characteristics of the typical structure to analyze, explain, compare, evaluate, find the unique features of the poem.

3.2.2.4 Guide student to use knowledge tool about New poetry's author style to identify, analyze, cut meaning, compare, comment New Poetry text

In reading literary texts, finding out the author's artistic style is very necessary, as the author's unique features will be discovered. Artistic creativity is unique and proper, so artistic style is considered a sub-type (of course, although this style is personal, unrepeatable but it is still affected the common characteristics of type of movement). Usually, the "accomplished" readers generalize some author's styles through the reading his writings. For high school students, the best way to absorb the unique style of authors expressed in the work is to rely on the documentation tools of each author's style provided.

3.2.2.5. Guide student to use knowledge tool about type feature of New Poetry's music in its poem

For poetry, rhythm is an obvious feature, but rhythm and emotions matched and mixed together in poetry is the most obvious, the typical characteristic. When reading new poetry, the first priority is identifying the rhythm and rhythmic experience. Teachers must guide students to regard the artistic effects of the rhythm, to feel the beauty of the "souls" of rhythm and to read accurately based on the orientation of the rhythmic knowledge they are equipped with.

3.2.3. Consolidating and deepening the results of reading comprehension New Poetry according to student feature through by evaluation activity

3.2.3.1 Test to evaluate requires student feel the outstanding beauty of New Poetry

This kind of test mainly requires student rewrite the knowledge that they have received in reading comprehension lesson for New Poetry, which helps them improve, remember the value of poem.

3.2.3.2. Test, evaluation with the purpose for requiring student use type tool to read New Poetry that is not put in to study program

This is the practice of reading comprehension method from type feature. Before a New Poetry text, student must identify which features that New Poetry bring. After then, they have to orient the way how to read, analyze, compare,…

3.2.3.3. Test, evaluation with the purpose of requiring student read New Poetry to generalize type feature

In this kind of examination, teacher requires student read some poem outside of study program – the most clearly poem about type feature for them to generalize the features of type. This test is suitable for high school students who have ability of studying literature, they can do in group, at home or outdoor activities,…

Chapter 4
PEDAGOGIC PRACTICE

4.1. The common issues

4.1.1. The purposes of pedagogic practice

To confirm the scientific of topic

4.1.2. Content and plan of practice

Including: identify time, place, works performed, and steps taken,…

4.1.3. The subjects and the locality of experiment.

The practice was conducted for high school teachers and students of the academic year 2015-2016 at classes and schoola of Mekong Delta, such as: Ngo Van Nhac Secondary school and high school, Nha Be District, Tien Giang, Pham Thahnh Trung high school, Nha Be District , Tien GIang, Duc Tri high school, Tan Chau Town, An Giang, nguyen Viet Dung high school, Cai Rang District, Can Tho city, Long My high school, Long My District, Hau Giang.

4.2. Experimental procedure

4.2.1. Organize to teach the practice

In five schools we to teach the practice, the leaders of schools have implement to manage the education program under the spirit of self-reliance that MOET has assigned with the relatively unity. Duration of allocation to teach three New Poetry is adjusted to suit the teaching situation of the school's teaching and learning. Specifically, *Voi vang* was being read comprehension in 2 periods, and *Trang Giang, Day thon Vi Da* were being read in 1.5 periods. Lesson plans are composed according to this time.

4.2.1.1. Practice plan and reference plan

We compose the practice plan and teachers, who take part in teaching the practice, compose the reference plan.

4.2.1.2. Conduct experimental teaching

In reference class, at the end of period of previous lesson, teacher remind student to prepare for new lesson as the usual. We realize that teacher reminds student to study old lesson at home and prepare for new lesson for the next

period, however, this is general advice – “reading text in textbook” “base on the guidance on reading comprehension” at home,…

In practical class, according to the content and plane have been agreed, at the end of previous lesson’s period, teacher guide for student the way to learn New Poetry through some addresses: “Online School” (Connection school), “teaching resources library” on the website of school. All of which have been written on the additional board of class. Teacher provide student study record, the knowledge tool are already on each record, students are required to complete them. The literary texts for reading practice and reference are: *Voi vang* (Xuan Dieu), *Trang giang* (Huy Can), *Day tho Vi Da* (Han Mac Tu).

