SUMMARY OF NEW CONCLUSIONS OF PhD THESIS

Title: **Developing reading comprehension competence for senior high school students in teaching Vietnamese Language Arts (based on data from grade 10th)**
Speciality: ***Theories and Methods in Teaching Literature - Vietnamese***
Classification: **62.14.01.11**
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New conclusions

Reading comprehension competence is very important and needs to be developed in students of all ages, including senior high school students. The structure of reading comprehension competence consists of not only outward reading and reading outcomes but also inward factors. Vietnamese Language Arts subject can leave a huge impact on this competence's development if it helps learners actively practise reading comprehension and interacting with other readers. However, the current curriculum and practice of teaching reading comprehension in Vietnam Language Arts for senior high school based on the case study of grade 10th reveal a number of limitations, thus, students' reading comprehension competence was still at a low level and students were not capable of reading and comprehending texts outside the official curriculum.

To develop reading comprehension competence for senior high school students in teaching Vietnam Language Arts, **five principles** can be applied: *1) strictly follow reading comprehension competence standards during the teaching process; 2) assure that students can access diverse sources of texts in terms of genre which are suitable for students' reading comprehension capacity, needs and interests; 3) assure that students can practise reading comprehension steps in line with each type of text; 4) integrate during reading comprehension teaching process; and 5) frequently and effectively use formative assessment in teaching reading comprehension* and **five measures** can be used: 1) *instruct students to flexibly use a system of reading comprehension strategies; 2) combine individual and interactive group work for students during lessons; 3) instruct students to create and use reading profile effectively; 4) broaden reading comprehension scope and increase students' capacity to read independently through activities outside school hours; and 5) develop and use feedback effectively in teaching reading comprehension for students.*

The feasibility of these principles and measures was judged through the experimental process, thus they can be effectively applied within limit in the current Vietnamese Language Arts curriculum and more effectively applied in the renewable one that is designed to develop learners' competence.

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