The procedure of teaching practice and teaching reference are implemented exactly according to the lesson plan. We take part in the class and record video for each period to have data for analysis and evaluation.

4.2.2. Evaluate the result of experiment

4.2.2.1. Evaluate the process of experimental teaching and reconciliation

We compose Lesson Plan with the content connecting closely with textbook and teacher’s book, and follow the standard of skill knowledge. In this Lesson Plan, we focus on the preparing lesson at home and self-study of students. Students are provided knowledge through study record and study resources. These knowledge are mainly the knowledge of feature of New Poetry. It is seen as “scaffolding” for students to orient to read comprehension literary text. Teacher will keep the same type of reference lesson plane as the usual. There are some schools giving the frame of Lesson Plan, which is the basis for teacher to follow. These type of Lesson Plan, normally, there is no preparation step of students before discovering the literary texts on class, they do not intend to provide reading comprehension knowledge for student before reading literary texts, and do not use study record.

4.2.2.2. Evaluate the result of teaching practical and teaching reference

In practical class, the procedures of teaching are implemented according to the Lesson Plan. Teacher guides student to use the knowledge tool to read comprehension New Poetry quite well. In reference class, Teachers do not pay attention to apply the feature of New poetry’ type to read comprehension them,

they only guide students to read comprehension New Poetry as the type of lyric poetry. It is the same with other poem in study program.

4.2.2.3. Evaluate the result of student

After teaching practice, we evaluate the result of receiving lecture of students through requiring them to write four short paragraphs, with 30 minutes for each paragraph. In reference class, we do the same, after that we make a comparison between two groups of student. The content of examination is the knowledge that both of them received in lesson.

4.3. Comment and analyze the result of the practice.

4.3.1. Comment on score of practicing student and reference student

Based on the test results, we recognize that, in practice class the number of test with mark below the average is lower than in reference class and the number of tests with mark above the average is higher than in reference class. The average mark of practice group is also higher than its in reference class.

4.3.2. Analyze the test result of the practicing student and reference student

The results of analysis show that the quality of test of practice class is higher than the quality of test of reference class.

4.4. Comments and conclusions drawn after experiment

4.4.1. The experimental process

The process of practice is conducted seriously, objectively and scientifically.

4.4.2. The science and the practicality of topic

The topic has scientific value and applied in practice

4.4.3. The note applying the research resul in practice of topic teaching

- Finding out the way for student to access to the “Knowledge level 1” (knowledge about the type feature of New Poetry).

- From the material of type feature of New Poetry, we should guide student to establish knowledge tool to read comprehension.

- Teacher has to control the status of preparing lesson of student at home through study record.

CONCLUSION

1. At present, education sector is implementing the task of education and training according to the spirit of "fundamental and comprehensive reform". One of the innovations is educate in the orientation of developing student's ability by innovating strongly teaching and learning methods, in order to promote student's activeness, initiative, creativeness, strengthen practice, apply knowledge and skills to resolve the practical problems; renew the form and methods of examination and evaluation of study result to ensure the honesty and objectively. Students do not have a lot of knowledge on textbook, but also know the way to apply creatively and deal with problems flexibly in new situations. To develop the ability of student, teaching activities need to transfer task of learning: reducing the responsibilities of teacher, increasing the responsibilities of students. Students are active and positive in building lesson, finding knowledge on the basis of advice and help of teacher. The journey to find effective teaching methods is a relentless and painful journey of educational scientists.

2. In teaching literature, which focuses on reading comprehension text, the innovation in teaching method is carried out. The implementation of interactive pedagogical models, teaching from the perspective of knowledge creation, focus on the training of reading comprehension, etc. in the teaching of reading comprehension text proved that ...

Teaching reading comprehension literary works in school at present "must overcome the simple deduction method to discover the diverse culture picture behind art image" [163, page. 120]. Reading comprehension or teaching reading comprehension literary works must be scientific and creative. The method of teaching reading comprehension literary works in general, and New Poetry according to type feature in particular will meet two basic requirements mentioned above, because the instructor will guide learner understand correctly, deeply about text, promote the ability to co-create with the author without arbitrary deduction. On the other hand, teaching reading comprehension New Poetry according to type feature is suitable with teaching and learning conditions present.

3. Through the research process of topic, we have confirmed the scientific basis (theoretical and practical basis), proposed four requirements, three methods to teach reading comprehension New Poetry according to type feature. The scientific basis of teaching reading comprehension New Poetry according to type feature is built up from

the theory of teaching reading comprehension, analyzes the role of type feature for reading comprehension and teaching reading comprehension literary works, identifies and re-systematizes type feature of New Poetry in high schools. The requirements of teaching reading comprehension New Poetry according type feature are:

- Using knowledge of New Poetry's type feature to read comprehension New Poetry works must orient students to discover the unique beauty of each work.

- Guiding student to coordinate the type feature with other knowledge of reaching comprehension to get the work.

- Specifying the application of type feature in teaching reading comprehension New Poetry into the system of ways, methods, measures, activities,... to read comprehension specific literary work.

- Applying type feature in teaching reading comprehension New Poetry have to be suitable with the ability, excitement of students and make positive the process of student's reception.

Teaching reading comprehension New Poetry methods according to type feature are:

- Building and processing materials on the type features of New Poetry into knowledge tool to read comprehension.

- Guiding student use knowledge tool of New Poetry's type feature to read comprehension New Poetry works.

-Consolidating, improving the results of reading comprehension New Poetry according to type feature of students through evaluation activities.

We have formed a set of knowledge about type feature, a set of knowledge of reading comprehension as well as designed a model of using knowledge tool to read comprehension New Poetry.

The topic *Teaching reading comprehension skills on type about New Poetry from 1932 – 1945 in High Schools* has confirmed the feasibility and effectiveness at the initial evaluation in practice. Students receive the works better in comparison with the normal teaching methods, which is shown by the test results and the excitement about lessons. The most importance here is the positive in receiving the value of works and forming reading comprehension skills for any New Poetry work.

4. After researching the thesis topic, we propose some recommendations as follows:

- Reading comprehension knowledge is new point, with high appreciation for book writers, but has not yet brought into play the pedagogical idea in practice. This

knowledge should have been provided or mobilized first, studied through manipulation system to become methods and applied directly by reading comprehension text, but the fact that it is presented at the end of lesson, so reading comprehension knowledge has become scientific knowledge, added to lesson and not become knowledge tool for student to make their own work from reading activities. We propose that when composing textbook in the next period, the book composer will study, consider to transfer reading comprehension knowledge into knowledge tool to read comprehension and provide this knowledge before reading comprehension works, pay attention for teaching student methods and ways to read a text at the same time.

- Changing examination and evaluation way. Once you have equipped reading comprehension skills on literary works for students (in which having reading comprehension skill on type feature), you should have helped student apply these skill to read any literary work with the same type as studied works. Therefore, learners have become an independent reader because students do not read literary works at school; teachers do not follow them everywhere to help them experience life outside school.

From the application of type feature to read comprehension New Poetry in High school literature program, we recommend to apply type feature to read comprehension all works related to folk literature, middle literature, modern literature. It is clear that at each period, literary work has specific type feature and within literature period, there are also movements, sets of works with their owns characteristics. It is necessary and scientific to certify type of works to understand it deeply.

The thesis has had some limitations because the research capacity is limited and research conditions have difficulty. The author would like to receive many contributions, constructions of scientists, teachers and readers.